

THE ALBERTA TEACHERS' ASSOCIATION  
REPORT OF THE HEARING COMMITTEE  
OF THE PROFESSIONAL CONDUCT COMMITTEE  
IN THE MATTER OF CHARGES OF UNPROFESSIONAL  
CONDUCT AGAINST FRIEDA ANNE MENNES

OUTLINE OF REPORT

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PREAMBLE

The hearing committee of the Professional Conduct Committee of the Alberta Teachers' Association reports that charges of unprofessional conduct laid against Frieda Anne Mennes of [REDACTED] were duly investigated in accordance with the *Teaching Profession Act*.

The hearing was scheduled to commence December 4, 2017 at 0900 at [REDACTED] and to continue for approximately two weeks. The hearing committee convened by conference call on November 21, 2017 to receive an adjournment request, as described in the following Preliminary Matters. Those participating were hearing committee members [REDACTED] committee, Richard [REDACTED]

Mennes did not personally participate in the call.

The hearing was rescheduled and commenced March 1, 2018 at 0900 at [REDACTED] where it continued on March 2, 5 to 9 and 12 to 13, 2017. Those present were the hearing committee members, committee counsel, and recorder named above. Co-secretaries to the hearing committee were [REDACTED] and [REDACTED], who replaced [REDACTED] and [REDACTED] co-presented the case against Mennes. Mennes was present for most of the days, although she did absent herself occasionally, and she was not represented.

The hearing was reconvened June 18 to 22, 2018 in Barnett House, 11010 142 Street NW, Edmonton, Alberta, Canada; recommenced on October 29 to November 1, 2018 [REDACTED] and recommenced on November 19 to 26, 2018 at Barnett House in Edmonton. The participants were the same as those convened on March 1, 2018 and Mennes attended and was represented, on a limited retainer basis, by [REDACTED] during the period of September to November 2018.

PRELIMINARY MATTERS

1. Defence counsel, [REDACTED] requested an adjournment on November 9, 2017 to prepare, based on having only recently been retained. The committee convened by teleconference on November 21, 2017 at 4:08 pm to consider the request.

The adjournment was granted conditionally upon the hearing proceeding peremptorily and [REDACTED] assurance that Mennes would provide a written express waiver of the requirement in section 31(2) of the *Teaching Profession Act* to commence the hearing within 120 days of the hearing order. An undated written waiver, signed by [REDACTED] was subsequently received by [REDACTED]

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2. A second teleconference was convened on January 17, 2018 at 4:15 pm to consider a request from the presenting officers to make allowances such that underage witnesses could testify in a room separate from the hearing room so that the witnesses would not be able to see the people in the hearing room but be able to hear questions and to respond and to be visible in the hearing room via video.

Present for the teleconference were committee members [REDACTED], committee counsel [REDACTED], secretaries to the committee [REDACTED] and [REDACTED], recording secretary [REDACTED] and presenting officers [REDACTED].

Mennes had been advised of the teleconference and the procedures for the teleconference but elected not to participate. Mennes advised the secretaries by e-mail that she was no longer retaining counsel for this matter and would proceed unrepresented.

The presenting officers advanced the argument that the underage witnesses could be intimidated by Mennes and would be unable to provide clear testimony in her presence. The presenting officers further requested that the underage witnesses be allowed to have a supporting adult present.

After hearing submissions from the presenting officers and seeking advice from committee counsel, the committee directed that the physical arrangements of the hearing be such that underage witnesses could testify from a separate room where they would be able to receive only audio feed from the hearing room but that the witnesses would be visible in the hearing room through direct audio and video link. The committee further directed that a supporting person be present with each underage witness, if the witness desired support, and that the supporting person be seated behind the witness but visible in the audio and video feed and that a committee secretary be present in the room to ensure that the supporting adult did not interfere or direct the testimony of the witness.

3. At the commencement of the hearing on March 1, 2018 in [REDACTED] the committee received documents from Mennes, via the secretary, indicating that she would not be present and a request that the matter be delayed to a future date so she could have an opportunity to develop her defence. Mennes had sent to the secretary, by e-mail, prior to the hearing convening, a work absence certificate and a copy of a visit record from a medical provider indicating she "was under care." Mennes requested that these documents be presented to the committee at the outset of the proceeding (Exhibits 1 and 2).

After consideration of the exhibits, hearing a submission from the presenting officers and seeking advice from committee counsel, the committee determined that the matter would proceed, as the ruling from November 21, 2017 was granted peremptorily with the expectation that Mennes be prepared to proceed. Mennes had been given sufficient time to develop her defence since initially having representation from November 2017. The committee determined Mennes's work absence certificate did not indicate that she was unable to proceed for medical reasons, only that she was under medical care. The visit record

captured statements that Mennes ostensibly provided to her medical provider and did not provide any direction on her ability to participate. The secretary phoned Mennes immediately, advising her that the hearing was proceeding.

The committee was also advised by the secretaries that due to unforeseen circumstances, [REDACTED] was no longer able to continue as a secretary to the committee and [REDACTED] and [REDACTED] would be acting as co-secretaries for the hearing.

### CONSTITUTION/JURISDICTION

Mennes was not present at the beginning of the hearing. There were no objections to the constitution of the hearing committee from those that were present.

Later, when Mennes was present, she did, obliquely, raise questions about jurisdiction of the hearing committee.

During the course of the hearing, there were many instances where the committee heard presentations and evidence that spoke more to the competency of Mennes rather than to her professional conduct. At times, there were lines drawn between how she structured her lessons and classroom and how she conducted herself professionally; however, often the committee was left to decide how relevant the testimony that spoke more to competency was, in relation to the charges.

For example, the committee heard that her classroom walls often lacked decoration; that students wrote copious amounts of notes from the board, sat in straight rows, read from textbooks and answered questions independently; that they brought their work up to Mennes's desk for her to review and correct; and that they were given large amounts of homework. The committee also heard testimony that Mennes's teaching style was "old school" and that students were made to stand next to their desks when another adult entered the room and were to greet the visitor. While not one of these actions would necessarily constitute unprofessional conduct on its own, when taken together they painted a picture of a teacher who had not adapted her practice and who was not interested in creating a warm, welcoming, safe and caring learning environment. This was confirmed by student and parent testimony that students were afraid of Mennes and/or experienced anxiety about attending Mennes's classroom.

The committee also heard testimony that Mennes didn't differentiate her lessons or adapt work to students' ability levels. Again, this largely speaks to competency as a teacher, but this was also tied to how Mennes had students that she favoured and treated better (including granting them additional classroom privileges, greater leniency in what constituted acceptable work and extra support in their learning) than those who were not favorites and were not afforded the same considerations.

Finally, the committee heard testimony that school-based administrators had tried to address these competency issues and then experienced responses from Mennes that varied from “surface compliance” to retaliatory actions against her administrators.

The committee weighed carefully the relevance of these references to competency on a case by case basis, as they arose and always with the question of how they related to the charges, if at all.

### PROCESS OF THE HEARING

Self-governing professions such as the Alberta Teachers’ Association (ATA) have an obligation to protect the public interest. At the same time, the hearing committee is required to ensure that a hearing is conducted with the utmost fairness to the investigated member facing allegations. Professional conduct hearings have far-reaching implications for investigated members charged with unprofessional conduct. It is vital that procedural safeguards to ensure fairness be clearly established and rigorously observed. Committee members need to be unbiased; have no information about the case, other than what was presented as evidence; and consider that evidence with open minds and without any prejudgment of the issues. The committee must act fairly and be seen to have acted fairly.

In the case of this proceeding, the committee was ever mindful of its obligation to ensure the fairness of the proceeding and the principle that the investigated member should have opportunity to make full answer and defence. The committee granted an adjournment when requested by Mennes’s counsel at the November 21, 2017 teleconference. The adjournment was requested to give the defence adequate extra time to prepare her case.

Hearings are almost exclusively held in Edmonton, where the ATA has facilities suitable for such proceedings. In this case, due to the large number of witnesses called from the [REDACTED] area and the potential impact of their absence to travel to Edmonton, a decision was made to relocate to [REDACTED] for the testimony of prosecution witnesses. The committee further determined that, in fairness, while defence witnesses’s absences would not likely have the same impact on the education system, the hearing committee would return to [REDACTED] to hear defence witnesses. At the conclusion of the second hearing portion in [REDACTED] on November 1, 2018, Mennes was advised that she still had the right and opportunity to bring in witnesses when the hearing reconvened in Edmonton. She was made aware of her right to make full answer and defence.

After dealing with the third preliminary matter on March 1, 2018, the hearing proceeded in the absence of Mennes. [REDACTED] began calling witnesses.

Without prior notification, Mennes arrived at the hearing room near the conclusion of the testimony of the first witness. Upon entering the hearing room, Mennes requested that the committee revisit the decision to proceed. [REDACTED] advised the committee that it should not overrule its own decision. The hearing proceeded.

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The presenting officers objected to the defence entering [School Division Redacted] Policy 7.2.3.4. [REDACTED] advised on the issue of allowing the document to be entered. The committee ruled and entered the document as Exhibit 6.

The hearing continued throughout the day with the committee hearing the scheduled prosecution witnesses and with Mennes present and participating. The presentation of [REDACTED] continued on March 2, 2018. When the hearing reconvened after lunch at 1:18 pm, Rand and [REDACTED] reported that Mennes had spoken with them during the lunch break saying that she was leaving and would not be present for the afternoon. Mennes was concerned about the worsening weather and the forecast for the weather to become much more severe. She was also concerned about the welfare of her elderly dog, given its heart condition. Mennes said she would be present when the hearing continued on March 5, 2018. [REDACTED] reported [REDACTED] had informed Mennes that the hearing would continue in her absence.

The hearing continued through March 5 and 6, 2018 with Mennes present and participating.

The presenting officers noted for the record that it must be known/understood, that information obtained from this hearing cannot be exported to other processes, such as the Complaint Appeal Committee reviews that Mennes had requested and would be conducted soon after the adjournment of this portion of the hearing. Rand reinforced that except in very limited circumstances, the testimony of a witness that might be heard in this hearing cannot be used in other proceedings and that the witness could not be asked questions about any alleged misconduct on his part. The chair declared if challenges arose about the export of evidence and testimony entered, the committee would deal with those instances at that time.

At about 4:35 pm on March 6, 2018, Mennes said to the secretary, [REDACTED], as she was leaving the building that she "had enough of people explaining that she was a monster and [she] was done." [REDACTED] confirmed that Mennes was aware the proceeding would continue in her absence. [REDACTED] continued with the final two scheduled witnesses, in the absence of Mennes. The hearing adjourned at approximately 6:15 pm.

The hearing resumed at 8:35 am on March 7, 2018 and continued through March 8, 9, 12 and 13, 2018. [REDACTED] continued with the presentation of their witnesses. Mennes was in attendance and participated during this portion of the hearing until [Name Redacted] was called to testify on March 13.

Prior to [Name Redacted] testimony beginning, Mennes absented herself from the hearing room and advised the secretary, who told the committee, "she intends to not be present during [Name Redacted] testimony and she'll be joining us after it's completed and we reconvene." After completion of the testimony of the prosecution's final witness, [Name Redacted], Mennes rejoined the hearing.

When considering the next steps, Mennes said she intended to call about thirty witnesses for the defence and would need one week to present her case. The committee adjourned with the

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directive that the secretary make arrangements for the hearing to reconvene for approximately one week and additional time could be scheduled as required.

The hearing resumed on Monday, June 18 at 9:00 am in Edmonton, at Barnett House, with all parties in attendance and participating. The secretary advised the committee that through e-mail discussion with Mennes, it was decided that this hearing portion was for Mennes to present her argument and the hearing would be scheduled to continue in [REDACTED] to hear the defence witnesses. Mennes presented her case, and testified, from June 18 through to June 22, 2018.

Mennes sought to enter two specific portions of the investigation report in her case as well as the Summary of Findings from Discipline Investigation re [REDACTED]. After hearing objections from the presenting officers, the committee ruled that the items would be entered as Exhibits 20, 21 and 31 and the committee would determine the weight to be given to each.

Mennes also sought to enter pages 97 to 34 of the investigation report in her case. The presenting officers argued that the information found in the investigation report had not been tested and should not be considered as evidence. [REDACTED] said the investigation report was "not evidence of anything." The committee ruled that the portion of the investigation report would be entered as Exhibit 37 and would be used only as a reference and encouraged the member to focus on the charges.

Mennes interrupted her testimony on the morning of June 22, 2018 to have one witness testify who resided in Edmonton and was available. The hearing continued and adjourned at 3:22 pm.

The hearing reconvened on October 29, 2018, at 9:30 am in [REDACTED] was present as defence counsel to assist Mennes in her case, on a limited retainer basis. Mennes and [REDACTED] called scheduled witnesses in the morning but were unable to arrange witness attendance in the afternoon; consequently, the hearing adjourned at 11:35 am.

The hearing reconvened on October 30 at 9:00 am. Mennes and [REDACTED] continued with the presentation of witnesses as could be arranged; the hearing adjourned at 1:12 pm.

The hearing reconvened on October 31 at 9:00 am. Mennes and [REDACTED] continued with the presentation of a witness. The hearing adjourned at 12:48 pm.

The hearing reconvened on November 1 at 9:00 am. Mennes and [REDACTED] presented one witness. Following cross examination and redirect, the presenting officers attempted to ask further questions of the witness. [REDACTED] queried the procedure, saying that allowing "redirect on redirect" leads to the risk of a triple redirect that may lead to the process going on and on. The presenting officers argued that new elements in testimony can lead to redirect. [REDACTED] said all items in dispute deserve a full hearing. It is not inappropriate to allow questioning on new matters arising. The committee ruled that it had allowed questioning on new matters arising in the past and questioning on new matters arising would be allowed.

After completion of the witness's testimony, Mennes and ██████ advised that no further witnesses could attend at that time. ██████ argued that the secretary had failed to act in a manner which afforded the defence the necessary time to arrange witnesses. The secretaries provided a summary of communications between them, Mennes and ██████ which the committee considered but did not accept as an exhibit. ██████ also argued that changing the location of the hearing back to Edmonton constituted a disadvantage to Mennes as she did not have the same resources as the Association. The committee considered ██████ oral submission, the response of the presenting officers, comments from committee counsel and case law and ruled that the hearing would recommence in Edmonton on the next scheduled date of November 19, 2018. The chair said, "We have come to a decision, and the committee has decided that we are going to convene in Edmonton on November 19 at 9:00 am. We request that the defence make all possible efforts to obtain its witnesses and documents for that date." The hearing adjourned at 4:54 pm.

The hearing reconvened on November 19, 2018 at 9 am in Edmonton. Mennes was present and participating but was again not represented by counsel. Mennes advised the committee that she had no further witnesses to call and that she was ready to close her presentation and move to closing argument. Mennes said she believed at least of one of the defence witnesses had been tampered with. The presenting officers offered to recall their witness, whom Mennes alleged had committed the tampering, so that she could be examined but Mennes declined the opportunity. Mennes closed her case at 9:35 am.

Both the presenting officers and Mennes expressed a wish to provide their summations in written form as well as orally. The committee ruled that the two documents, Exhibit 96 for the presenting officers and Exhibit 97 for the defence, would be entered as references only and not as evidence.

██████████ presented their closing argument by written submission with summary comment. The hearing adjourned at 10:45 am and was set to resume at 1:00 pm. The hearing reconvened and Mennes requested an additional thirty minutes to complete preparation of her submission. The hearing was recessed until 1:35 pm to provide Mennes with the additional time. Mennes presented her closing argument by written submission and summary comment. The committee advised the parties that deliberations would take some time and adjourned with the direction that the hearing committee would reconvene on Friday, November 23, 2018, at 9:00 am. The committee indicated there was no surety of a decision by that time but it would be reasonable to update the parties on the timelines the committee felt were necessary to complete its work. The hearing adjourned at 4:33 pm.

Prior to recommencing, the committee had the secretary communicate with the parties that instead of commencing at 9:00 am, the hearing would reconvene at 1:00 pm on the specified day. The hearing resumed at 12:58 pm on November 23, 2018. The committee announced its finding of guilt on each charge. Mennes stated she was innocent and she would no longer participate in this process and walked out of the hearing room. The committee called a recess and directed the secretaries to determine whether Mennes remained in the building and if so, if she would, after

collecting her thoughts, reconsider her decision to remove herself. The hearing reconvened at 1:17 pm and the secretary advised the committee that Mennes had left the property and did not communicate with a secretary as she was exiting.

██████████ provided a submission on penalty. The hearing was adjourned at 2:15 pm. The committee stated that deliberation on penalty would take some time and directed the secretary to communicate to Mennes that the hearing would resume at 1:00 pm on November 26, 2018 and that Mennes had a right to make a submission and/or to attend if she chose to do so.

On the morning of Monday, November 26, 2018, the secretaries advised the committee that Mennes had not responded to the communication about the scheduled reconvening. The hearing reconvened at 1:12 pm on Monday, November 26, 2018. The committee asked questions of the presenting officers for clarification and then caucused to consider the clarification, at 1:17 pm. The hearing reconvened at 1:38 pm and the committee announced its determination of penalty. The hearing concluded at 1:48 pm.

### CHARGES AND PLEA

██████████ sought to amend the original nine charges in the notice of hearing by changing the years indicated in Charge 1 and Charge 2 from 1985 to 1981 and by withdrawing Charge 3. The committee was advised that Mennes has been aware of the intended changes to the charges since November 9, 2017 and had not raised any objection (Exhibit 4, tab 2, document 2).

The committee determined that the amendments to the charges did not impede Mennes's ability to make full answer and defence and accepted the amendments.

The following eight remaining charges, as then amended, were read aloud by the secretary to the hearing committee:

1. Frieda Anne Mennes is charged with unprofessional conduct pursuant to the *Teaching Profession Act* in that she, while a member of the Alberta Teachers' Association, during the period September ~~1985~~ 1981 to December 2016, engaged in actions and/or made comments to students which failed to treat the students with dignity and respect and with consideration for their circumstances.
2. Frieda Anne Mennes is charged with unprofessional conduct pursuant to the *Teaching Profession Act* in that she, while a member of the Alberta Teachers' Association, during the period September ~~1985~~ 1981 to December 2016, treated students in a differential manner based on their academic abilities whereby students who were not strong academically were not treated with dignity and respect or in a manner that was considerate of their circumstances.

- [REDACTED]
4. Frieda Anne Mennes is charged with unprofessional conduct pursuant to the *Teaching Profession Act* in that she, while a member of the Alberta Teachers' Association, during the period September 2008 to March 2017, made critical comments about the professional performance and/or professional reputation of both school based and central office administrators in a manner which was not consistent with professional responsibilities towards colleagues.
  5. Frieda Anne Mennes is charged with unprofessional conduct pursuant to the *Teaching Profession Act* in that she, while a member of the Alberta Teachers' Association, during the period September 2008 to March 2017, made written and/or verbal statements about both school based and central office administrators where the approach, inaccurate content and language employed were unbecoming to a professional teacher in her relationship(s) with colleagues.
  6. Frieda Anne Mennes is charged with unprofessional conduct pursuant to the *Teaching Profession Act* in that she, while a member of the Alberta Teachers' Association, during the 2016/17 school year, refused to address legitimate parent/grandparent concerns relative to the treatment of their children in Mennes's classroom.
  7. Frieda Anne Mennes is charged with unprofessional conduct pursuant to the *Teaching Profession Act* in that she, while a member of the Alberta Teachers' Association, during the 2016/17 school year, engaged in retaliatory actions against [Parent P] and/or [Grandparent P] for raising legitimate concerns about how their child/grandchild was treated in Mennes's classroom.
  8. Frieda Anne Mennes is charged with unprofessional conduct pursuant to the *Teaching Profession Act* in that she, while a member of the Alberta Teachers' Association, during the 2016/17 school year, made false allegations against her principal, [REDACTED], to the school district and to other persons without advising [REDACTED] of those allegations contrary to section 14 of the Code of Professional Conduct.
  9. Frieda Anne Mennes is charged with unprofessional conduct pursuant to the *Teaching Profession Act* in that she, while a member of the Alberta Teachers' Association, during the period September 2008 to June 2013, sent (an) anonymous letter(s) and/or notes to the superintendent of schools and/or school trustees, in which she made inflammatory and highly critical comments about the school administration and the school librarian at [school redacted].

In the absence of Mennes at that time, the chair directed a plea of not guilty to each of the charges.

EXHIBITS FILED

- Exhibit 1—Work Absence Certificate re Mennes from [REDACTED]
- Exhibit 2—Visit Record re Mennes from [REDACTED]
- Exhibit 3—E-mail from Mennes to [REDACTED] requesting postponement of hearing, dated February 28, 2018
- Exhibit 4—Presenting officers' binder of documents
- Exhibit 5—Notice of hearing and Canada Post confirmation of delivery on February 9, 2018
- Exhibit 6—[Name Redacted] Policy Handbook, Policy code 7 .2.3 .4
- Exhibit 7—Thank you card to Mennes from student
- Exhibit 8—Cease and desist letter from McGarry Law, representing Mennes, to [REDACTED] and Constable [REDACTED], RCMP [Location Redacted], dated February 9, 2018
- Exhibit 9—[School Redacted] student agenda page
- Exhibit 10—hand drawn representation of [REDACTED] office layout for November 23, 2016 meeting
- Exhibit 11—[School Redacted] staff calendar 2016-17
- Exhibit 12—[Name Redacted] calendar 2016-17
- Exhibit 13—Alberta College of Social Workers complaint form completed by Mennes re [REDACTED] dated February 1, 2017
- Exhibit 14—Alberta College of Social Workers letter from [REDACTED] to [REDACTED], dated February 14, 2017
- Exhibit 15—ATA Code of Professional Conduct
- Exhibit 16—AT A Leadership Update Volume 5 No 5
- Exhibit 17—Letter to Mennes, dated 2018 02 15 (page 1 only)
- Exhibit 18—Letter to Mennes, dated 2017 11 08 (page 3 only)
- Exhibit 19—Letter to Mennes, dated 2017 11 08 (page 4 only)
- Exhibit 20—Letter to Mennes, dated 2018 02 15 (page 5 only)
- Exhibit 21—Letter dated 2018 02 15 (pages 2 to 5 only)
- Exhibit 22—Vacation photographs [Name Redacted]
- Exhibit 23—Reference letter from [Name Redacted] to Mennes, dated May 31, 2000
- Exhibit 24—Handwritten letter of protest of assignment from Mennes to [Name Redacted], dated June 11 2001
- Exhibit 25—Teacher report re Mennes from [Name Redacted], dated February 26, 1982
- Exhibit 26—E-mail from Mennes to [Name Redacted], dated March 21, 2017
- Exhibit 27—Appeal to Board of Reference re Mennes, dated June 11, 2012
- Exhibit 28—Teacher report re Mennes from [Name Redacted] dated January 6, 1983
- Exhibit 29—Summative Report re Mennes from [REDACTED] dated June 16, 2008
- Exhibit 30—[Name Redacted] letter (3 copies), dated May 20, 2008
- Exhibit 31—Summary of Findings From Discipline Investigation re [Name Redacted]
- Exhibit 32—General Report from [Location Redacted] Police Service (redacted), dated 2017 03 02

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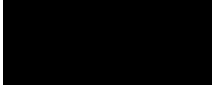
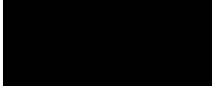
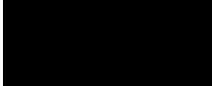
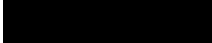


- Exhibit 33—Supplementary Occurrence Report from [Name Redacted] Police Service (redacted), dated 2017 03 03
- Exhibit 34—Christmas card to Mennes from student and parent
- Exhibit 35—Notice of transfer from [Name Redacted] to Mennes, dated May 3, 2012
- Exhibit 36—Letter describing reasons for transfer from [Name Redacted] to Mennes, dated May 9, 2012
- Exhibit 37—Excerpt from ND1331 discipline investigation re Mennes (pages 97 to 134) Exhibit 38—Snowman drawing from student
- Exhibit 39—CTV News [REDACTED] item published January 30, 2010
- Exhibit 40—Anonymous letter to Mennes, undated
- Exhibit 41—Four thank you notes to Mennes from [REDACTED]
- Exhibit 42—[Newspaper Redacted] dated June 27, 2012, with handwritten notes (1 page) Exhibit 43—Two photographs of students in classroom
- Exhibit 44—[Newspaper Redacted] dated April 2012 (4 pages)
- Exhibit 45—Two photographs of students and adults 1989-1990
- Exhibit 46—Thank you note from [Name Redacted] / letter from [Name Redacted], dated January 15, 2013
- Exhibit 47—Note from [Name Redacted]
- Exhibit 48—Thank you note to Mennes from [Name Redacted], thank you note from student
- Exhibit 49—Thank you card (inside) to Mennes from [Name Redacted]
- Exhibit 50—Thank you note to Mennes from [Name Redacted]
- Exhibit 51—Letter of support from [Name Redacted] and student note
- Exhibit 52—Letter of appreciation to Mennes from [Name Redacted] dated July 10, 1998 07
- Exhibit 53—Thank you letter to Mennes from [Name Redacted], dated January 16, 2013
- Exhibit 54—Letter from Mennes to [Name Redacted] requesting transfer, dated October 20, 2000
- Exhibit 55—Student story "Wonderful You"
- Exhibit 56—Allegation of assault on November 23, 2016
- Exhibit 57—Request for investigation of alleged unprofessional conduct by Mennes, from [Name Redacted], dated December 7, 2016
- Exhibit 58—Letter of concern from [Name Redacted], dated February 13, 2015
- Exhibit 59—E-mail timed 3:48 am from Parent J
- Exhibit 60—E-mail timed 2:07 pm from [Name Redacted](print date of January 6, 2017)
- Exhibit 61—E-mail, meeting notes from [Name Redacted], dated November 29, 2016
- Exhibit 62—E-mails between Mennes and [Name Redacted], dated March 21, 2013
- Exhibit 63—RTI Guided Reading student groups
- Exhibit 64—Class schedule [Grade redacted]ME 2016-17
- Exhibit 65—Letter from Mennes to [Name Redacted], dated November 23, 2016
- Exhibit 66—Letter of support from [Name Redacted], dated October 20, 2017 / thank you note from [Name Redacted]
- Exhibit 67—E-mail of student concerns from Mennes to [Name Redacted], dated November 27, 2012
- Exhibit 68—E-mail from [Name Redacted] requesting nomination of students dated January 15, 2013
- Exhibit 69—Letter commending Mennes from [Name Redacted], dated June 14, 2000
- Exhibit 70—Letter of support from [Name Redacted], dated February 13, 2013
- Exhibit 71—Letter of support from [Name Redacted], dated January 18, 2013

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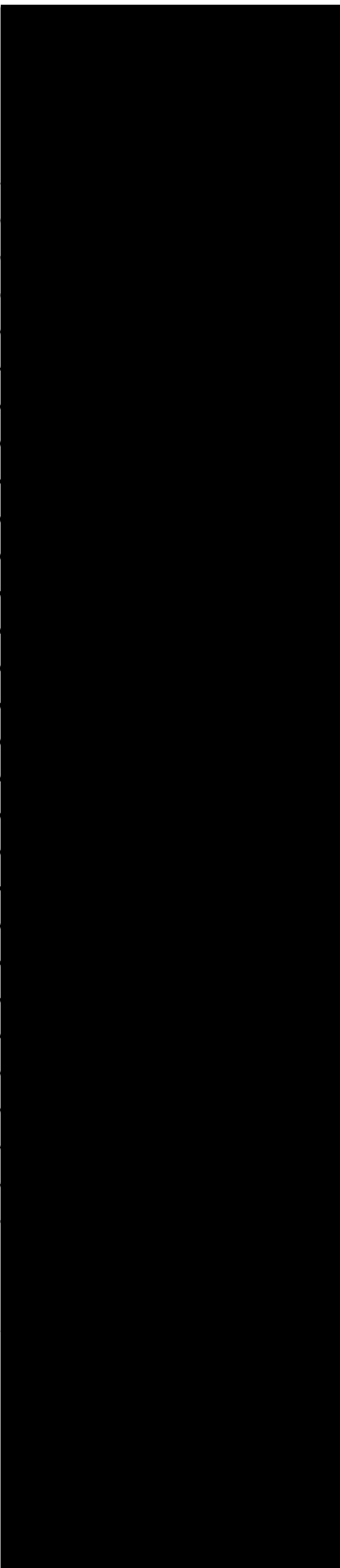
- Exhibit 72—Character reference from [Name Redacted]
- Exhibit 73—Christmas drawing from student
- Exhibit 74—Thank you note re chess club from L / thank you card re chess club from student / terrific teacher certificate
- Exhibit 75—Thinking of you gift tag
- Exhibit 76—Thank you card from student / two thank you notes from [Name Redacted]
- Exhibit 77—Thank you note from student
- Exhibit 78—Four photographs (man, woman, baby and dogs)
- Exhibit 79—Two photographs (Mennes and woman, man)
- Exhibit 80—Two photographs (man in swimsuit and t shirt)
- Exhibit 81—Three photographs (group at dinner, Christmas decorations, group at dinner)
- Exhibit 82—Two photographs (two men, two couples)
- Exhibit 83—1983-84 yearbook page
- Exhibit 84—Letter of support from [Name Redacted], dated April 9, 2018
- Exhibit 85—Grade 1-6 report card information sheet
- Exhibit 86—Thank you note from student
- Exhibit 87—Excerpt from ND 1331 discipline investigation re Mennes (pages 4 7to 52) with handwritten notes in margin
- Exhibit 88—Teacher notes Wednesday March 16to Tuesday April 5
- Exhibit 89—Written statement by [Name Redacted]
- Exhibit 90—Mennes's binder of documents (tabbed)
- Exhibit 91—Letter from [Name Redacted] directing Mennes staff off school property without permission, dated April 16, 2018 04 16
- Exhibit 92—Excerpt from 1982/83 [School Redacted] Yearbook
- Exhibit 93—Excerpt from 1983/84 [School Redacted] Yearbook
- Exhibit 94a—Student B IPP December 2008
- Exhibit 94b—Student B IPP June 2009
- Exhibit 95—Practice Review of Teachers Regulation
- Exhibit 96—Presenting officers' closing argument
- Exhibit 97—Defence closing argument

LIST OF WITNESSES

The presenting officers called the following witnesses:

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The defence called the following witnesses:

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Mennes and her counsel, [REDACTED], reported difficulty in getting certain additional potential witnesses to appear. Despite the significant passage of time until these difficulties were reported, Mennes was given extra time to serve them with notices to attend and she subsequently reported she was unable to do so.

EVIDENCE ADDUCED AND EXHIBITS FILED INDICATED THAT:

1. Mennes was a member of the Alberta Teachers Association during the period September 1, 1981 to October 31, 2017 inclusive. (Exhibit 4, tab 1)
2. Mennes taught for [School Division Redacted] in [School Redacted] (1981-1986), [School Redacted] (1986-1988), [School Redacted] (1988-1990), [School Redacted](1990-2012) and [School Redacted] (2002-2016) and was then placed on unassigned duties (2016-2018). (Exhibit 4, tab 1, document 2)
3. After a medical leave, Mennes returned to teaching for 13 days during 2016/17 school year, from November 1 to 23, 2016. (Exhibit 4, tab 86)
4. In June 2012, Mennes was identified for a transfer from [School Redacted] to [School Redacted]. The transfer was appealed through the proper process but her appeal failed. Mennes reluctantly complied with the transfer.
5. Mennes had positive administrator evaluations from 1981 to 2008. (Exhibit 90)
6. A number of students identified that Mennes changed her behaviour by “putting on her happy face” when an adult in authority was present in her classroom. “When people came to the door, she would open it and her tone would change. She would be happier. We all noticed that. We called it her fake face, because she would put on a grin and her greeting was not what we would hear in the classroom.” (Exhibit 4, tabs 41, 48, 60)
7. During the time period of the charges, Mennes selected a small group of high-achieving students in her classes that she treated preferentially and a select small group of

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low-achieving students that she treated harshly. (Exhibit 4, tabs 13, 15, 20, 41, 45, 47, 48, 50, 52, 60, 63, 65, 68, 74, 75)

8. Many witnesses testified that throughout her career, Mennes would detain weaker academic students and students who had not completed their work on time. Very often, these students missed consecutive recesses over extended periods of time. This evidence (Exhibit 4) was spoken to and corroborated by a number of witnesses who gave consistent and believable accounts of same:
  - (a) Students: Student 3 (tab 10), Student B (tab 13), Student I (tab 47), Student J (tab 50), Student F (tab 41), Student G (tab 42), Student H (tab 43), Student K (tab 52), Student N (tab 65), Student L (tab 60), Student M (tab 62), Student O (tab 63), (tab 15), Student P (tab 68) and Student Q (tab 74)
  - (b) Parents: Parent B (tab 12), Parent C (tab 14), Parent P (tab 67) and Parent Q (tab 73)
  - (c) Staff: [9 Names Redacted]
9. Mennes's disdainful treatment of students often caused them personal embarrassment.
10. Mennes tended to retaliate maliciously whenever a person challenged or confronted her. (Exhibit 4 and testimony of [Name redacted] tab 3, [Name redacted] tab 83, Student I tab 47, [Name redacted] tab 29 and 30, [Name redacted] tab 66, [Name redacted] tab 4, [Name redacted] tab 9, [Name redacted] tab 23, Student D tab 20, Parent B tab 12, various letters tabs 53-58, Parent N tab 64, Student N tab 65, e-mail tab 25, Parent P tab 67, RCMP complaint tab 69, Grandparent P tab 70)
11. Numerous students testified that they felt terrified by Mennes.
12. Multiple students testified that Mennes "yelled" at them or their class. It is a matter of interpretation about what was actually "yelling" but it is abundantly clear that the tone and effect of Mennes's voice was stern and authoritarian. Students would tend to characterize any situation where they had been reprimanded as being "yelled at."
13. Many adults testified that Mennes was soft spoken and quiet and not prone to raising her voice.
14. Regardless of the volume of her voice, the manner in which Mennes dealt with students devastated some of them.

Charge 1 and Charge 2

15. Parent C testified that [REDACTED] was a student in Mennes's Grade 4 classroom during 1984/85. During that school year, Parent C travelled to [REDACTED]. Upon return to [Location Redacted], Parent C was expected to complete the assignments that were missed and Mennes made [REDACTED] stay after school even though [REDACTED] was a bus kid and [REDACTED] lived approximately twelve miles out of town. Parent C was extremely concerned about causing additional stress on [REDACTED] parents and felt that missing the bus would cause extra stress at a very difficult time. Parent C recalled Mennes telling [REDACTED] was lying about missing the bus. Parent C did miss the bus on one occasion and had to call [REDACTED] parents. Parent C testified, "considering the situation, [REDACTED] was extremely unkind to a kid who was going through a really difficult time and more than anything, just needed some compassion at the time. This affected me for the rest of my life." (Exhibit 4, tab 14 and testimony)
16. Parent C testified that Mennes differentiated activities in her classroom by providing different booklets for different children.
17. Student C was a student in Mennes's [Grade Redacted] class during the 2010/11 school year. [REDACTED] testified, "Ms Mennes was mean to people who were weren't very academic. She didn't treat non-academic people as evenly as academic people. She treated the academic students nice but she didn't treat the non-academic ones well. She didn't help them to get their work done or to get caught up. When we did multiplication tables, if we didn't get a certain number, she would make us redo them over and over." (Exhibit 4, tab 15)
18. Regarding [REDACTED] treatment, Student C testified, "Ms Mennes treated me like I wasn't smart and I had to get better at stuff. She kept me in for recess because I never got my stuff done like the other kids, but I tried my hardest, but never got to the point where they got to so I had to stay in." (Exhibit 4, tab 15)
19. Student C testified, "There were some days that some students never got to go out at all to play with their friends. I was kept in about half the year. [Student 1] was kept in almost the entire year. Maybe got out one or two days out." (Exhibit 4, tab 15)
20. Student A testified that Mennes would often single out students for incomplete homework. [REDACTED] said, two good friends, who were both [REDACTED] missed most of their recesses because they did not have their work done. (Exhibit 4, tab 10 and testimony)
21. [Name Redacted] wrote that because some children failed their Provincial Achievement Test in Mathematics, Basic Facts exam, they were not allowed to go swimming for the rest of year. [REDACTED] noted, "This type of punishment is spirit-breaking for a young child." (Exhibit 4, tab 9)
22. [Name Redacted] wrote, "We would try to impress upon her [Mennes] that recesses were important for learning, and missing recess because of missed homework or not working in class might be okay occasionally, but not day after day for many children in her class." (Exhibit 4, tab 9)

23. Student D was diagnosed with [Medical] while in Mennes's [Grade Redacted] class in 2003/04 and missed two months of school. When handing in her homework, Mennes did not accept that Student D was ill. Student D recalled that Mennes said something like, "if you cannot bother to attend school, I cannot be bothered to mark it." Mennes then ripped up the assignment in front of the class and threw it in the trash. (Student D , Exhibit 4, tab 20 and testimony)
24. Parent D's testimony and written statement corroborated [redacted] Student D's statement. Parent D added that [redacted] would stop to pick up homework for [redacted] and Mennes would refuse to give it to [redacted]. Sometimes Student D's friends would drop off their work so [redacted] could keep up with the rest of the class. (Parent D, Exhibit 4, tab 19 and testimony)
25. Student D said "One day it took the principal, another teacher and my mother to pull me out of my mother's vehicle but I refused because I was scared to go back into Ms Mennes's class due to how she treated me." (Exhibit 4, tab 20 and testimony)
26. Student B was a student who struggled. [redacted] was on an Individual Program Plan (IPP) that focused on attention issues and language acquisition skills. Minimal modifications/adaptations were made to the day-to-day activities described as common practice in Mennes's classroom. The student was expected to complete the same amount of work as [redacted] peers. (Exhibit 4, tab 13 and testimony, Exhibits 94a and 94b)
27. Student B also said that [redacted] had poor penmanship. [redacted] recounted events where [redacted] was made to rewrite copious amounts of notes because [redacted] notes were not readable. [redacted] should have been provided alternate means of creating notes according to [redacted] IPP. Accommodations were not provided for [redacted] circumstance. (Exhibit 4, tab 13 and testimony)
28. Student B recalled that favourite students were given money by Mennes to buy cookies; however, the students who had no money and were academically weak never received money for cookies. Student B stated that [redacted] received recess privileges because [redacted] intervened, as [redacted] too was a [redacted]. However, [redacted] recalls that [redacted] friend, [Student 2], was also not a strong reader and received many detentions, causing [redacted] to miss several recess times. Student B also mentioned that there were times when the entire class was punished because of the performance of a few select individuals. (tab 13)
29. Student F testified that Mennes gave ice cream to some of the students and not to others. [redacted] believed that was hard on the students who were working. [redacted] did not get ice cream and was sad because [redacted] felt [redacted] was working hard too. [redacted] recalled that Mennes gave ice cream to her three favourite students and two others. (Exhibit 4, tab 41 and testimony)
30. Student R was in Mennes's [Grade Redacted] class, and was in [Grade Redacted] at the time of [redacted] testimony. [redacted] arrived in Canada in [Grade Redacted] and was an English Language Learner (ELL) student. [redacted]

written statement was scribed for [REDACTED] but Student R revised and signed the document [REDACTED] (Exhibit 4, tab 75 and testimony)

31. Student R spoke about the times [REDACTED] was embarrassed in front of the entire class while in [Grade Redacted]. [REDACTED] spoke about a time when [REDACTED] shoe made a mark on the floor. When [REDACTED] tried to use a towel to clean the floor, Mennes directed [REDACTED] to clean the marks off the floor with [REDACTED] sock. (Exhibit 4, tab 75 and testimony).
  32. Mennes acknowledged that she had directed Student R to clean the floor with [REDACTED] sock. She prevented [REDACTED] from using a towel to clean the floor as she claimed it wouldn't work.
  33. Student R spoke about having to do math problems on the whiteboard, in front of the entire class, despite Mennes knowing that [REDACTED] did not know how to do the math questions. [REDACTED] stated that Mennes made [REDACTED] stand there for about 10 minutes. While [REDACTED] was at the whiteboard, Mennes said "You should know this stuff" and [REDACTED] heard the class laugh in response to Mennes's comment, which further embarrassed [REDACTED] (Exhibit 4, tab 75 and testimony)
  34. Student R was singled out and made to stand and attempt to sing "O Canada" despite [REDACTED] not knowing the words and [REDACTED] felt abject embarrassment. [Name Redacted] corroborated this incident and further testified that Mennes used it as a way of embarrassing Student R in front of [REDACTED] peers. [REDACTED] remembers Mennes stating "You should know the words, you have been in this school for four years." Mennes testified this was meant to be a joke. (Exhibit 4, tab 75 and testimony)
  35. [Name Redacted] was a [REDACTED] and was assigned to work in Mennes's classroom three periods a day during the 2015/2016 school year. Mennes testified that [Name Redacted] was only in her room two periods a day.
  36. [Name Redacted] was assigned to assist academically struggling students including Student R. [REDACTED] spoke about one occasion when [REDACTED] noticed that [REDACTED] was off task and so [REDACTED] directed [REDACTED] to read and follow the instructions on the board. Mennes immediately told [Name Redacted] that [REDACTED] should not tell [REDACTED] to look up at the board and [REDACTED] should be able to figure things out [REDACTED] (Exhibit 4, tab 81 and testimony)
  37. [Name Redacted] described an incident in which [REDACTED] was discussing with Mennes the assistance [REDACTED] provided to another student, Student 4, about borrowing in math. Mennes said, "Well, at least [REDACTED] can count. [REDACTED] (meaning Student R) can't even count." (Exhibit 4, tab 81 and testimony)
- [Name Redacted] spoke about Mennes not allowing Student R to participate in physical education in order for [REDACTED] to work on [REDACTED] math. (Exhibit 4, tab 81 and testimony)
39. [Name Redacted] recalled a student, Student 4, whom [REDACTED] was assigned to assist, being tasked with writing a sentence. When Student 4 reviewed [REDACTED] sentence with Mennes, [Name Redacted]

observed that Mennes spoke harshly to Student 4 and sent [redacted] back to [redacted] student desk. [redacted] attempted to help Student 4 correct the sentence but Student 4 erased the entire sentence and they started anew. Mennes again called Student 4 up to her desk, chastised [redacted] and sent [redacted] back to [redacted] student desk. On returning to the student desk, Student 4 told [redacted] that Mennes had yelled at [redacted] and Student 4 began to cry. Mennes called Student 4 back to [redacted] desk and further chastised [redacted] (Exhibit 4, tab 81 and testimony)

40. In debriefing the incident with [Name Redacted], Mennes claimed that Student 4 had been playing games and was trying to manipulate [Name Redacted] into providing the answers.
41. [Name Redacted] was an educational assistant assigned to work in Mennes's classroom daily. During the 2014/15 school year, [redacted] was assigned to Mennes's room for the mornings. In Mennes's room, [Name Redacted] did not work one on one with students but instead worked with a number of students. (Exhibit 4, tab 16 and testimony)
42. [Name Redacted] testified that [redacted] was very anxious about doing the interviews in this process. [redacted] said that [redacted] had been [redacted] and was on medication and intimated it was in relation to the process of the investigation of Mennes's actions. (Exhibit 4, tab 16 and testimony)
43. [Name Redacted] spoke about a [redacted] who sometimes soiled [redacted] and would be sent to the bathroom, having to then phone home to be picked up by a parent. One time when this happened, Mennes did not allow [redacted] to call home as it was so close to dismissal time. As a result, after the [redacted] went to the bathroom to clean up, [redacted] sat in class until dismissal time and then went home in soiled clothing. (Exhibit 4, tab 16 and testimony)
44. [Name Redacted] spoke about students copying significant blocks of material off the board and said the students had to be quick because when Mennes finished the last board, she would start erasing the first board to continue her notes. Those students who did not finish the notes or homework would be required to miss recess, gym or art to finish. (Exhibit 4, tab 16 and testimony)
45. [Name Redacted] testified Mennes, as a teacher, had obvious favorites in her class; those students were the smart students or the athletic students and were mainly girls. [redacted] stated that Mennes's favorites would get to run errands, play games or have free reading if their work was finished; and that those favorite students never received detentions or missed out on activities. [redacted] remarked that Mennes's demeanour with the students was very gruff "unless the student was one of her smart kids." (Exhibit 4, tab 16)
46. [Name Redacted] testified about Mennes not differentiating work for students who needed this accommodation and that if a student went to where [Name Redacted] was sitting to ask for help, Mennes would say "no" and tell the student to sit down. If there was differentiation, it was because of [Name Redacted] work with a student. (Exhibit 4 Tab 16)

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47. [Name Redacted] testified about there being a lot of anxiety in Mennes' s class. The students would not answer questions for fear of being wrong or being singled out by Mennes in front of their peers. [Redacted] testified that Student I, who had a lot of trouble in Mennes' s class, cried numerous times. [Redacted] believed the crying was observed by Mennes. [Name redacted] would comfort Student I. Mennes did not even acknowledge that Student I was crying. (Exhibit 4 tab 16 and testimony)
48. [Name redacted] testified about the less-academically-capable students missing physical education, music and swimming classes in order to satisfy Mennes's insistence that all students complete the same amount of work. (Exhibit 4, tab 3)
49. [Name redacted] testified that Mennes had the same standards for all students whereby they all had to complete the same amount of work without differentiation (Exhibit 4, tab3).
50. Student I was a [Grade Redacted] student in Mennes's class in the 2014/15 school year in [School redacted]. (Exhibit 4, tab 47 and testimony)
51. Student I testified that [Redacted] did not go out for morning recesses unless there was a substitute teacher. [Redacted] said "Every morning recess I had detention. Sometimes I went out in the afternoon. If you did not finish a lot of work, like five pages, you could not go outside. Even if Ms Mennes was on supervision at recess, I was still made to stay in." (Exhibit 4, tab 47 and testimony)
52. Student I testified that there were usually about five students who regularly stayed in at recess. Student I named three others in addition to [Redacted] (Exhibit 4, tab 47 and testimony)
53. Student I described [Redacted] time in [Grade Redacted] as the worst year of [Redacted] life and that it was like being in a horror movie. [Redacted] did not want to go to school at all and just wanted to stay home. "I faked being sick so I would not have to go to school. The last day of school that year was the best day of my life." (Exhibit 4, tab 47 and testimony)
54. Student I testified that [Redacted] asked [Redacted] mom if [Redacted] could take an iPod to school so "I could get proof of Ms Mennes's meanness towards the class. I never thought anyone understood that I was telling the truth about Ms Mennes. I wanted to record her so that I could show that I was not lying." (Exhibit 4, tab 47 and testimony)
55. Student I testified about crying in the bathroom after Mennes embarrassed [Redacted]. "I got the question wrong and she embarrassed me and the class laughed. However when [Name redacted] got the question wrong, Mennes said, "it's okay" but to me, she gave me a dirty look. (Exhibit 4, tab 47 and testimony)
56. Student I testified about a time when [Redacted] did not complete [Redacted] work and the class was to watch a movie. Student I was sent into the hallway with another student and [Name redacted]. Student I returned to the classroom to ask Mennes a question. Mennes grabbed Student I by [Redacted]

shoulders and twisted [redacted] to the wall so [redacted] could not see the movie. Student I had to do two pages of definitions instead while the other students were treated to a movie. (Exhibit 4, tab 47 and testimony)

57. Student I remembered always feeling embarrassed because of the way Mennes talked to [redacted]. Student I testified that she was “mean and very stern, yelling and giving me looks like rolling her eyes.” and “Ms Mennes does not like me and I don’t know why.” (Exhibit 4, tab 47 and testimony)
58. Student I testified that if you did not get your snack and lunch from your locker first thing in the morning, you could not eat. “I took my lunch home most days. I did not eat. But if [Name redacted] forgot, [redacted] would be able to eat.” (Exhibit 4, tab 47 and testimony)
59. Student I recalled a weekend when [redacted] mother had written a note to Mennes seeking to limit [redacted] amount of homework for the weekend. The family was travelling to [redacted] so [redacted] could participate in a sport tournament. Mennes assigned seventeen pages of homework to Student I. In Student I’s words “So what does Ms Mennes do? She piles it on and sends all that homework.” (Exhibit 4, tab 47 and testimony)
60. Student I testified that when the class was participating in recycling duties, favourite students were able to do the best jobs while the least favourite students had to hold the garbage bag. “The favourites got to go to the other classrooms for recycling. I only did it twice that whole year...once was with a sub.” (Exhibit 4, tab 47 and testimony)
61. Student F was a [Grade Redacted] student in Mennes’s class in 2013/14. [redacted] testified that [redacted] did not feel safe and was terrified of Mennes. (Exhibit 4, tab 41 and testimony)
62. Student F testified that when people came to the classroom door, “she [Mennes] would open it and her tone would change. She would be happier. My [redacted] and I called it her fake face. Normally she would just be frowning in class. Mennes saw us as adversaries not students.” (Exhibit 4, tab 41 and testimony)
63. Student F testified that if [redacted] did not get [redacted] work done on time, [redacted] had to stay in at recess to complete it. [redacted] recalled having to stay in for morning and afternoon and sometimes lunch recesses. [redacted] testified [redacted] did not go outside for two months. When [redacted] finally got to go outside, [redacted] remembered it feeling weird to be outside with [redacted] friends. (Exhibit 4, tab 41 and testimony)
64. Student F testified that [redacted] enjoyed time at school when a substitute teacher was present. “We felt more like we could make mistakes without being punished. I had self-confidence issues after this grade.” (Exhibit 4, tab 41 and testimony)

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65. Student F recalled that Mennes had her favourite students and ■ was not one of them. ■ said, "We got yelled at more, held in the most and got more work to do. We were not good at school." (Exhibit 4, tab 41 and testimony)
66. Student N was a ■ student in Mennes's class in the 2016/17 year. Student N recalled Mennes being a not-nice teacher and often yelling at kids. Mennes kept ■ in after school and ■ had to walk home by ■. Student N recalled not getting ■ work finished during the morning recess and having to stay in for the afternoon recess as well. ■ recalled this happening at least once a week. ■ recalled other students having to stay in at least twice a week for not getting their work done. (Exhibit 4, tab 65 and testimony)
67. Student N recalled Mennes telling the class she was going to record the class so Mennes could prove how bad the kids were. (Exhibit 4, tab 65 and testimony)
68. Student N recalls Mennes would get visibly upset when children asked for help. Student N quoted Mennes, "Well you should know that, you are in [Grade Redacted] and these are [Grade Redacted] questions" and "You should know how to stack chairs, you are in [Grade Redacted]!" (Exhibit 4, tab 65 and testimony)
69. Student N recalled an incident when ■ needed to go to the bathroom during a math test. When ■ asked Mennes for permission, Mennes refused to let ■ go and told ■ was being "stupid and ridiculous" and told ■ to wait five minutes. After five minutes, Student N asked again and was told that ■ could go this one time but never, ever again. (Exhibit 4, tab 41 and testimony)
70. Student N testified about Mennes having a favorite student and stated that it was Student L because "■ was super smart and pretty. ■ was good at everything, art, everything." Student N spoke about Mennes only helping certain people that she liked in the class and helping students because they are really smart. (Exhibit 4, tab 65)
71. Student N testified about having to complete the work the way Mennes told you or "you would get into trouble and have to re-do it, even if the substitute teacher told you it was ok to do it another way." (Exhibit 4, tab 65)
72. Student O was in [Grade Redacted] in Mennes's class in 2016/17. Student O described ■ as a favourite of Mennes ■ and two others were always treated favourably. (Exhibit 4, tab 63 and testimony)
73. Student O stated that even though ■ considered himself one of Mennes favourites, ■ still felt worried and scared. ■ remembered her yelling, getting angry when she had to repeat things and making several other students cry. (Exhibit 4, tab 63 and testimony)
74. Student O recalled that Mennes did not have many tones of voice. She had her speaking normally voice which is similar to when she is angry. Her normal teaching voice is only

slightly different than her mad voice. It was rare to hear her happy. (Exhibit 4, tab 63 and testimony)

75. Student O recalled an incident when ■ was outside at recess with another student. The two of them were approached by a third student who asked Student O's friend who their teacher was. The friend responded that their teacher was Mennes and ■ hated her. Mennes confronted the ■ in the hallway, and said "You have been saying something not so nice about me." Neither of the ■ responded. Student O recalls being very frightened. When ■ was back at ■ desk, ■ was crying. ■ said "Mennes saw me crying and did nothing. I just wanted to curl up into a ball." (Exhibit 4, tab 63 and testimony)
76. Student O remembered Mennes being annoyed with Student N. I heard her say to Student N "Why do you only do one question and show me it?" You could tell Mennes was annoyed. (Exhibit 4, tab 63 and testimony)
77. Student O recalls Mennes telling the class that she was going to record the class because mean things were being said about her. ■ said there was a recorder by the door that Mennes showed them. "I don't know if she actually did record us." (Exhibit 4, tab 63 and testimony)
78. Student O recalled participating in the recycling program in Mennes's class. ■ was told to throw away plastic lunch containers. A classmate, Student Q, had left a nice plastic container on ■ desk. Mennes told me to throw ■ container out. Student Q was in the hallway packing ■ bag. I told Student Q what I had to do. (Exhibit 4, tab 63 and testimony)
79. Student J was in [Grade Redacted] in Mennes's class in 2014/15. Student J recalls ■ time in Mennes's class as a "year not full of joy." Student J described ■ as weak in math and in particular, long division. "In fact, I sucked at it." ■ recalled that Mennes's favourites were allowed to make mistakes but other students' work had to be perfect. Student J also recalled that the smart kids got less work. ■ recalled Mennes making a comment about ■ long division skills in front of the whole class. (Exhibit 4, tab 50)
80. Student J spoke about students who struggled with finishing their work having to stay inside during recess. During the next period, they would continue with the work from the previous class, thus missing the subject work for the class they were in. (Exhibit 4, tab 50)
81. Student J remembers wearing a tank top to school one day. Mennes made Student J wear a thick wool sweater for the rest of the day. It was a hot day in June. Student J testified that ■ mother contacted the school administration about the incident. Mennes spoke to Student J in the hallway but the classroom door was open. Student J remembers Mennes yelling at ■ and embarrassing ■ because the rest of the class could overhear. (Exhibit 4, tab 50 and testimony, tab 48)
82. Parent J confirmed that ■ wrote a note to the school principal, [Name redacted]. (Exhibit 4, tab 48)

83. Student K was a [Grade Redacted] student in Mennes's class in 2014/15. Student K described [redacted] as not a favourite or a weak student but in the middle. Student K wore a tank top and Mennes made [redacted] wear a sweater, also on a hot day in June. Student K wore the same top in [Grade Redacted] but it was not a problem. (Exhibit 4, tab 52)
84. Student K recalls Mennes, in front of the whole class, yelling at students for being late.
85. Student K expressed [redacted] opinion that Mennes should not be anyone else's teacher. [redacted] did not feel like any other student should have to go through what [redacted] and [redacted] classmates did. (Exhibit 4, tab 52)
86. Student K testified that Mennes's favourites were treated differently than those who were less favoured. [redacted] said that Mennes would get angry at the "tiniest, silliest things" for which she would keep students in at recess. [redacted] noted that some of [redacted] less capable classmates would be regularly scolded for things that the favourites or more capable students were not challenged on. (Exhibit 4, tab 52)
87. Student K wrote regarding the [Grade redacted] year, "I would wake up in the morning and think to myself, "I wonder what [Mennes] is going to yell at us for today. There was this one [redacted] that would show up late pretty much every day (whose parents brought [redacted] to school late) and she would yell at [redacted] in front of the entire class and keep [redacted] in for recess." (Exhibit 4, tab 52)
88. Student L was a [Grade Redacted] student of Mennes, during the 2015/2016 school year, who liked being in the class. [redacted] testified students were treated very differently in Mennes's class. Some students would cry in class given the manner in which Mennes treated them. There were two or three favourites who would always be chosen if there was an activity. Student L said that [redacted] was one of the favourites in [redacted] year. ( Exhibit 4, tab 60)
89. Student L testified that Mennes would choose one of them if there were activities or a play being performed in class. [redacted] said that [redacted] felt bad for the other students, especially those kept in at recess, but that [redacted] did enjoy the activities accorded [redacted] being one of the favourites. (Exhibit 4, tab 60)
90. Student L recalled that when there was an adult at Mennes's door or in her classroom, Mennes acted totally different. [redacted] said that Mennes would be very nice to everyone, but when the adults were gone, Mennes would return to her usual behavior, where she was very stern and critical of students. ( Exhibit 4, tab 60)
91. Parent L spoke about [redacted] Student L, being a good student who other students referred to as the teacher's pet. [redacted] stated that other students felt a noticeable difference in how students were treated. (Exhibit 4, tab 59)

92. Parent L stated that Student L felt that the treatment between those favoured students and those not favoured was so significant that Student L told ██████████ that ██████ wanted to get on Mennes's good side right at the start of the school year. Further, Student L spoke favourably about ██████████ in the hope that this would place ██████████ in a favourable position with Mennes. (Exhibit 4, tab 59)
93. Student M was a student in Mennes's [Grade Redacted] class during 2015/16 school year. ██████ testified it was a very rough year for ██████ because ██████ was afraid to ask questions because Mennes would publicly criticize students for asking questions. (Exhibit 4, tab 62)
94. Student M said that some students were favourites of Mennes and "I was kind of in the middle." The other classmates referred to these students as pets. Those less favoured, generally those who didn't finish work, would stay in at recess and miss other activities. Student M said that three students—Student 5, Student 6 and Student 7—stayed in for recesses more often than they went outside. (Exhibit 4, tab 62 and testimony)
95. Student M said that the criticism from Mennes was most embarrassing because it would be said or done in front of the entire class. Student M said that when students would give a report in front of the class, Mennes would point out all of the student's mistakes in front of the entire class to the point where students would feel like crying. (Exhibit 4, tab 62 and testimony)
96. Parent K was the ██████████ of Student K. Parent K testified that Mennes did not like Student K's shirt because it showed too much of ██████ back. Mennes made Student K wear a hoodie in plus 30 degree weather both indoors and outdoors, all day long. Parent K believed that ██████████ could have suffered from heat stroke and there was no communication with the parents. "The school could have easily called me and I would have brought Student K a new outfit to school. I examined the school dress code in regards to the shirt in question and it did not break the school dress code." (Exhibit 4, tab 51)
97. Parent K spoke about another incident. During parent-teacher interviews, ██████████ asked Mennes why she had marked a big red X through Student K's homework despite Student K having gotten the answers correct. Parent K and ██████████ had shown Student K a "shorter" but effective way of calculating answers. Mennes told them that their way was wrong. (Exhibit 4, tab 51)
98. Student Q was a [Grade Redacted] student in Mennes's class during the 2016/17 school year. Student Q described ██████████ as not one of Mennes's favourites. (Exhibit 4, tab 74 and testimony)
99. Student Q recalled that when students did not finish work during class, Mennes would keep those students in at recess. ██████ also testified that if the work did not get done during the day, it would be sent home as homework and ██████ averaged two to three pages of homework each day. (Exhibit 4, tab 74 and testimony)

100. Student Q recalls seeing Student N and another student cry every day at school. [redacted] stated that Mennes was in the class for about three weeks and Mennes made about four or five students cry every week. (Exhibit 4, tab 74 and testimony)
101. Student Q noticed that Mennes wrote nice things in student agendas, especially Mennes's favourites. When [redacted] asked Mennes why Mennes didn't write anything nice in [redacted] book, Mennes responded by telling [redacted] "[Name redacted] is dealing with something about us." Student Q was aware that [redacted] had communicated with [Name redacted], and once Mennes was aware of that action, the incident about the agenda occurred. Student Q got on the bus to go home in distress. [Name redacted] saw that Student Q was upset and came and spoke with [redacted] Student Q said "I told [redacted] I was brave." (Exhibit 4, tab 74 and testimony)
102. Parent Q is the [redacted] of Student Q. [redacted] testified about the excessive amount of homework that [redacted] had. Further, [redacted] said the amount of homework was much greater than in previous or subsequent years. (Exhibit 4, tab 73)
103. Parent Q wrote, "It should be noted that this day of four hours' homework was the same day that Mennes would have been made aware of Student Q being placed in a reading "Level Literacy Intervention" program." Parent Q continued, "Rather than recognize the need to modify reading requirements, Ms Mennes had Student Q work on this homework assignment." (Exhibit 4, tab 73)
104. [Name redacted] was the school [redacted] at [School Redacted] from 2013 to the present. [Name redacted] was not in Mennes's classroom but was generally aware of students in the hallway and office and engaging in school activities. (Exhibit 4, tab 72 and testimony)
105. [Name redacted] heard Mennes speak to her students like a "drill sergeant". (Exhibit 4, tab 72 and testimony)
106. [Name redacted] recalled Mennes bringing a sick student down to the office to wait for a parent to pick the student up. [redacted] asked Mennes about the student and Mennes replied "Well I am not touching [redacted]" and walked away. (Exhibit 4, tab 72 and testimony)
107. [Name redacted] testified that [redacted] felt sorry for Mennes's students during fun holidays. [Name redacted] recalled that Mennes would often take those days off or not prearrange for parents to bring snacks. On one occasion, [Name redacted] got permission from [Name redacted] to buy a cake or cupcakes for Mennes's class so the students would feel included. [redacted] added, "We did and her class was thrilled." (Exhibit 4, tab 72 and testimony)

#### Charge 4

108. Mennes brought concerns about then principal [Name redacted] to [Name redacted] in early May 2009. [Name redacted] testified that she instructed Mennes to adhere to the Code of Professional

Conduct and inform the colleague of the concerns before approaching [Name redacted] with the concerns. (Exhibit 4, tab 83 and testimony)

109. Subsequent to the instruction, Mennes still submitted a letter to [Name redacted] by fax, dated May 12, 2009, that was critical of [Name redacted] who was her principal at the time. Mennes did not provide [Name redacted] with a copy of the letter or inform [Name redacted] to the transmission of the fax to [Name redacted]. (Exhibit 4, tab 76)
110. After receipt of the fax, [Name redacted] reminded Mennes that Mennes had an obligation to advise [Name redacted] first before submitting criticism of [Name redacted] to others and to [Name redacted] knowledge, Mennes never complied. (Exhibit 4, tab 83 and testimony)
111. In her submission, Mennes requested that [Name redacted] follow the code of conduct article 13. Mennes also provided a list of expectations that she wished her principal to follow that referenced professional autonomy, fair treatment and the principles of the code of conduct. (Exhibit 4, tab 76)
112. [Name redacted] wrote a letter, dated May 27, 2009, to Mennes advising her to follow the code of conduct in relation to her principal. (Exhibit 4, tab 77)
113. Mennes wrote and signed a letter to [Name redacted], the registrar of Alberta Education, dated March 6, 2017, which included highly critical comments about [Name redacted], [Name redacted], [Name redacted] and [Name redacted]. (Exhibit 4, tab 32 and testimony)
114. [Name redacted], [Name redacted] and [Name redacted] testified that they were not advised of the complaint in advance or provided with a copy. (Exhibit 4, tab 32 and testimony)
115. By her own admission, Mennes confirmed that she understood the requirement of the code of conduct to provide prior notification to a colleague before submitting criticism. (Exhibit 4, tab 32 and testimony)
116. Mennes wrote a letter to [Name redacted], dated March 11, 2017, in which Mennes made critical comments about [Name redacted]. [Name redacted] was not advised in advance or provided a copy of the letter. (Exhibit 4, tab 34)
117. Mennes copied the letter to other individuals, who were not proper officials. [Name redacted] testified that Mennes did not provide [Name redacted] with a copy of this document. (Exhibit 4, tab 34)
118. Mennes wrote a letter to Superintendent [Name redacted], dated November 28, 2016, that was critical of [Name redacted]. [Name redacted] was not advised in advance or provided a copy of the letter. (Exhibit 4, tab 53)
119. Mennes wrote a letter to [Name redacted], dated December 5, 2016, that was critical of Superintendent [Name redacted]. [Name redacted] was not advised in advance or provided a copy of the letter. (Exhibit 4, tab 54)

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120. Mennes wrote a letter to [Name redacted], the school board chair, dated December 6, 2017, that was critical of [Name redacted] and [Name redacted]. [Name redacted] and [Name redacted] were not advised in advance or provided with a copy of the letter. (Exhibit 4, tab 55 and testimony)
  121. Mennes wrote a letter to [Name redacted], dated January 3, 2017, that was critical of [Name redacted] and [Name redacted]. Neither [Name redacted] nor [Name redacted] was advised in advance or copied on the letter. (Exhibit 4, tab 56 and testimony)
  122. Mennes wrote a letter to [Name redacted], the executive director of the College of Alberta School Superintendents (CASS), dated December 20, 2016, that was critical of [Name redacted] and her principal, [Name redacted]. Neither [Name redacted] nor [Name redacted] was advised in advance or copied on the letter. (Exhibit 4 tab 57)
  123. Mennes wrote a letter to [Name redacted] dated January 3, 2017, with an attachment that was critical of [Name redacted] and [Name redacted]. Neither [Name redacted] nor [Name redacted] were advised in advance or copied on the letter. (Exhibit 4, tab 58 and testimony)
- Charge 5
124. [Name redacted] testified that Mennes would not resolve issues through dialogue but veered towards threats of legal action. (Exhibit 4, tab 3 and testimony)
  125. [Name redacted] was made aware by Mennes that she was trying to sue or write letters of complaint about people and organizations who had wronged her. [Name redacted] testified that Mennes was very meticulous in researching how best to make formal complaints. [Name redacted] testified that [Name redacted] was somewhat concerned about retaliation arising from [Name redacted] participation in this hearing. (Exhibit 4, tab 66 and testimony)
  126. [Name redacted] testified that Mennes shared with [Name redacted] that she was very upset with the [School Division redacted], especially [Name redacted], about the unrequested transfer of Mennes from [School Redacted] to [School Redacted]. (Exhibit 4, tab 66 and testimony)
  127. In [Name redacted] meeting notes titled Concerning FM and dated March 3, 2012, [Name redacted] documented Mennes's statements threatening to sue [Name redacted], [Name redacted], [Name redacted] and [Name redacted]. (Exhibit 4, tab 30 and testimony)
  128. In her letter to [Name redacted], dated March 6, 2017, Mennes used hyperbolic, inflammatory language and inaccurate content about [Name redacted], [Name redacted], [Name redacted] and [Name redacted]. (Exhibit 4, tab 32)
  129. Mennes copied the March 6, 2017 letter to Premier [Name redacted], CASS Executive [Name redacted], ATA investigator [Name redacted], and [Location Redacted] investigator [Name redacted]. (Exhibit 4, tab 32)

130. [Name redacted] testified that each time administrators would suggest changes in Mennes' s practice, Mennes would respond negatively and in each case, would use threatening language, would say she was going to call the ATA and was going to sue them. (Exhibit 4, tab 83 and testimony)
131. [Name redacted] further testified that there would routinely be an anonymous letter sent to [redacted] office extolling the virtues of Mennes while criticizing the administrator and other staff members. [Name redacted] found it a "consistent, disturbing and unprofessional pattern of behavior". (Exhibit 4, tab 83 and testimony)
132. [Name redacted] testified to a pattern of behaviour exhibited by Mennes towards colleagues. Mennes would not say much during the discussion of an issue and then would phone the ATA or write notes to voice her disagreement, rather than raise concerns with the group or person as they were being discussed. This was also evidenced in how Mennes chose to deal with parents who raised concerns in regard to events in Mennes's classroom. (Exhibit 4, tab 9 and testimony)
133. [Name redacted] described Mennes as a bully who is narcissistic, who cannot acknowledge personal fault and was unwilling to change her teaching practices or methodology. (Exhibit 4, tab 9 and testimony)
134. [Name redacted] testified about how Mennes created a pattern of being a bully to others, including her administrators. [redacted] went on to state that matters were often not pursued out of fear of revenge. (Exhibit 4, tab 9 and testimony)
135. [Name redacted] spoke about an incident when [redacted] was Mennes's principal, in which Mennes had fallen off her chair and sustained an injury. Mennes accused [Name redacted] and the vice-principal of giving her a faulty chair and not being concerned with her accident or about her as a person. (Exhibit 4, tab 23 and testimony)
136. [Name redacted] testified that Mennes wrote in correspondence to various parties about how administration had intentionally given her a broken chair and that they showed no concern for her. [Name redacted] testified that Mennes's assertions or allegations were not true. (Exhibit 4, tab 23 and testimony)
137. [Name redacted] stated that after the complaint, Mennes asked that the old wooden desk and chair from her former classroom be brought to [School Redacted] from [Location Redacted] This was done. (Exhibit 4, tab 23 and testimony)
138. [Name redacted] testified about how Mennes chose to deal with administrative queries about her absences. She recalled a staff meeting where Mennes asked to speak. In her written statement, [Name redacted] stated, "The point of [Mennes] addressing the staff was to tell them why she had been missing so much school. She thought that they had been critical of her absences. She talked about her [redacted], then spoke about

taking personal days for her [REDACTED]. The staff felt guilty and a little bit confused about why she addressed them. Following the meeting, I asked her privately about the graduation. I was unaware of her [REDACTED]. She laughed and indicated that she was talking about her dog. I told her that this was inappropriate to mislead staff and that she needed to connect with staff to be truthful about this. I am unaware that she did anything to repair this.” (Exhibit 4, tab 23 and testimony)

139. Throughout her written communication and interactions with colleagues, Mennes tended to use excessive language such as: (a) abuser, (b) treated horribly, (c) being harassed, (d) discriminated, (e) deplorable, (f) intimidation, (g) scapegoating and (h) vindictive. Mennes specifically questioned the integrity of [Name redacted] character. (Exhibit 4, tabs 32, 54, 56, 57, 58)
140. The RCMP investigated the incident that occurred in [Name redacted] office on November 23, 2016 as an alleged assault and determined that there was no evidence to support Mennes’ s allegation. (Exhibit 4, tab 93)
141. Even after the incident was investigated, Mennes continued to characterize the incident as an assault and embellished her descriptions of what occurred. (Exhibit 4, tab 92)

#### Charge 6

142. Parent Q was the parent of Student Q who was a student in Mennes’s [Grade Redacted] class during the 2016/2017 school year. (Exhibit 4, tab 73 and testimony)
143. Parent Q testified that [REDACTED], Student Q, would come home upset and cry after school during the three weeks that Mennes was in school. This behaviour was atypical for Student Q and Parent Q had not seen it before. Parent Q recalled Student Q saying that [REDACTED] was “stupid” and [REDACTED] “would never understand this.” Parent Q further testified that some remnants of Student Q’s loss of confidence continue. (Exhibit 4, tab 73 and testimony)
144. Parent Q testified that Student Q had a substantial amount of homework in Mennes’s classroom. Parent Q recalls that Student Q had at least one hour of homework each night. Parent Q recalled an incident where [REDACTED] worked with Student Q for four hours yet the homework was not completed. (Exhibit 4, tab 73 and testimony)
145. Parent Q recounted how Student Q was participating in the Level Literacy Intervention (CI) program and that they understood that the LLI teacher had worked out an arrangement with Mennes such that assignments missed while Student Q was pulled out of class would be made up during class time and not left for Student Q to complete on [REDACTED] own time. (Exhibit 4, tab 73 and testimony)
146. Parent Q testified [REDACTED] had communicated with Principal [Name redacted] about Student Q’s unhappiness in class. [Name redacted] delivered a list of unhappy students to Mennes which

included Student Q. Mennes called Parent Q about this matter on the morning of November 21, 2016 and told Parent Q that “she was surprised to see Student Q’s name on a list of students who were not happy in her class.” Parent Q recalls Mennes simply stating that she was sorry to hear that [REDACTED] was unhappy and then hanging up the phone. (Exhibit 4, tab 73 and testimony)

147. Mennes testified that the phone line failed during her conversation with Parent Q and that she did not hang up. Mennes provided further testimony about this incident and stated that Parent Q hung up on her. Mennes did not provide evidence of any further attempt to contact Parent Q. (Exhibit 4, tab 53 and testimony)
148. Parent Q recalled how Mennes had a negative interaction with Student Q about writing a positive comment in [REDACTED] agenda book at the end of the day, November 23, 2016. (Exhibit 4, tab 73 and testimony)
149. By her own admission, Mennes initially stated that she had done nothing wrong in her conversation at the end of the day with Student Q, on November 23, 2016. Later, during the course of the hearing, Mennes testified she regretted her statement to Student Q. (Exhibit 4, tab 53, tab 88 and testimony)
150. Mennes received a text message during the evening of November 23, 2016 indicating she should not report to school the next day. Mennes had a medical appointment scheduled for November 24, 2016. (Exhibit 4, tab 54)
151. Parent Q testified there was no resolution to the problem with Mennes and [REDACTED] and [REDACTED]. [REDACTED] wrote a letter to the board, dated November 29, 2016, requesting that Mennes be disciplined, that she receive instruction on how to speak to children and that Student Q be removed from Mennes’s classroom before Mennes could do anymore psychological damage to [REDACTED]. (Exhibit 4, tab 5 and testimony)
152. In [Name redacted] review of his timeline of e-mails and notes and the events of November 23, 2016, [REDACTED] became convinced that Mennes was not creating a safe, caring and welcoming classroom environment and it appeared that Mennes was not making attempts to resolve parental concerns. (Exhibit 4, tab 88)
153. In her letter to [Name redacted], dated November 28, 2016, and in communications with [Name redacted], Mennes requested that Student Q be removed from her classroom. Additionally, Mennes requested that [Name redacted] install a video camera in her classroom. (Exhibit 4, tab 53, tab 88 and testimony)
154. In e-mails to [Name redacted], Mennes claimed that students can say anything and it is believed, that the students were colluding against her and that Mennes would be taping her classroom from then on. Mennes further indicated that she would not be taking any of the students from [Name redacted] unhappy list on any field trips. (Exhibit 4 tab 53, tab 88 and testimony)

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155. Parent N was the [redacted] of Student N, a [Grade Redacted] student in Mennes's classroom in 2016/17. (Exhibit 4, tab 64)
156. Parent N went to [Name redacted] at the school to talk about Student N being called "stupid" by Mennes because of the bathroom incident during the test. [redacted] directed [redacted] to speak with Mennes first. (Exhibit 4, tab 64 and Student N's testimony)
157. Parent N spoke with Mennes before school. Mennes acted as if she did not know what Parent N was speaking about. Mennes told Parent N that her students go to bathrooms during breaks and that is a school rule, not Mennes's rule. Parent N reported that Mennes denied everything and stated that Student N had never been denied going to the bathroom. Mennes deflected it back and stated that Student N needed to use [redacted] breaks better. (Exhibit 4, tab 64)
158. In her e-mail to [Name redacted], dated November 21, 11:08 am, Mennes confirmed the conversation with Parent N and informed [redacted] that Student N could go the bathroom at any time. (Exhibit 4, tab 88)
159. Mennes kept Student N after school that day for passing notes and Parent N was not informed. Parent N was contacted at work by a neighbour and informed that Student N had not arrived home at the scheduled time, with the group of students that [redacted] was arranged to walk with. Parent N became distraught, left work and frantically tried to find [redacted] (Exhibit 4, tab 64 and testimony)
160. Parent N's neighbor found Student N first. [redacted] was walking home alone, crying, visibly upset. Later, Parent N found out that Student N was passing a note between two [redacted], but Student N was the only one that was detained after school. (Exhibit 4, tab 64)
161. Parent P was the [redacted] of Student P who was a [Grade Redacted] student in Mennes' s classroom in 2016/17. (Exhibit 4 tab 67)
162. Parent P believed the stories [redacted] shared from Mennes's classroom were troublesome. [redacted] heard stories about a child being called "stupid," a lunch container being thrown in the garbage and Mennes was being very strict and yelling at students. (Exhibit 4, tab 67)
163. Parent P wrote in Student P's agenda to request a meeting with Mennes. (Exhibit 4, tab 67)
164. Mennes telephoned Parent P to discuss the matter. Mennes explained who she was and that she understood Parent P wanted to meet. (Exhibit 4, tab 67)
165. Parent P shared [redacted] concerns, which Mennes denied. (Exhibit 4, tab 67)

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166. Parent P testified that Mennes further stated that students were ganging up on her and that everything they were saying was a lie. (Exhibit 4, tab 67)

167. Parent P believed that the issue was not going to be resolved over the phone and asked for a meeting. Parent P advised Mennes that [redacted] would be going to [Name redacted] as well. The phone call ended suddenly and Parent P believed that Mennes had hung up on [redacted]. (Exhibit 4, tab 67)

168. Mennes testified that Parent P's voice was garbled on the phone and that she couldn't make out what Parent P was saying. Mennes restated this again in her letter to [Name redacted] on November 28, 2016. (Exhibit 4, tab 53)

169. Immediately after the conversation with Parent P, Mennes told [Name redacted] that she wanted to have Student Q and Student P removed from her room and wanted to add a tape recorder, a video camera and a full time aide to her room. Mennes restated this again in her letter to [Name redacted] on November 28, 2016. (Exhibit 4, tab 53)

170. Mennes, in her e-mail to [Name redacted], dated November 21, 11:08 am, spoke of the conversations with Parent N and Parent P. Mennes made no mention of the phone lines malfunctioning or the phone being hung up. (Exhibit 4, tab 88)

171. On Tuesday, November 22 at 2:10 pm, Mennes meet with [Name redacted] to discuss the upcoming parent meeting. Mennes and [Name redacted] discussed the format and procedure for the meeting. [Name redacted] recalled Mennes being unclear about what she would say, how the meeting would unfold and what her goal was for the meeting. [Name redacted] suggested that the goal was for Student P to be happy to come to school and feel successful. [Name redacted] outlined that there would be an opportunity for the parent to speak and then for Mennes to speak. [Name redacted] informed Mennes that if she had any concerns about the meeting she could meet with [Name redacted] before school. (Exhibit 4, tab 88)

172. On November 23, 9:30 am, Mennes met with [Name redacted], Grandparent P and Parent P and Grandparent P who is Student P's [redacted] mother. The goal of the meeting was stated. Parent P began to share [redacted] concerns. Grandparent P began to speak as [redacted] felt Parent P was shy and quiet and finds it hard to express [redacted] concerns, so Grandparent P would speak instead. (Exhibit 4, tab 88)

173. Grandparent P testified that only one suggestion was made by Mennes to address Parent P's and [redacted] concerns. Mennes suggested that Student P write a note in [redacted] agenda book every day to say how [redacted] day went. Grandparent P felt this was inappropriate. [Name redacted] suggested that Mennes be provided with some time to build relationships with students as she had only been in school about 11 days. (Exhibit 4, tab 88)

174. After the meeting, at 10:45 am, [Name redacted] went to speak with Mennes about the meeting. Mennes again indicated she wanted the students removed from her classroom. (Exhibit 4, tab 88)

175. Mennes testified that she kept her head down and did not speak much during the meeting. (testimony)
176. In the testimony of Parent D and Parent C, who were parents of students who were previously in Mennes's classroom, each parent identified concerns about their child to Mennes and the response from Mennes included attempts to deflect blame and/or to deny the complaints.

Charge 7

177. Student P was a [Grade Redacted] student in Mennes's class during the 2016/17 school year. [Redacted] Parent P, became concerned about Student P when [Redacted] noticed uncharacteristic changes in Student P's behaviour and attitude towards school.
179. Parent P noted that Student P had stomach aches three to four times a week, did not want to eat or shower, would no longer read to [Redacted] sister and no longer had a love for school.
180. Parent P believed that [Redacted] needed to address the issues and [Redacted] wrote in Student P's agenda book requesting a meeting.
181. Parent P also approached [Name redacted] on November 17, 2016 to request a meeting which was arranged for the morning of November 18, 2016. (Exhibit 4, tab 67 and 88, testimony)
182. Mennes was not in attendance at work on November 18, 2016 and was unable to meet with Parent P that morning. Parent P meet with [Name redacted] who directed [Redacted] to speak with Mennes to attempt resolution of the issues before involving [Redacted] (Exhibit 4, tab 67 and 88, testimony)
183. [Name redacted] advised Mennes by text that two parents, one of whom was Parent P, had concerns and [Redacted] had directed the parents to approach her. [Name redacted] also advised Mennes to call [Redacted] or see [Redacted] on Monday morning if she had concerns. (Exhibit 4, tab 88, testimony)
184. Mennes did not meet with [Name redacted] on Monday morning, November 21, 2016, so [Name redacted] called her to the office. [Name redacted] provided Mennes with the names and contact information of the two parents. [Name redacted] gave Mennes an overview of the parents' concerns. [Name redacted] directed Mennes to contact the parents. (Exhibit 4, tab 88, testimony)
185. Mennes phoned the parents that morning. Mennes phoned Parent P second. (Exhibit 4, tab 67 and 88, testimony)
186. In the exchange with Parent P, Mennes denied Student P's version of events. Parent P told Mennes that [Redacted] wasn't satisfied and that [Redacted] would be going to [Name redacted] with [Redacted] concerns. The call ended abruptly. In Parent P's view, Mennes hung up on [Redacted] (Exhibit 4, tab 67 and 88, testimony)

187. There was no further attempt by Mennes to contact Parent P that day. (Exhibit 4, tab 67, 88 and testimony)
188. Mennes e-mailed [REDACTED] after her telephone conversation with the parents.
189. In her e-mail to [REDACTED] dated November 21, 11:08 am, Mennes wrote “kids can say anything they want to and it is believed. Nice witch hunt! Too many girls in this room are close friends and take no responsibility for their lack of work ethic, talking, or whatever and when a teacher simply asks one of them to get on task, or assigns homework that should have been done in class, but the students didn’t complete it, they gang together and make up something and the others agreed and spread this cruel information and I am the one that gets in trouble.” (Exhibit 4, tab 92 and testimony)
190. [ Name redacted] contacted the ATA to obtain advice on how to proceed professionally in this instance.
191. [ Name redacted] met with Mennes during the afternoon recess of November 21, 2016 and outlined [REDACTED] procedure of how to manage the intended meeting with Parent P and how [REDACTED] would follow up with Mennes by visiting her classroom informally. [ Name redacted] did not accept the parent’s version of events at face value but needed to take the matter seriously and to deal with it. (Exhibit 4, tab 88, testimony)
192. [ Name redacted] asked Mennes what she needed from [REDACTED] prior to the meeting. Mennes did not make any requests. (Exhibit 4, tab 88, testimony)
193. [ Name redacted] asked Mennes to think about what could be done to resolve the issue, to be professional in the parent meeting and to bring forward solutions. (Exhibit 4, tab 88, testimony)
194. [ Name redacted] acknowledged that Mennes had only been back at work for a couple of weeks. Mennes had been on [REDACTED] leave from [REDACTED]. [ Name redacted] assessment was that her situation was akin to starting the school year. [ Name redacted] advised Mennes to focus on building relationships. (Exhibit 4, tab 86 and 88, testimony)
195. [ Name redacted] scheduled a meeting with Parent P for November 23, 2016 at 9:30 am. [ Name redacted] attempted to speak with Mennes at the end of the school day on November 21, 2016 but was unsuccessful. [ Name redacted] went to Mennes classroom at 8:40 am on November 22, 2016 to advise her of the meeting. (Exhibit 4, tab 88, testimony)
196. Mennes e-mailed [ Name redacted] at 8:47 am on November 22, 2016. Mennes wrote “I am taping my classes from now on with a cassette” and “I will not be taking the students who accused me and are being dishonest about what is happening on any kind of field trip. One of these girls decided to attack me and the other one decided to go along with it. I will not be subject to further accusations that are totally uncalled for and wrong.” (Exhibit 4, tab 88, 92, testimony)

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197. Mennes testified that her actions were not retaliatory against students but that she had every right to be concerned about the actions of the students. (testimony)
198. During the afternoon of November 22, 2016, [Name redacted] advised Mennes not to implement her plan to record students. [Name redacted] meet with Mennes about FOIP concerns with her plan to record students. Mennes responded that she had sought advice from the ATA and she understood that it was allowed. Mennes testified that she complied with [Name redacted] directive. (Exhibit 4, tab 88, 92, testimony)
199. ■■■ meet with Mennes on November 22, 2016 at 2:10 pm to discuss the format and establish the goals for the upcoming parent meeting. (Exhibit 4, tab 88, testimony)
200. Mennes indicated that she was unsure of what her goals were and how she would proceed during the meeting. (Exhibit 4, tab 88, testimony)
201. [Name redacted] recorded in ■■■ notes that upon becoming aware that the other parents, the Parent Qs, did not wish to meet, Mennes said something about false accusations and she might sue the father. (Exhibit 4, tab 88, testimony)
202. During the evening of November 22, 2016, Parent P was told by Student P that Mennes had informed the class she had a tape recorder and she would be recording everything. Student P believed that Mennes would do this and ■■■ felt unsafe. (Exhibit 4, tab 67, testimony)
203. At 9:30 am on November 23, 2016, Mennes met with [Name redacted], Parent P and Grandparent P, who is Student P's grand■■■■. Grandparent P attended the meeting as ■■■ ■■■ was shy, quiet and had difficulty sharing ■■■ concerns. Grandparent P provided a significant amount of care for Student P. (Exhibit 4, tab 67 and 88, testimony)
204. [Name redacted] opened the meeting by stating the goals for the meeting, that everyone wants Student P to be happy and successful at school and that those present could accomplish this by working together. Parent P shared ■■■ concerns about Student P. Grandparent P joined in, explaining why ■■■ was there and the concerns that Student P was bringing forward to ■■■ including recording the children in class. Grandparent P was animated in ■■■ speaking but remained seated. (Exhibit 4, tab 67, 70, 71, 88, 93 and testimony)
205. Mennes remained quiet and withdrawn throughout the meeting. Mennes explained that she had a discussion with her class about the virtues of honesty and responsibility. Mennes did not mention any students by name but did share that some students were saying things that were hurtful and she wanted to record her class. (Exhibit 4, tab 88, 93 and testimony)
206. Mennes also stated that she had the right to teach without fear and she did not want the child in her class if she had to worry about false allegations. (Exhibit 4, tab 88, 93 and testimony)

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207. Mennes and Grandparent P had an exchange about having children that Mennes felt was insulting. [Name redacted] refocused the meeting back to the goal of wanting Student P to feel happy and successful. (Exhibit 4, tab 70, 71, 88, 93 and testimony)
208. Mennes suggested that Student P write in [redacted] agenda book about [redacted] day. Grandparent P refused this course of action. [Name redacted] suggested that Parent P let the school know right away if Student P is feeling upset so the school can assist [redacted]. (Exhibit 4, tab 88 and testimony)
209. [Name redacted] asked Grandparent P and Parent P to provide Mennes with some time to build relationships. [Name redacted] scheduled a follow-up meeting for December 2, 2016 (Exhibit 4, tab 71, 88, 93 and testimony)
210. [Name redacted] was outside [Name redacted] office, at [redacted] desk, on November 23, 2016. [redacted] witnessed Grandparent P, Parent P and Mennes entering the meeting. [redacted] could not recall hearing yelling or a commotion of any sort. [redacted] also did not recall, at the conclusion of the meeting, that anyone left the meeting visibly upset, crying, angry, aggressive or otherwise. Mennes went to her classroom. Parent P and Grandparent P left the school. (Exhibit 4, tab 72 and testimony)
211. [Name redacted] meet with Parent P and Student P later that morning to ensure that Student P was supported and understood that they wanted [redacted] to feel happy and successful. (Exhibit 4, tab 88 and testimony)
212. As a number of concerning incidents had become inflamed throughout the day of November 23, 2016, [Name redacted] suggested that Mennes not attend the school the next day. Mennes refused and indicated she would attend work. Mennes was placed on paid leave and advised by Superintendent [Name redacted] that she was not to attend school. (Exhibit 4, tab 86, 89 and testimony)
213. On November 24, 2016, [Name redacted] received an e-mail and a link to a shared document from Mennes about the parent meeting the previous day. Mennes shared her thoughts, cited the *School Act* and mentioned the responsibility of the school board. She also stated that she had been in contact with the ATA about what had occurred. (Exhibit 4, tab 88 and testimony)
214. In her November 24, 2016 communication, Mennes characterized Grandparent P as being very threatening. Mennes stated that she (Mennes) was being bullied, wrongly accused and that she should not fear coming to work every day.
215. On November 28, 2016, Mennes wrote to Superintendent [Name redacted] alleging harassment. Mennes characterized Grandparent P as “out of control” and said that Grandparent P “yelled at her,” “got out of [redacted] chair and almost stood up all the way and screamed, you better not be taping. It is illegal.” (Exhibit 4, tab 53 and testimony)

216. On November 29, 2016, [Name redacted] received a text from Mennes asking for the name of the grand [redacted] and a copy of the meeting notes. [Name redacted] provided Mennes with his notes. (Exhibit 4, tab 88 and testimony)
217. At 4:00 pm on November 29, 2016, [Name redacted] received a call from Constable [Name redacted] of the [Location Redacted] RCMP stating that Mennes wanted to press assault charges against Grandparent P. She alleged an assault occurred during a meeting at the school. [Name redacted] verbally provided [redacted] own version of events to [Name redacted]. [Name redacted] sought advice from the school division office and the ATA and subsequently provided a statement to the RCMP, on November 30, 2016. (Exhibit 4, tab 88, 93 and testimony)
218. [Name redacted] advised [Name redacted] that there would be no further investigation and charges would not be laid. [redacted] also said that Mennes had been informed of this decision but she was insistent that charges be brought against Grandparent P and said that she would do so as a private citizen. (Exhibit 4, tab 88 and testimony)
219. [Name redacted] spoke with Parent P at a later date, indicating that Student P should be removed from Mennes's classroom should she return to work. Parent P informed [Name redacted] that Grandparent P's employer received a call from Mennes trying to get Grandparent P fired. (Exhibit 4, tab 88 and testimony)
220. Grandparent P received a phone call from the RCMP on December 1, 2016 notifying [redacted] that no charges were being laid against [redacted] but that Mennes had requested a police investigation alleging Grandparent P had made verbal and gesturing threats against her. (Exhibit 4, tab 70, 71 and testimony)
221. Shortly after the contact from the RCMP, Grandparent P received a phone call from work relaying that someone had called the office seeking personal contact information for Grandparent P and alleging that Grandparent P had been violent, angry, swinging her arms around, causing a scene and being threatening at school. (Exhibit 4, tab 70, 71 and testimony)
222. Mennes testified that she did phone Grandparent P's employer but only sought information about a code of conduct for employees. (testimony)
223. In a letter to the registrar, [Name redacted], on December 5, 2016, Mennes characterized Grandparent P's behaviour as "taking over the meeting, and on four occasions got out of [redacted] chair quickly, turned to face me, leaned toward me and screamed or yelled in my face. I thought [redacted] was going to hit me." (Exhibit 4, tab 54)
224. In a letter to the school board chair, [Name redacted], on December 6, 2016, Mennes wrote that Grandparent P was "allowed to emotionally abuse me, get out of [redacted] chair and come so close to me that I thought [redacted] was going to hit me about four times during the meeting which lasted almost an hour." Mennes wrote that she had made a complaint to the RCMP

about Grandparent P's attempt to assault her during the meeting, "yelling so close to someone is a threat. I am also making a complaint with the Alberta Human Rights commission." (Exhibit 4, tab 55)

225. Further in that letter Mennes wrote "then [redacted] asked if I had kids of my own and when I replied, "I didn't," [redacted] put me down horribly and stated that's why you don't know how to teach and treat them right." Mennes wrote that "[redacted] [Name redacted] said they would meet again next week, Dec 2, to see if things were better. I couldn't believe it. I was going to be attacked again and this time, maybe punched out!" (Exhibit 4 tab 55)
226. On December 31, 2016, Grandparent P received a phone call from someone claiming to be an associate of the lawyer that was handling the case against Grandparent P initiated by Mennes. The person did not provide [redacted] name. [redacted] demanded a written apology from Grandparent P to Mennes for the courts to read. Grandparent P refused to apologize for anything. [redacted] became angry and threatened that the people they have will "throw [redacted] under the bus." [redacted] threatened job action, seizure of [redacted] bank accounts and an investigation by child services because of [redacted] grandkids. He indicated that Grandparent P could avoid all these actions by providing the written apology. (Exhibit tab 70, 71 and testimony)
227. On the same day, Parent P received a call from the same telephone number but did not answer it. (Exhibit 4, tab 67 and testimony)
228. On January 3, 2017, Mennes wrote to [Name redacted] to instigate a complaint against [Name redacted]. In her letter, Mennes characterized Grandparent P as violent and conspiratorial and alleged that [Name redacted] had allowed this behaviour to occur. Mennes suggested that the students were placed in her classroom as a means to create a situation where Mennes could be attacked such that she would be forced to retire early. (Exhibit 4, tab 56)
229. All other accounts of the meeting of November 23, 2016 indicate that Grandparent P did not physically or verbally abuse Mennes. Mennes was the single participant that viewed the event as abusive and her version of events became more inflated with each retelling.
230. Mennes wrote inflammatory letters that contained retaliatory language attacking the professional credibility of colleagues.
231. These letters were consistent with previous behaviours and language contained in documents authored and signed by Mennes.
232. The letters were not done in good faith.

Charge 8

233. [Name redacted], in [Name redacted] testimony, stated that Mennes never provided [Name redacted] with verbal or written copies of any of the correspondence she sent to various individuals about [Name redacted] conduct as the administrator of [School Redacted]
234. Mennes wrote a letter to Superintendent [Name redacted], dated November 28, 2016, that was critical of [Name redacted]'s conduct during the time November 17 to 23, 2016. Mennes alleged that [Name redacted] did not protect her against harassment, abuse or bullying. [Name redacted] was not provided with a copy of the letter or made aware of Mennes's criticism in advance of the letter being sent. (Exhibit 4, tab 53)
235. Mennes wrote a letter to the registrar, [Name redacted], dated December 5, 2016, that was critical of [Name redacted] and [Name redacted]. Mennes alleged that [Name redacted] suspended her after she had been assaulted and that [Name redacted] had failed to protect her or to do a thorough investigation of events with students and that [Name redacted] actions demonstrated favouritism. [Name redacted] was not provided a copy of the letter or made aware of Mennes's criticism in advance of the letter being sent. [Name redacted] was also not provided a copy of the letter or made aware of Mennes's criticism in advance of the letter being sent. (Exhibit 4, tab 54)
236. Mennes wrote a letter to the school board chair, [Name redacted], dated December 6, 2016 that was critical of [Name redacted]. Mennes alleged [Name redacted] failed to protect or support her from bullying or retaliation. Mennes accused [Name redacted] of failing to protect students. Mennes alleged that [Name redacted] was dishonest in [Name redacted] reporting to police officials. [Name redacted] was not provided with a copy of the letter or made aware of Mennes's criticism in advance of the letter being sent. (Exhibit 4, tab 55)
237. Mennes wrote a letter to the school board chair, [Name redacted], dated January 3, 2017, that was critical of [Name redacted]. Mennes alleged that [Name redacted] was engaged in a campaign of continued emotional abuse, failing to take action on her allegations of abuse by a grandparent and taking retaliatory action against her by requesting an ATA investigation into her teaching conduct. Mennes further complained that [Name redacted] had used her as a scapegoat. [Name redacted] was not provided with a copy of the letter or made aware of Mennes's criticism in advance of the letter being sent. (Exhibit 4, tab 56)
238. Mennes wrote a letter to the CASS executive director, [Name redacted], dated December 20, 2016, that was critical of [Name redacted] and [Name redacted]. Mennes alleged that [Name redacted] and [Name redacted] were co-conspirators in a campaign to terminate her employment. Mennes accused [Name redacted] of having no integrity. Mennes accused [Name redacted] of taking no action to protect her from an abusive grandparent and allowing the abuse to occur. Mennes alleged that [Name redacted] and [Name redacted] involved parents and grandparents in their conspiracy. Mennes alleged that [Name redacted] and [Name redacted] engaged in favouritism, discrimination, hatred and vindictiveness. Mennes wrote "How can a principal work under such dishonesty and allow teachers to be abused in [Name redacted] school and support a superintendent who is dishonest and without integrity?" [Name redacted] was not provided with a copy

of the letter or made aware of Mennes' s criticism in advance of the letter being sent. [Name redacted] was not provided with a copy of the letter or made aware of Mennes' s criticism in advance of the letter being sent. (Exhibit 4, tab 57)

239. Mennes wrote a letter to the registrar, [Name redacted], dated January 3, 2017, that was critical of [Name redacted] and [Name redacted]. Mennes alleged that [Name redacted] was "encouraging and allowing a principal to retaliate against me, write derogatory descriptions to the ATA, and scapegoating and blaming me for the violent meeting and I caused everything to escalate." Mennes accused [Name redacted] of retaliating against her by helping the principal to initiate a complaint with the ATA when she did not accept a retirement deal. Further, Mennes accused [Name redacted] of allowing a principal to "blame a quiet teacher who was yelled at, assaulted for an hour and the principal did not do anything to stop it as all reasonable people would have and I am blamed and kicked out of my room." Mennes alleged that [Name redacted] did not conduct proper supervision of principals. [Name redacted] was not provided with a copy of the letter or made aware of Mennes's criticism in advance of the letter being sent. [Name redacted] was not provided with a copy of the letter or made aware of Mennes's criticism in advance of the letter being sent. (Exhibit 4, tab 58)
240. By her own admission, Mennes acknowledged that she wrote and signed all of the letters and did not provide any copies in advance to [Name redacted]. Further, Mennes testified that she stood by what she wrote because it was truthful. (testimony)
241. Mennes's version of events was not supported by any evidence other than her singular conviction that everyone else told untruths. Mennes's version of events became more inflated, hyperbolic and egregious with each of her retellings.
242. Mennes disavowed any responsibility for advising colleagues of her criticisms in advance as her concerns were with conduct and she believed she had been told the code of conduct did not apply in such situations. (testimony)
- Charge 9
243. [Name redacted]s testified about anonymous letters and posters in the community. There were consistent themes throughout the anonymous documents. The document would be laudatory to Mennes and defamatory to others. (Exhibit 4, tab 9 and testimony)
244. [Name redacted] testified about the anonymous letter to [Name redacted]. The letter made references to Superintendent [Name redacted] ██████████ and pointed out details that [Name redacted] had never heard anyone speak of before, except Mennes. (Exhibit 4, tab 9 and testimony)
245. ██████████ also testified that the language employed, the general tone and the approach were very similar to that which Mennes used in conversation. (Exhibit 4, tab 9 and testimony)
- 246 ██████████ stated that ██████████ had no doubt that Mennes had authored the letters. (Exhibit 4, tab 9 and testimony)

247. [Name redacted] stated that the letters were consistent with a pattern of retaliatory behaviour that [Name redacted] had seen Mennes engage in, related to other aspects of her life. (Exhibit 4, tab 9 and testimony)
248. Parent C testified to receiving anonymous letters as a school trustee. Parent C identified the letters as the ones entered at tab 8 and tab 24. Parent C believed that Mennes had authored the letters. Parent C had been a student in Mennes's class and had volunteered in Mennes's class when [Name redacted] was in [Grade Redacted] in 2010/11. Parent C felt that the writing in disguise had commonality with Mennes's penmanship. (Exhibit 4, tab 14 and testimony)
249. An anonymous letter of complaint was sent to the school board chair, [Name redacted], and to at least Parent C. The letter criticizes school administration for allowing a graphic, student-produced video to be shown at a school assembly for Grades 1-6. The letter contained the questions, "What the hell is going at this school? How can a principal show this? Disgusting" (Exhibit 4, tab 24)
250. Mennes testified that she was not in school during the video presentation. (testimony)
251. An anonymous letter, dated July 22, 2012, was sent to [Name redacted] and distributed to Mennes, board members, [Name redacted] (who is [Name redacted] uncle) and to the minister of education. The letter outlined that the community was upset that Mennes was transferred and spoke of what a great community member Mennes was. The letter was derogatory to [Name redacted] and accused [Name redacted] of being a gossip queen, supporting then principal [Name redacted] and being infatuated with [Name redacted] and starting a rumour campaign to impugn Mennes. The letter further accuses [Name redacted] of controlling the school through blackmail and gossip and accuses the administrator of succumbing to this kind of blackmail. The letter made derogatory comment about [Name redacted] and [Name redacted]. The letter referenced a vandalism incident that involved a child of a municipal official. (Exhibit 4, tab 8)
252. The letter contained the statements
- "She [Mennes] is a great community member."
  - "[Name redacted] [Name redacted] was kicked out of Saskatchewan for the same thing."
  - "Since when does an administrator who has a code of ethics to follow succumb to this kind of blackmail and dishonesty?"
  - "[Name redacted] [Name redacted] should be proud of the people and teachers who spoke up to get [School Redacted] back on track because they cared about school."
  - "[Name redacted] [[Name redacted] daughter] was a horrible bully! [Name redacted] went to the high school in [Location redacted] with this superintendent's [Name redacted] and again [Name redacted] was a horrible bully."
  - "This is outrageous!"
  - "How can a school board allow this?"
  - "I wonder if [Name redacted] is aware of this blackmail or is [Name redacted] too an innocent victim..."
  - "Maybe a policy could be made to limit the amounts of money where family members cannot donate money to a school or a limited amount so that this kind of favouritism and dishonesty do not go on (sic)."

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- "It is a shame Ms Mennes who has done so much for the community and school is treated like this." (Exhibit 4, tab 8)
- 253. The letter was carefully formatted to include the copies being sent to others as well as to the addressee. (Exhibit 4, tab 8)
- 254. [Name redacted] provided a philanthropic grant to the school in support of the [redacted] program and grants for students [redacted] of [School redacted]. (Exhibit 4, tab 9, 38 and testimony)
- 255. [Name redacted] provided a document to [Name redacted] explaining why [redacted] believed that Mennes was the author of the July 2012 anonymous letter at tab 8. [Name redacted] testified that an anonymous letter was not a typical way for parents to complain or to present a concern. [Name redacted] identified a number of details that were known only to staff and not known to members of the community such as [Name redacted] actual age and level of education, how [Name redacted] felt about previous administrator [Name redacted], about the damage to the school roof and the grant being provided by the [Name redacted] fund. [Name redacted] testified Mennes was one of a small group that knew her personal information, including her age and contact with [Name redacted] during [redacted] leave of absence and that the damage to the roof and the potential grant were disclosed at a staff meeting. (Exhibit 4, tab 38)
- 256. [Name redacted] noted that the July 2012 letter was postmarked by the [Name redacted] post office on July 25 which was [School Division Redacted] payday. [Name redacted] testified that Mennes had told [Name redacted] that she banked in [Name redacted]. (Exhibit 4, tab 38 and testimony)
- 257. [Name redacted] testified that [redacted] and Mennes had been friends [redacted] prior to the anonymous letter. [Name redacted] believed that if Mennes had nothing to do with the letter, she would have spoken with [Name redacted] directly upon receiving it. Mennes did not and when [Name redacted] attempted to speak with Mennes, when they crossed paths out in the community, Mennes refused to talk about the letter. Mennes told [Name redacted] that she could not talk about it on the advice of her lawyer. [Name redacted] recalls telling Mennes that she would never say those things in the letter and Mennes responded by saying "I'm not the one that should have been transferred." (Exhibit 4, tab 38 and testimony)
- 258. [Name redacted] was deeply hurt by the anonymous letter and continued to be troubled and anxious by the letter six years later. (testimony)
- 259. [Name redacted] fully endorsed and agreed with [Name redacted] assessment of the July 2012 anonymous letter and believed that Mennes was the author. (Exhibit 4, tab 38 and testimony)
- 260. [Name redacted] testified that there was a pattern of anonymous letters following any dispute or issue with Mennes and/or [School Redacted]. Each time a school administrator would suggest a change in Mennes's practice, Mennes would respond negatively and state that she was

going to call the ATA and sue them. Then, there would typically be an anonymous letter sent to her office extolling the virtues of Mennes and criticizing the administrator and other staff members. [Name redacted] testified it was a very consistent, disturbing and unprofessional pattern of behaviour. (Exhibit 4, tab 83 and testimony)

261. At least three of the anonymous letters that [Name redacted] received contained information about Mennes and noted that she was either a great teacher or person, and complained about someone else or an incident that had occurred. [Name redacted] testified that [redacted] had destroyed the earlier anonymous letters due to their offensive content. In hindsight, she regretted this course of action. (Exhibit 4, tab 83 and testimony)
262. [Name redacted] noted that language in the anonymous letters was consistent with the pattern of Mennes's oral language and things that [redacted] had heard Mennes say at meetings. (Exhibit 4, tab 83 and testimony)
263. [Name redacted] testified that all information about the intended transfers in 2012 was carefully controlled until the transfer appeal process was fully completed. Mennes would have been the only source that could have disclosed the information to the community. (testimony)
264. Mennes testified that she received an anonymous letter, in an envelope postmarked March 9, 2017, encouraging her to retire. Mennes made handwritten notes on the envelope stating that "[Name redacted] daughter was a horrible bully at this school and at [School Redacted]." (Exhibit 4, tab 35)
265. [Name redacted] testified [redacted] had become aware of substantiation of links between Mennes and many of the anonymous letters that were distributed throughout the district. (Exhibit 4, tab 36)
266. [Name redacted] testified "It is important to note that the threat uttered verbally by Ms Mennes in her classroom on the morning of May 3, 2012, shared striking similarities with threats that would surface in the weeks to come, in the form of anonymously written and distributed letters." (Exhibit 4, tab 36)
267. [Name redacted] testified that in the host of anonymous letters that were distributed, attacks were waged against [School Redacted] staff members and [School Division redacted] employees. They promoted Mennes as an upstanding teacher and community member and threatened various consequences. It is important to recognize that these letters contained information that could only be known by Mennes herself. (Exhibit 4, tab 36)
268. Mennes e-mailed the office of the president of the [redacted] on February 2, 2017, complaining about an individual captured in a photograph in the [redacted] magazine, a university publication. In that e-mail, Mennes wrote that she was shocked and in disbelief that a person in the photo had been hired a few years ago. Mennes alleged that the person abused [redacted] vice-principal and secretary. The e-mail was received by an administrative assistant, [Name redacted], who forwarded it on to Dean of Education [Name redacted].

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[Name redacted] forwarded the e-mail to [Name redacted] who confirmed that the person in the photograph was [Name redacted]. [Name redacted] identified [REDACTED] in the photograph as well. (Exhibit 4, tab 25, 36 and testimony)

269. In the e-mail, the third paragraph speaks of abuse to the vice-principal in specific language, phrasing and narrative. During her testimony, Mennes related the exact narrative, specifying the same details and in very similar language and phrasing. (Exhibit 4, tab 25 and testimony)
270. [REDACTED] responded to Mennes by e-mail. In his response, he highlighted concerns that the substance of Mennes's e-mail risked contravening the Code of Professional Conduct. (Exhibit 4, tab 25, 36 and testimony)
271. Mennes testified that someone had cut and pasted her e-mail address into the e-mail and she had not sent the e-mail. The university e-mail system identified first, middle and last names of e-mail addresses that have been registered. In this case, the system identified that the source of the e-mail, bouvs4me@gmail.com, was Frieda Anne Mennes.
272. Mennes e-mailed the ATA investigator, [Name redacted], indicating that she had phoned the secretary of the president of the [REDACTED] to speak about the [REDACTED] magazine and how disappointed she was to see the photograph of someone who was so mean to her and others. (Exhibit 26)
273. On May 20, 2008, Mennes wrote a letter to Principal [Name redacted] responding to accusations about her behaviour in her classroom. In this letter, Mennes wrote "I will not be used as a scapegoat for their [REDACTED] who is out of control" and "I am proud of how I teach." Mennes threatened retaliatory action such as pressing charges through the ATA and the Human Rights Commission. Mennes alleged reverse discrimination. Mennes wrote that she would seek a restraining order. Further, Mennes requested a video camera in her classroom to record students. (Exhibit 4, tab 33)
274. Mennes testified that the May 20, 2008 letter was falsified and altered by [Name redacted]. (testimony)
275. Mennes's allegation that the document was falsified by [Name redacted] was not supported by evidence but was consistent with Mennes's belief that she was the victim of a highly orchestrated conspiracy. (testimony)

### WITNESS CREDIBILITY

Witness credibility in a case of this magnitude is critical in the "balance of probability." The hearing committee heard testimony, under oath, from fifty-eight witnesses in this case. The hearing committee followed the same process in assessing the credibility of each witness

The appearance of telling the truth is only one of the elements that enter into assessing the credibility of a witness. Opportunities for knowledge, powers of observation, judgment and memory, ability to describe clearly what he/she has seen and heard, as well as other factors, combine to produce what is called credibility.

The hearing committee considered the credibility of interested witnesses carefully because of the incidents of conflict of evidence. The committee examined the subject of each testimony in terms of its consistency with the probabilities that surrounded the existing conditions. The real test of the truth of the testimony that witnesses provided in this case had to be harmonious with the preponderance of the probabilities which a practical and informed person would readily recognize as reasonable in that place and in those conditions.

#### A. Factors Considered

The factors examined and considered for each witness in finding credibility are as follows:

Appearance and Demeanour: The tone and body language of the witnesses were examined by the committee for any concerns regarding confusion, partisanship, sarcasm and arrogance. Professionalism and general demeanour while testifying were also elements considered.

Ability to Perceive: The committee considered whether or not the witness was in a position to make the observation and was concentrating on the events at the time

Ability to Recall: The committee made judgments as to whether or not each witness had a good memory of the events in question. The committee considered how much time had passed since the events in question and whether or not the witness had reason to review their memory of the event since it was observed. It was noted when a witness had specific notes on the events in question.

Motivation: The hearing committee examined the motivation of each witness. Witnesses sometimes have a reason to remember a matter in a particular way. A witness may have something to gain or lose from the hearing. A witness may like or dislike a party to a hearing, which can influence his or her recollection or testimony. These motivation factors were considered for each witness.

Probability or Plausibility: A powerful indicator of the truth of a fact is if it's probable or plausible. The hearing committee applied collective common sense to the evidence of a witness in the assessment of probability.

Internal Consistency: A common attack on the testimony of a witness may be whether it is consistent throughout. Factors considered included whether or not statements made in chief were the same in cross examination and whether or not the witness was materially inconsistent with prior statements he or she made. Where there is inconsistency, the hearing committee looked at the reason for the inconsistencies when deciding its significance.

External Consistency: The testimony of each witness was compared with externally proven facts. Inconsistencies were noted and assessed. A factor that was considered in regard to each witness was whether or not the witness had “selective memory.” This came into play when a witness testified that they had a very specific recollection of certain events but professed to have no recollection of other events, which occurred around the same time.

B. Witnesses for the Prosecution

1. [Name redacted] – Credible

[Name redacted] was a team teacher who taught special education at [School Redacted] [Name redacted] during the time that Mennes taught there. [Name redacted] is [Name redacted] provided assistance to individual students in Mennes’ s class and preparation coverage for Mennes for two or three periods a week. [Name redacted] testimony was detailed and provided specific examples with an internal consistency matching [Name redacted] written statement. Externally, [Name redacted] testimony was shown to be consistent with the testimony provided by others who followed. The committee believed that [Name redacted] was very concerned about the children with special needs in Mennes’s class.

2. [Name redacted]– Credible

[Name redacted] is the current superintendent of [School Division Redacted], and previously held supervisory roles within the district. [Name redacted] testimony was clear, concise and forthright. [Name redacted] provided answers, or attempted to answer, all questions posed with only a minor date confusion which [Name redacted] corrected. [Name redacted] testimony was internally consistent throughout and [Name redacted] appeared to be motivated to serve the best interests of students, parents and staff of the school district.

3. Student A – Somewhat Credible

Student A was in Mennes’s [Grade Redacted] classroom during the 2002/03 school year. [Name redacted] appeared to be nervous and uptight. [Name redacted] experience had occurred a long time ago. Many of [Name redacted] answers were, “I don’t know” or “I can’t remember.” He stated, relative to Mennes, “Our relationship was fairly fine.” [Name redacted] could not recall being held in for recess at the start of the year but, with certainty, [Name redacted] could recall [Name redacted] friends being held in regularly.

4. [Name redacted] – Credible

[Name redacted] is a teacher, retired in [Name redacted], who taught at [School Redacted] at the same time as Mennes. [Name redacted] was an AISI teacher, vice-principal and colleague of Mennes for a period of [Name redacted]. [Name redacted] had good recall of specific details and was able to consistently provide specific examples. While [Name redacted] appeared nervous and afraid, [Name redacted] was clear in [Name redacted] answers. [Name redacted] testimony was consistent internally and externally with that of others. [Name redacted] comments were open and honest. [Name redacted] appeared to bear no malice towards Mennes.

5. Student B – Somewhat Credible

Student B was in Mennes's [Grade Redacted] classroom during the 2008/09 school year. ■■■ testimony was externally consistent with the testimony of others. There was no variation from the truth as ■■■ remembered it; however, some of the testimony may have been tainted because of apparent animosity toward Mennes. There was some selective recall of facts and details, especially upon being cross-examined. While providing testimony in chief, Student B was calm and respectful but became agitated when Mennes cross-examined ■■■.

6. Parent B – Not Credible

Parent B is the ■■■ of Student B. ■■■ taught with Mennes from 2004 to 2012, when Mennes was transferred. Initially, ■■■ appeared to be engaged and was consistent in ■■■ written statement and ■■■ verbal recall of events. There was external consistency with the testimony of others. ■■■ appeared motivated by ■■■ duty as a teacher and a parent of a child who was in Mennes' s classroom. During cross examination, Parent B testified about allegations raised against ■■■ Parent B's demeanour changed significantly at this point, causing the committee to question the motivation of ■■■ testimony. Parent B presented a strong adverse reaction to Mennes' s cross examination. Later testimony from ■■■ raised further questions about the motivation of Parent B.

7. Parent C – Somewhat Credible

Parent C is the parent of Student C. ■■■ volunteered in Mennes's classroom. Parent C had been a [Grade Redacted] student in Mennes' s classroom. At the time of ■■■ testimony, Parent C held a ■■■ Parent C presented ■■■ as a professional. ■■■ demeanour was emotionally charged. Past events may have impacted Parent C's recall; however, ■■■ recall was good considering the passage of time. The committee believed Parent C was motivated by Mennes's lack of respect for ■■■ during the time ■■■ ■■■ had a history of personal experience as a student and now as a parent who had a child in Mennes' s class.

8. Student C – Somewhat Credible

Student C was a [Grade Redacted] student in Mennes's class during the 2010/11 school year. ■■■ appeared relaxed but a little shy. As ■■■ progressed through ■■■ testimony, ■■■ became increasingly nervous. While internally consistent in ■■■ testimony in chief, this consistency wavered a bit during cross examination. ■■■ appeared angry with Mennes because ■■■ never finished ■■■ work early and was singled out for consequences; plus, ■■■ believed Mennes to be unfair. ■■■ demonstrated a strong recollection of mistreatment of non-academic students, especially Student 1. Student C's written submission was scribed by ■■■ mother.

9. [Name redacted] – Credible

[Name redacted] had been employed for more than 10 years as an educational assistant with the [school division redacted]. [Name redacted] provided assistance to students in Mennes's room during the 2014/15 school year. [Name redacted] was professional in demeanour and appearance. While appearing anxious, [Name redacted] was calm and quiet. [Name redacted] said that [Name redacted] had suffered from depression and anxiety following the investigator's first interview with [Name redacted]. [Name redacted] recall was satisfactory as [Name redacted] was able to recall some things that took place but had difficulty with specific details of other things. Internally, [Name redacted] testimony was consistent. Externally, [Name redacted] testimony was divergent in that [Name redacted] noted that Mennes provided students with modifications. Generally, [Name redacted] testimony was plausible. [Name redacted] provided a strong recall of marginalized students and seemed motivated by an interest in the wellbeing of the child.

10. [Name redacted] - Somewhat Credible

[Name redacted] was a [Grade Redacted] teacher in [School Redacted] with Mennes from April to June of 2015 but taught in a different room. [Name redacted] heard from students about their treatment at the hands of Mennes but [Name redacted] was never in Mennes's classroom. [Name redacted] was professional in demeanour and appearance. [Name redacted] smiled and made eye contact with the committee. [Name redacted] testimony was externally consistent when [Name redacted] spoke about Mennes's classroom culture being rigid with little smiling and no humour, fun, movement and/or noise. There was external consistency in [Name redacted] testimony concerning staff relationships. [Name redacted] presented a lot of second-hand knowledge and was motivated to testify by [Name redacted] desire to assist children and wanting what is best for them.

11. [Name redacted] – Credible

[Name redacted] worked with Mennes in the 2014/15 school year as a team teacher/partner at [School Redacted]. [Name redacted] was professional, polite, clear and articulate. [Name redacted] had a good perception of events that were relevant. [Name redacted] appeared motivated by [Name redacted] concerns for the welfare and best interests of students. Externally, [Name redacted] testimony was consistent with information presented by other witnesses in regard to classroom appearance, teacher appearance and day-to-day routines. Internally, March's testimony was consistent.

12. Parent D - Credible

Parent D is the parent of Student D who was a [Grade Redacted] student in Mennes's class during the 2003/04 school year. Parent D's other children were in Mennes's class in later years. [Name redacted] appeared professional in [Name redacted] demeanour and appearance. In the beginning, [Name redacted] was confident, but [Name redacted] started to shake during her testimony. [Name redacted] was able to recall events with ease and provided specific details and examples. Parent D's first-hand knowledge came from [Name redacted] contact with Mennes and information [Name redacted] gained from [Name redacted] and [Name redacted] friends was second-hand knowledge. Externally, Parent D was consistent in [Name redacted] testimony except when [Name redacted] spoke about [Name redacted] having an easier time in Mennes's class because [Name redacted] was male. All of Parent D's other

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statements said special treatment was given to females. Otherwise, her testimony was internally consistent, probable and plausible.

13. Student D – Credible

Student D was a [Grade Redacted] student in Mennes's class at [School Redacted] during the 2003/04 school year. While being nervous, [redacted] presented [redacted] as confident in [redacted] responses, and appeared professional in manner. On most levels, [redacted] was externally consistent with [redacted] testimony and internally consistent with [redacted] own. Student D was motivated by [redacted] belief that Mennes's treatment of students was wrong because of the way [redacted] had been personally treated by Mennes. Student D recalled [redacted] emotional trauma from [redacted] time in Mennes' s class but was less clear about the specifics.

14. [Name redacted] – Credible

[Name redacted] had taught with Mennes at [School redacted] 30 years ago. [Name redacted] took on administrative roles and was principal of [School Redacted] from 2011 to 2013, which included the time of Mennes's transfer in 2012. [Name redacted] moved to a position of assistant superintendent in 2013. [Name redacted] appeared as professional in her demeanour and appearance, presenting [redacted] as confident, smiling at the committee and speaking with clarity and articulation. [redacted] had a very good ability to recall events in detail, with gaps that appeared to be because the events occurred over 30 years ago. [Name redacted] was internally consistent in [redacted] testimony and was externally consistent with what was heard from others. [redacted] observed Mennes's dissatisfaction with being chosen for transfer from [School Redacted]. As the receiving principal of Mennes, [Name redacted] saw [redacted] role as being supportive of Mennes. [redacted] detailed negative elements of Mennes's behavior after the transfer. [Name redacted] motivation appeared to be for the best interests of children.

15. [Name redacted] - Credible

[Name redacted] was employed by the [school division redacted] for a period of ten years. During this time, [Name redacted] acted in the capacity of special education coordinator and then with AISI. [Name redacted] had contact with Mennes through these roles. [Name redacted] moved to a new position as a school administrator and was the principal at [School Redacted] during the time Mennes was being transferred. [Name redacted] presented as stressed and anxious. [Name redacted] provided thoughtful responses, taking time to think before answering and then answering fully, to the best of [redacted] knowledge. The ability to recall facts and details with consistency, both internally and externally, presented [Name redacted] as a credible witness. [redacted] statements were quite plausible and consistent with what others testified. While [Name redacted] had faced a complaint of unprofessional conduct from Mennes, this did not appear to have an influence on [Name redacted] and his testimony.

16. Parent E – Somewhat Credible

Parent E is a parent of two students who were in Mennes class during the 2006/07 and 2010/11 school years. [redacted] presented as professional in demeanour and appearance. Parent E was clear,

concise and able to recall details and specific examples. ■ was plausible. ■ motivation appeared to be the negative impact of Mennes on students in Mennes's classroom. ■ was internally consistent and introduced some new information about events and the treatment by Mennes of students that ■ witnessed. ■ testimony was externally consistent with testimony provided by others. During ■ testimony, Parent E expressed dissatisfaction with the school in general, which raised some question about ■ motivation and credibility.

17. [Name redacted] - Credible

[Name redacted] was the ■ at [School Redacted] for 31 years including the years when Mennes was transferred. [Name redacted] characterized ■ relationship with Mennes as friendly and cordial for the first 25 years. [Name redacted] presented as professional in ■ demeanour and appearance. [Name redacted] was passionate about the work done with students at [School Redacted]. ■ came well prepared and had great recall of facts and details with confidence when asked about specific incidents that ■ was directly involved in. Internally, [Name redacted] testimony was consistent and did not waver. ■ testimony was believable and the information ■ relayed was probable and presented as a matter of fact. [Name redacted] may have been motivated to testify in order to protect her good name in the community because ■ had been named in a letter which humiliated ■ both personally and in the community.

18. Student F - Credible

Student F was a [Grade Redacted] student in Mennes's class during the 2013/14 school year. ■ was respectful in appearance and demeanour. ■ spoke well and exhibited energy in ■ voice. However, despite being video streamed to the hearing room, ■ made little eye contact with the camera. ■ was matter-of-fact and stated, "My memory is correct," when recalling events. ■ testimony was internally consistent. When ■ spoke about student detentions, ■ was externally consistent with other students' testimony.

19. Student G – Not Credible

Student G was a [Grade Redacted] student in Mennes's class during the 2015/16 school year. ■ written response had been typed out by the presenting officer and reviewed two or three times with amendments. When asked about the correctness of ■ written statement, the witness testified that, "It is not quite as bad as I made it out to be." ■ said ■ had a good year because ■ was one of Mennes's favourites. ■ gave inconsistent responses and the committee felt ■ testimony may have been influenced by others. While ■ had good recall during chief, ■ was not strong during cross examination.

20. Student H – Somewhat Credible

Student H was a [Grade Redacted] student in Mennes's classroom during the 2013/14 school year. As a ■ Student H appeared professional in ■ appearance and demeanour. ■ was obviously nervous, as it took ■ a long time to settle in front of the camera for the video

streaming. A lot of questions were answered with, "I do not recall." While [redacted] had a strong recall of events that [redacted] perceived to be traumatic, [redacted] could not recall [redacted] own behavior during these events. There was some internal consistency and external consistency with the testimony of other students but Student H was limited in [redacted] ability to recall. [redacted] motivation was related to him not being happy and thriving during [redacted] time in Mennes' s classroom.

21. [Name redacted] - Somewhat Credible

[Name redacted] is a [Grade Redacted] teacher who worked with Mennes at [School Redacted]. [Name redacted] was professional in [redacted] appearance. [redacted] was overly exuberant in [redacted] responses, self-aggrandizing and portrayed [redacted] as overly involved in the running of the school, beyond [redacted] classroom responsibilities. Although [redacted] was aware of events at the school, the weight to be given [redacted] evidence was questioned because [redacted] information was generally second hand. [redacted] was motivated because [redacted] felt there were negative effects on students in Mennes' s classroom.

22. [Name redacted] – Credible

[Name redacted] was a [Grade redacted] student in Mennes' s [redacted] class in 1982/83. [redacted] later became a colleague of Mennes at [School Redacted] from 1998 to 2012 and then again at [School Redacted] from 2013 to 2016. [Name redacted] was professional in both appearance and demeanour. While [redacted] was quiet and nervous to begin with, [redacted] presented as internally consistent. [redacted] testified that most of the information [redacted] received was second-hand knowledge from students during [redacted] time as Mennes' s colleague. [Name redacted] had personal experiences with Mennes in which [redacted] felt [redacted] was humiliated and embarrassed both as a student and as a colleague. While [redacted] testimony about [redacted] time in [Grade Redacted] was plausible, it was not externally consistent with other testimony. The passage of time made it difficult to determine a single interpretation of what transpired in the 1982/83 classroom. [Name redacted] was aware of the anxiety of students in Mennes' s classroom and of Student D's illness and the impact on all involved. [Name redacted] had an extended period of interactions with Mennes. [redacted] forbade having [redacted] children in Mennes' s class and stated "I do not wish her any ill, but it is time to speak up. I was not respected as a student, as a colleague and as a parent, it is the only time I stood up to her."

23. Parent I - Somewhat Credible

Parent I is the [redacted] of Student I, a student in Mennes' s [Grade Redacted] classroom during 2016/17. [redacted] was very emotional, cried four times during [redacted] testimony and was loud and sobbing. The witness recalled specific details described by [redacted] daughter and [redacted] daughter's observations. [redacted] spoke of some regret for not having intervened on behalf of Student I when in Mennes' s classroom and recalled having stopped talking with Mennes as [redacted] felt as bullied by Mennes as [redacted] felt. The committee found the witness to be plausible, and [redacted] testimony was consistent internally and externally. Parent I was credible when recounting the emotional impact on [redacted] but [redacted] evidence was given less weight when [redacted] was testifying about events of which [redacted] only had second-hand knowledge.

24. Student I - Credible

Student I was in [Grade Redacted] at the time of [redacted] testimony and was a student in Mennes's [Grade Redacted] classroom in the 2014/15 school year. [redacted] appeared confident as [redacted] began [redacted] testimony though [redacted] became more stressed and it was noted that [redacted] consistently wrung [redacted] hands and referred [redacted] dictated statement twice during her testimony. It was evident that Student I hated Mennes when [redacted] described [redacted] time with Mennes as a horror movie, said [redacted] was disgusted with Mennes as a teacher and wished [redacted] had transferred from Mennes' s classroom. The committee found the witness was in a position to have a good perception of events in the class. [redacted] testimony was probable and plausible and both internally and externally consistent.

25. Parent J - Somewhat Credible

Parent J is the parent of Student J who was a [Grade Redacted] student in Mennes' s class during the 2014/15 school year. The committee saw Parent J as a strong and powerful voice who did not appear to be nervous or hesitant in the answers [redacted] gave to questions. Parent J recalled the events in question through the eyes of [redacted] experiences with Mennes as a teacher. Where [redacted] could not remember, [redacted] admitted that and expressed that [redacted] did not want to misconstrue [redacted] recollections. It was clear that the witness did not like Mennes and [redacted] was angry because the school administration would not allow a move of [redacted] daughter to another classroom. [redacted] testimony was externally consistent and [redacted] recollections were probable as they matched what [redacted] attested. The witness may have felt guilt as [redacted] did not pursue moving [redacted] out of Mennes' s class. Parent J was credible when recounting the emotional impacts on [redacted] though the committee gave [redacted] evidence less weight when [redacted] testified about events of which [redacted] only had second-hand knowledge.

26. Student J – Somewhat Credible

Student J was a [Grade Redacted] student at the time of [redacted] testimony and was a [Grade Redacted] student in Mennes's classroom during the 2014/15 school year. It was apparent that [redacted] did not want to be in the same room as Mennes. The witness recalled [redacted] story but [redacted] testimony was inconsistent both internally and externally. Internally [redacted] recalled [redacted] story but could not recall day-to-day events during cross examination. Student J differed from [redacted] testimony in that [redacted] denied that students participated in school events. Student J believed that workload was reduced for the smart children and Mennes let their work slide because she favoured them. [redacted] was motivated because [redacted] felt humiliated and may have been seeking revenge. Overall [redacted] evidence was plausible and somewhat probable.

27. Parent K – Credible

Parent K is the parent of Student K who was a [Grade Redacted] student in Mennes' s class during the 2015/16 school year. Parent K presented as being neat and tidy in appearance. [redacted] stated that [redacted] and [redacted] were testifying because Mennes will not be a teacher after the hearing, and that spoke to [redacted] motivation. Parent K recalled events specific to [redacted] [redacted] and was credible.

Parent K did not spend time in Mennes's classroom as a parent volunteer, making some of [redacted] testimony second-hand knowledge. The committee believed that the witness's evidence was consistent both internally and externally and was both probable and plausible.

28. Student K – Credible

Student K was a [Grade Redacted] student at the time of [redacted] testimony and [redacted] was in [Grade Redacted] in Mennes's class during the 2015/16 school year. [redacted] spoke well and recalled events specific to [redacted] and others in the class. Most of [redacted] testimony was externally consistent with the testimony of other students. [redacted] was clearly troubled by Mennes's treatment of Student 6, a fellow student, and [redacted] distress continued two years past [redacted] time in Mennes's classroom. [redacted] evidence was probable and plausible in [redacted] testimony. [redacted] made matter-of-fact statements that rang true.

29. [Name Redacted] – Credible

[Name Redacted] is a teacher with [school division redacted] and had been for 27 years at the time of [redacted] testimony. During this time, [redacted] worked with AISI from 2002 to 2005 and then moved to school administration. [Name Redacted] was vice-principal of [School Redacted] from 2010 to 2013 and then assumed the role of principal in 2013 and continues in that position currently. [Name Redacted] worked with Mennes for two years as her vice-principal and then for the remainder of her time at the school as her principal. [Name Redacted] was dressed business casual and made eye contact during [redacted] testimony but appeared to become more nervous during the latter part of [redacted] testimony. [Name Redacted] was able to recall events and incidents with ease and was supported by [redacted] contemporaneous notes and text messages. [Name Redacted] was in a position of authority at the school and was in a good position to perceive events. [Name Redacted] appeared to be perceptive [redacted] assessment of the character of people, consistent with [redacted] training as a counsellor. [Name Redacted] was fearful of Mennes and believed she was capable of retaliatory actions against [redacted]. [redacted] testimony was internally consistent and externally consistent with that of other witnesses except Mennes. [Name Redacted] version of events differed significantly from Mennes's version and was supported by [redacted] documentation and texts and the testimony of other adults and colleagues. [redacted] testimony was plausible and probable. [Name Redacted] appeared to be mindful of [redacted] professional responsibilities. [redacted] was supportive of [redacted] staff, including Mennes.

30. Parent L – Somewhat Credible

Parent L is the [redacted] of Student L who was a [Grade Redacted] student in Mennes's class in 2015/16. Parent L was dressed in jeans, with sunglasses on [redacted] head. Parent L's testimony was short and not detailed or specific. Many of the details that Parent L was asked about other students would have been known to [redacted] only through second-hand information provided to [redacted] by [redacted]. Parent L testified [redacted] was academically inclined and was deemed to be a favourite of Mennes. Parent L characterized Mennes's treatment of [redacted] daughter as "bullying in a good way."

31. Student L - Credible

Student L was in [Grade Redacted] at the time of [redacted] testimony. [redacted] was in [Grade Redacted] in Mennes' s class during the 2015/16 school year. Student L presented as honest and forthright in [redacted] recollections. [redacted] was polite during [redacted] testimony but appeared to be nervous, constantly swiveling in [redacted] chair. Student L had good recall of events and treatment of other students in the Grade 4 class. Student L recalled specific class events very clearly but there was some minor variation in [redacted] testimony about a specific incident involving Student K. [redacted] testimony was internally consistent.

32. Parent M – Credible

Parent M is the [redacted] of Student M who was a [Grade Redacted] student in Mennes' s classroom during the 2015/16 school year. Parent M was professional and businesslike in both dress and appearance. [redacted] spoke in a clear and articulate voice. Much of Parent M's testimony relating to classroom events was based on second-hand information from [redacted] Student M.

Parent M was reasonable and solid in [redacted] perceptions. Parent M was thoughtful and deliberate in [redacted] responses. The witness's testimony was externally consistent except when [redacted] testified that the substitute teacher was mean to students too.

33. Student M – Credible

Student M was in [Grade Redacted] at the time of [redacted] testimony. Student M was a student in [Grade Redacted] in Mennes's classroom during the 2015/16 school year. [redacted] was well groomed, neat in appearance and cooperative during [redacted] testimony. Student M presented as a student that adhered to rules. [redacted] consistently swung [redacted] legs and moved [redacted] chair as [redacted] testified. Student M changed in demeanour during cross examination by Mennes. [redacted] testimony was internally consistent with some minor deviations from [redacted] written statement. [redacted] testimony was externally consistent with the testimony of other students. [redacted] testified that [redacted] wanted to be home schooled for [Grade Redacted] and that [redacted] did not feel safe in Mennes' s class. [redacted] was scared, criticized in front of other students and made to feel incapable of achieving Mennes's high expectations in [Grade Redacted]. Student M did not want [redacted] to experience [Grade Redacted] in Mennes' s room.

34. Parent N – Credible

Parent N is the [redacted] of Student N who was in [Grade Redacted] in Mennes class during the 2016/17 school year. Parent N was businesslike in appearance. Parent N identified that [redacted] was nervous at the outset [redacted] testimony. The witness provided both first-hand and second-hand knowledge of events that transpired in Mennes' s class during the 2016/17 school year when Mennes was at work. [redacted] testimony was internally consistent and externally consistent with the testimony of others. Parent N was deeply troubled by the negative impact Mennes had on [redacted] child in such a short time.

35. Student N – Somewhat Credible

Student N was a [Grade Redacted] student at the time of [redacted] testimony. Student N was a Grade 4 student in Mennes's class during the 2016/17 school year. Student N appeared to be very nervous and anxious during [redacted] testimony and [redacted] spoke in a soft voice. Student N was solid in [redacted] own mind about what had transpired in [Grade Redacted] during the short time Mennes was there. The witness's testimony was externally consistent with that of other students that testified. There were some inconsistencies between the witness's verbal and written statements. Student N testified that a number of students were considered Mennes' s favourites. The list was consistent with what other students had testified but included a few additional names.

36. [Name Redacted] – Credible

[Name Redacted] is currently a [Grade Redacted] teacher with [School Division Redacted]. Previously, [redacted] worked for the [School division Redacted] teaching [Grade redacted] from 2009 to 2011 and [Grade Redacted] from 2011 to 2016. Peel was a colleague of Mennes at both [School Redacted] and [School Redacted]. [redacted] taught a number of students after they had moved on from her class. At the outset of [redacted] employment, [Name Redacted] lived in the [redacted] [redacted] was professional in [redacted] appearance and demeanour. [redacted] was calm, cool and collected and spoke with a clear voice during [redacted] testimony. [redacted] was in a good position to understand Mennes as they had a candid and equitable relationship as [redacted] and colleagues, though [redacted] did not characterize the relationship as friendly. [Name Redacted] had no recent contact with Mennes after moving to [redacted] new district. The witness's testimony was probable and consistent on many levels. [redacted] was clear and direct in what [redacted] did and did not know during both [redacted] testimony in chief and cross examination. The committee believed that [redacted] was motivated to testify because [redacted] felt that [redacted] needed to do what was just and fair.

37. Student O – Credible

Student O was in [Grade Redacted] at the time of [redacted] testimony. [redacted] was in [Grade Redacted] in Mennes' s classroom during the 2016/17 school year. Student O was confident but fidgeted during [redacted] testimony. [redacted] appeared to be actively listening and presented as polite, clever and dramatic during [redacted] testimony. Student O described [redacted] as one of Mennes's pets and was in a good position to see classroom events that involved other students. Student O believed that Mennes was unfair in her treatment of other students. The witness was able to recall events and details with internal consistency. [redacted] testimony was probable and plausible and [redacted] was able to connect events when very little background had been provided. [redacted] testimony was externally consistent with the testimony of other students from Mennes' s class. Student O was motivated to testify as [redacted] saw how some others were treated, even though [redacted] was one of the favorites and had no reason for any personal animus towards Mennes

38. Grandparent P - Credible

Grandparent P is the [redacted] of Parent P and the grand [redacted] of Student P who was in [Grade Redacted] in Mennes's class during the 2016/17 school year. Grandparent P provides afterschool care for [redacted] and believes that [redacted] shares more with [redacted] than [redacted] does with [redacted]. Grandparent P came dressed in jeans, a hoodie and cowboy boots. [redacted] referenced [redacted] heritage for [redacted] direct speaking. There was evidence of animosity between Grandparent P and Mennes during cross examination. Grandparent P was aware that Mennes had spoken with [redacted] (Grandparent P's) employer. [redacted] believes that the treatment of [redacted] by Mennes will have a long term negative impact on the child. [redacted] was clear and direct about what she did and did not know. [redacted] testimony was probable and somewhat plausible. Grandparent P specifically stated that [redacted] omitted some details from [redacted] testimony as [redacted] did not want to drag [redacted] testimony out. Grandparent P's recollection of the meeting with Mennes, [Name Redacted], Parent P and [redacted] was externally consistent with [Name Redacted]. Grandparent P testified that [redacted] did not yell or shout at Mennes during the meeting but did admit that [redacted] voice tends to raise when discussions get heated.

39. Parent P - Somewhat Credible

Student P is the [redacted] of Student P who was in [Grade Redacted] in Mennes' s classroom during the 2016/17 school year. Student P was casual in dress and was unexpressive in [redacted] responses. [redacted] appeared to be very nervous and restrained in [redacted] emotions. In testimony, Student P relied on the information provided by [redacted]. That information was externally consistent. In recalling the incident during the meeting with Mennes, [Name Redacted], [redacted] and [redacted] Student P was somewhat inconsistent in [redacted] recollections of the tone of the meeting and the appearance of Mennes.

40. Student P - Not Credible

Student P was dressed appropriately for [redacted] age. [redacted] appeared to be nervous and played with a fidget toy during [redacted] testimony. Student P had difficulty recalling details and facts about the classroom, outside of a single incident of which [redacted] had clear recall. [redacted] became more confident after reviewing [redacted] written statement. Student P changed [redacted] mind on some significant events provided during [redacted] testimony. There were many inconsistencies both internally and externally during [redacted] testimony about events that occurred during the previous school year.

41. [Name Redacted]- Credible

[Name Redacted] has been the school [redacted] at [School Redacted] since July of 2013. [redacted] worked in the school office [redacted] [Name Redacted] was businesslike in dress and appearance. [redacted] was soft-spoken and appeared to be nervous. [Name Redacted] made eye contact with people in the room [redacted] was able to recall protocols with specific details but was not able to recall details, or agree with certain details suggested by

Mennes during cross examination. [Name Redacted] was in a good position to have knowledge about office activities but would have limited knowledge about events in classrooms.

42. Parent Q - Somewhat Credible

Parent Q is the [Redacted] of Student Q. [Redacted] was in Grade [Redacted] in Mennes's classroom during the 2016/17 school year. Parent Q was professional in appearance. [Redacted] was meek and quiet during [Redacted] testimony. Parent Q characterized [Redacted] time in Mennes's classroom as a horrible experience and [Redacted] was angry with Mennes. Parent Q's testimony was plausible and it was probable the events mentioned occurred. Parent Q's testimony was externally consistent with other testimony. Some of Parent Q's testimony was based on second-hand information provided by [Redacted]

43. Student Q - Credible

Student Q was a [Grade Redacted] student at the time of testimony and was in [Grade Redacted] in Mennes's class during the 2016/17 school year. Student Q appeared appropriate in dress and appearance, given [Redacted] age. [Redacted] presented as very nervous and played with a squishy toy throughout [Redacted] testimony. Student Q experienced Mennes as [Redacted] teacher for about three weeks. [Redacted] was able to recall details with confidence [Redacted] testimony was probable and plausible. Internally [Redacted] testimony had some discrepancy between [Redacted] recollection of how often [Redacted] cried in class and [Redacted] written statement. [Redacted] seemed to be hyperbolic in [Redacted] recollection of the details pertaining to [Redacted] homework from Mennes. Student Q was upset by Mennes's treatment of [Redacted] and [Redacted] friends. Mennes's favoritism bothered [Redacted] a great deal.

44. [Name Redacted] - Somewhat Credible

[Name Redacted] is an educational assistant (EA) with the [school division Redacted]. [Redacted] assignment was split between Mennes's class and another class during the 2013/14 school year. [Redacted] spent about half her time in Mennes's room. [Name Redacted] was businesslike in both appearance and demeanor. [Redacted] appeared to be very nervous during [Redacted] testimony. [Redacted] said [Redacted] had substantial concerns about what might arise from testifying in the hearing. [Redacted] also works for the school division and [Name Redacted] was afraid of repercussions for [Redacted] as [Redacted] could be required to work on the teacherage where Mennes was residing. [Name Redacted] testimony was inconsistent externally in that [Redacted] stated Mennes was a good teacher, [Redacted] couldn't recall students being kept in at recess and Mennes used a variety of teaching methods. [Name Redacted] testified [Redacted] received two unexpected phone calls from an unidentified caller which, by [Redacted] own admission, turned out to be Mennes. [Name Redacted] was made uncomfortable by the calls.

45. Student R - Credible

Student R was in [Grade Redacted] at the time of [Redacted] testimony. [Redacted] had been a student in Mennes's [Grade Redacted] class during the 2014/15 school year. Student R looked calm and spoke with confidence. [Redacted] did not appear to be intimidated and stated when [Redacted] was unsure of answers. [Redacted] had good

recall, especially about events in which ■ was embarrassed in class. ■ testimony was internally consistent but tended to hyperbole. Student R testified that Mennes had a firm voice and an angry face in class. Her demeanour changed when people of authority came into the room. Student R was embarrassed by Mennes in class, in front of ■ peers.

46. [Name Redacted] - Credible

[Name Redacted] worked for the [school division redacted] for a period of ten years before ■ [Name Redacted] was deputy superintendent for ■ first six years with the division and superintendent of schools for the final four years. [Name Redacted] first took notice of Mennes during the transfer she appealed in 2012 while [Name Redacted] was deputy superintendent. [Name Redacted] was professional in both appearance and demeanour. ■ maintained a very even keel throughout ■ testimony; ■ was calm, well spoken, thoughtful and precise. On cross examination ■ was matter of fact, showed some frustration at points and then sat back and relaxed. [Name Redacted] presented as perplexed and flabbergasted at Mennes' s reasoning. [Name Redacted] had a solid perception of the events in question. ■ was able to recall details well and appeared to be very honest. ■ testimony was internally and externally consistent and it was plausible and probable. During the investigation into incidents following the 2012 transfer hearing, [Name Redacted] took steps to ensure ■ would be able to provide an objective decision. ■ stepped back from the actual investigation to maintain that objectivity. At the conclusion of the investigation, [Name Redacted] believed that Mennes had written the [Name Redacted] letter. [Name Redacted] also believed that Mennes had been connected to an earlier letter about former principal [Name Redacted] that alleged inappropriate behavior with a staff member. That letter had been destroyed by central office. [Name Redacted] communicated with Association staff to ensure that any steps ■ took in relation to Mennes would be appropriate and in keeping with allowable procedures.

47. [Name Redacted] - Credible

[Name Redacted] is a mental health therapist working for Alberta Health Services, Community Mental Health. ■ had provided therapy to several students from Mennes' s classroom during the 2014/15 school year. [Name Redacted] is at an early stage in ■ career and was casual in appearance and demeanour. ■ testimony was based on second-hand information provided to ■ during therapy sessions with students. ■ testimony was internally and externally consistent.

■ had noted a pattern of concerns raised by students in Mennes' s classroom. ■ wrote a letter of concern to the school. Mennes initiated a complaint against [Name Redacted] with ■ [Name Redacted] professional college and employer. The complaints were investigated and dismissed as slanderous, yet [Name Redacted] did not demonstrate any spite towards Mennes.

48. [Name Redacted] - Somewhat Credible

[Name Redacted] was the school ■ in [School Redacted] during the 2015/16 and 2016/17 school years. ■ interacted with various students from around the school who were participating in the school wellness initiative. [Name Redacted] was businesslike in appearance and demeanour but was

notably intimidated and nervous while testifying. [Name Redacted] recalled information that [Name Redacted] had received from students but also had distinct gaps in [Name Redacted] recollection. [Name Redacted] spoke at length about a dress code violation episode and seemed really troubled by the actions that were taken by Mennes.

49. [Name Redacted] - Credible

[Name Redacted] has been an educational assistant (EA) for 25 years with the [school division Redacted]. [Name Redacted] assisted in Mennes's classroom for two to three periods a day during the 2015/16 school year. [Name Redacted] was businesslike in both appearance and demeanour. [Name Redacted] did not appear to be nervous. [Name Redacted] was able to make connections and had a good ability to perceive events that occurred during [Name Redacted] time in Mennes's room. [Name Redacted] was able to recall specific events with good detail but did read from her written statement. [Name Redacted] was plausible and probable. [Name Redacted] testimony was internally consistent and [Name Redacted] was confident in [Name Redacted] responses. [Name Redacted] testimony was externally consistent. [Name Redacted] was challenged by Mennes about [Name Redacted] recollection of instructions provided by Mennes to EAs; but [Name Redacted] evidence was unshaken.

50. [Name Redacted] - Credible

[Name Redacted] began teaching with the [Location Redacted] in 1982. [Name Redacted] taught for seven years before moving to a vice-principal position for three years. [Name Redacted] [Name Redacted]. Upon [Name Redacted] return, [Name Redacted] continued [Name Redacted] career as a teacher for an additional 12 years. At that point, [Name Redacted] assumed the role of assistant superintendent of schools for two years and advanced to superintendent of schools for six years from 2007 to 2013. [Name Redacted] was a colleague of Mennes until [Name Redacted] moved into central office, where [Name Redacted] assumed a supervisory role over Mennes. [Name Redacted] also coached sports during [Name Redacted] time as a teacher, as did Mennes. [Name Redacted] was professional and businesslike in appearance. [Name Redacted] had excellent recall of events with specific details and was passionate in [Name Redacted]. [Name Redacted] testimony was externally consistent with that of other central office personnel. [Name Redacted] testified about a pattern of behavior by Mennes that included attacking or challenging anyone who attempted corrective supervision of Mennes. Following the administrative action, an anonymous letter would arrive that lauded Mennes and vilified everyone else. [Name Redacted] testified that [Name Redacted] destroyed four or five such letters as they were hurtful, hateful and full of malice. [Name Redacted] believed that Mennes had authored the anonymous letters. [Name Redacted] felt motivated to testify because [Name Redacted] felt that [Name Redacted] was not able to provide a safe and caring environment for children in Mennes's class. Despite the personal attacks against the witness and [Name Redacted] [Name Redacted] remained credible. [Name Redacted] was in a position to have first-hand knowledge of many of the events involving Mennes.

C. Witnesses for the Defence

1. Frieda Mennes – Not Credible

Mennes was a teacher in the [School Division Redacted] during the time identified in the charges, teaching at various schools during the period of 1981 to 2017. Mennes taught in [School Redacted] from 1981-1986, [School Redacted] from 1986-1988, [School Redacted] from 1988-1990, [School Redacted]

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School again from 1990-2012 and [School Redacted] from 2002-2016. She was placed on unassigned duties after November 24, 2016.

Mennes was dressed casually throughout the hearing and spoke in a quiet and often inaudible voice. Her tone was rigid and unemotional in most circumstances. When Mennes did become more emotional, her voice took on a more strident tone but she never yelled or raised her voice by any substantial amount.

Mennes was absolutely convinced of her interpretation of the events and details surrounding the charges against her. Mennes was steadfast and her narrative was generally consistent throughout her testimony but her testimony, while strident, was not probable. Mennes continually argued that only she had the correct version of events and that every other witness spoke untruths. Mennes was also consistent in her contention that she was the victim of a conspiracy that was initiated by central office and school administration and supported by all the parents and children.

Mennes also advanced the argument that school administration had provided her with a faulty chair to cause injury, that she had been made ill by eating a school lunch, that a grandparent had assaulted her, that she had near perfect attendance at work and that she was always an outstanding teacher who made valuable contributions.

Mennes testified that she provided letters critical of colleagues to various officials without providing copies to the colleagues in advance. She argued that the Code of Professional Conduct did not apply to her in these situations.

Mennes testified that the only act she had committed that she regretted was the incident regarding writing in a student's agenda on her last day of work. Mennes testified that she regretted her words in that instance.

Mennes was steadfast in her adherence to her argument that she had not been unprofessional in any other regard. She was also steadfast in her belief that if she stated something, it was the truth and the only acceptable version of events.

While her testimony was internally consistent during the hearing, it was at odds with almost all the other testimony provided.

In the various documentation Mennes provided during the hearing, her versions of the event that took place in [Name Redacted] office escalated with each retelling and became more distant from the versions provided by others. By her own admission, Mennes submitted evidence in the form of signed letters that confirmed she engaged in the types of behaviour with colleagues of which she was accused. Mennes was motivated to testify to clear her good name and confirm her upstanding citizenship as a community member and teacher in the [school division Redacted].

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The committee found the perception of this witness to be in direct opposition to the testimony and written statements of about fifty other witnesses. The committee heard the conviction of Mennes's side of the story but the lack of substantiated and tested evidence and overwhelming and tested evidence to the contrary led the committee not to accept her version of events. Mennes did not provide the tribunal with substantive reasons as to why the committee should believe her evidence.

### 2. [Name Redacted] - Credible

[Name Redacted] began teaching in 1959 and [redacted]. She was a [redacted] teacher who worked in the same school as Mennes for ten years and assisted many of Mennes' s students. [redacted] was business casual in appearance and appeared confident. [redacted] was a friend of Mennes, stated that [redacted] and Mennes had an excellent working relationship and said [redacted] was shocked when [redacted] became aware of the charges as they did not align with the person [redacted] knew twenty plus years ago. [redacted] was aware of some details of the case but became clearly upset after reading a letter entered as an exhibit. [redacted] wanted more background information on the case. [Name Redacted] refuted the documents entered as Exhibit 4, tabs 3 and 9. The witness's testimony was both plausible and probable, based on [redacted] personal experience with Mennes. [redacted] testimony was internally and externally consistent with Mennes's testimony regarding the early years of Mennes's career. [redacted] testimony was not externally consistent with other testimony.

### 3. [Name Redacted] –Credible

[Name Redacted] was a [Grade Redacted] student of Mennes in 1982/83 and is now employed as an educational assistant for the [redacted] school division. [Name Redacted] was professional in appearance and confident in [redacted] responses to questions asked. [redacted] with Mennes when they both worked in [Location Redacted]. [Name Redacted] children attended [School Redacted]. [Name Redacted] withdrew [redacted] from [School Redacted] over bullying issues. In particular, [Name Redacted] had issue with the way [Name Redacted] and [Name Redacted] dealt with bullying issues with one [redacted]. [Name Redacted] testimony was internally and externally consistent. [redacted] had no ill feelings towards Mennes or about how she ran her classroom. [Name Redacted] was able to recall specifics, provide details and make corrections to dates. [redacted] was quick to answer.

### 4. [Name Redacted] – Somewhat Credible

[Name Redacted] had been a [Grade Redacted] student of Mennes in 1982/83. [redacted] was professional in appearance and demeanour. [redacted] recalled that [redacted] was never asked to call out [redacted] weight in Mennes' s class and said that if it was done by others, [redacted] never heard it. [redacted] stated that [redacted] was never belittled, humiliated or disrespected in any situation by Mennes. [redacted] had a limited ability to recall many facts and details and was only able to recall information when [redacted] memory was refreshed through questioning. [Name Redacted] testimony was specific to one particular aspect of one charge against Mennes. [redacted] responded to many questions with "I do not recall" or "I do not remember."

5. [Name Redacted] – Credible

[Name Redacted] had [redacted] children, a [redacted] who attended [Grade Redacted] in Mennes's class between the 1997 and 2001. [redacted] worked as a substitute educational assistant but never in Mennes's class. [Name Redacted] would volunteer about an hour a week in Mennes's room if [redacted] was able to accommodate [redacted] work schedule. [redacted] was professional in both appearance and demeanor. [Name Redacted] confirmed that [redacted] wrote a letter of support for Mennes on January 15, 2013 (Exhibit 90, item 46) around the time of Mennes's transfer in 2012. [Name Redacted] children had a positive experience and thrived in Mennes's classroom. [Name Redacted] [redacted] had attention issues in school and Mennes provided [redacted] with a squishy ball to divert [redacted] attention and allow [redacted] to focus on tasks. [Name Redacted] testified that [redacted] children were not kept in at recess, they were not put into the hall way and they participated in various school events. [redacted] was able to recall most events and details with ease. [redacted] believed what [redacted] was saying and [redacted] testimony was internally consistent; however, her testimony was not externally consistent with the testimony of other students who were in Mennes's classroom.

6. [Name Redacted] – Credible

[Name Redacted] had [redacted] [redacted] in Mennes's class. One [redacted] as in Mennes's classroom during the 1999/2000 school year. [Name Redacted] was professional in both appearance and demeanor. [redacted] appeared to be comfortable and at ease during [redacted] testimony. Based on [redacted] personal experience, [Name Redacted] believed the charges against Mennes were outrageous. [Name Redacted] was working full time when her [redacted] were in Mennes's class and [redacted] was unable to volunteer in the room. [Name Redacted] did attend parent-teacher interviews and made time for class parties. [redacted] testimony was based on second-hand information from [redacted] [Name Redacted] did note that both [redacted] were academically inclined. [redacted] testimony was internally consistent. It was not externally consistent with other witnesses's testimony. [Name Redacted] provided an alternate version of why [redacted] fainted at a water fountain at school. [Name Redacted] detailed some of [redacted] health concerns that led to the fainting episode rather than the allegation that [redacted] fainted out of fear of Mennes.

7. [Name Redacted] – Not Credible

[Name Redacted] is the former spouse of the teacher who was vice-principal of [School Redacted] during the time that [Name Redacted] was principal. [redacted] former spouse took on the acting principalship of [School Redacted] after [Name Redacted] left and before [Name Redacted] arrived. [Name Redacted] presented as being firmly attached to a personal agenda that did not align with the purpose of the hearing. [Name Redacted] was casual in appearance but [redacted] demeanor varied greatly throughout [redacted] testimony on direct examination and cross examination. [Name Redacted] behavior ranged from arrogance, anger, frustration and off-topic outbursts to calm and relaxed as [redacted] stretched out in the witness chair. During cross examination, [Name Redacted] was clearly hostile to the presenting officer's questions. It was noted that [Name Redacted] mumbled under [redacted] breath, crossed [redacted] arms and on several occasions asked, "Do I get a chance to speak?" [Name Redacted] was able to recall some events that [redacted] experienced with vivid detail and to provide adequate description. Much of [Name Redacted] testimony was information that [redacted] obtained second hand

from [redacted] estranged spouse. It became evident during [redacted] testimony that [Name Redacted] was motivated to testify because [redacted] related the events recounted in [redacted] testimony as the direct cause of [redacted] marital breakdown, specifically the events that occurred during the time that [Name Redacted] was Mennes' s and his [redacted] principal. [Name Redacted] was firmly convinced that the district and community members were engaged in a conspiracy. The probability and plausibility of [Name Redacted] testimony was called into question. At one point, [Name Redacted] stated, "Oh, ... then I will change my whole testimony," suggesting that [redacted] was colouring [redacted] testimony to support [redacted] personal agenda. [Name Redacted] testimony focused on one set of events that he kept referring back to. [redacted] versions of the events were not consistent internally. Under cross examination, [redacted] testimony became confused and more inconsistent. [Name Redacted] description of Mennes and her treatment of children was not externally consistent. [redacted] testimony was of little help, if at all, in the committee's review of the charges against Mennes

#### 8. [Name Redacted]— Credible

[Name Redacted] is a teacher with the [school division redacted] who worked as a team teacher with Mennes in 2013/14. [redacted] was casual in appearance while clear, confident and audible in [redacted] responses. [redacted] demonstrated a strong ability to recall and perceive.

[Name Redacted] recalled many positive interactions with Mennes at [School redacted] but [redacted] experience was limited to a single year of interaction. When [redacted] was unsure, she stated, "I don't recall" or "I can't answer that." The witness did not constrain [redacted] testimony even when people of authority were in the room. [redacted] did tire during [redacted] time testifying. Overall, [redacted] evidence was probable and plausible. [redacted] testimony was externally consistent with previous testimony about Mennes' s classroom organization and interaction with staff and colleagues. [Name Redacted] viewed [Name Redacted] as a good administrator who was fair and considerate.

### DECISION OF THE HEARING COMMITTEE

- Charge 1—Guilty
- Charge 2—Guilty
- Charge 3—Withdrawn
- Charge 4—Guilty
- Charge 5—Guilty
- Charge 6—Guilty
- Charge 7—Guilty
- Charge 8—Guilty
- Charge 9—Guilty

### REASONS FOR DECISION

Given the number of students, parents and others that gave evidence against Mennes about her teaching practices, and being alive to the conspiracy allegations voiced by Mennes, the

committee was alert for any evidence that might indicate some group may have somehow coordinated efforts to have unsupportable allegations brought against her. The committee found no such evidence and was satisfied that there was no conspiracy. In fact, the truth of many of the allegations against her was confirmed by the evidence of Mennes herself.

Constant patterns of professional misconduct committed in the presence of, or inflicted on, numbers of people can be expected to create situations where numbers of people eventually testify, to similar effect, about such acts of professional misconduct. However, without more, the similarity of the evidence given does not create evidence of a conspiracy.

Furthermore, irrespective of some descriptions in evidence of her behavior appearing as “old school” the committee was satisfied that at no time during the period covered by these charges was the impugned conduct of Mennes within tolerable limits of the teaching and professional practices of the day.

#### Charge 1

Mennes was charged with unprofessional conduct pursuant to the *Teaching Profession Act*, extending over a long period of time. During part of her teaching career (1981-2016), Mennes failed to treat students with dignity and respect. The events presented and tested on the stand proved that the incidents were not isolated and the actions of Mennes were repeated on many occasions and were similar in nature.

Mennes did fail to treat students with dignity and respect on many occasions. A teacher is expected to engage in appropriate actions and not make derogatory comments that fail to treat each student with dignity and respect. Mennes, in her actions, did not show consideration for their individual circumstances and frequently belittled and demoralized the children in her care. The public expects teachers to create a safe and caring learning environment where children feel safe and secure and can express their individuality without judgment.

Mennes did not acknowledge that she failed to treat children with dignity and respect. Mennes did not acknowledge that her actions were wrong after repeated testimony from children who were students in her class and experienced her failure to treat them with dignity and respect. Parents testified what their children told them and when parents, school administration and central office approached Mennes, Mennes failed to take appropriate actions to solve the problems presented. There were consistent and repeated behaviours that demonstrated inaction on significant parental concerns.

During the course of the hearing, Mennes did not show any remorse for her actions. She referred to the investigation as being a witch hunt, in which many people colluded to smear her good name and community status. She failed to take ownership of the situation and demonstrated no desire to create a safe and caring learning environment or to treat students with dignity and respect.

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It was stated under oath, by the previous superintendent and teachers on staff, that the Code of Professional Conduct was reviewed annually with all staff in [school division redacted].

As the committee heard testimony and watched witnesses on the stand, it was evident that the disregard for treating children with dignity and respect has had a long-term impact on students. Witnesses spoke of anxiety, fear and persistent negative feelings about the time they spent in Mennes's classroom. Children who were most recently in Mennes's classroom were terrified to be in the same room as Mennes and required special circumstances in the hearing in order to share their stories. Mennes broke the spirit of some students.

### Charge 2

Mennes was charged with unprofessional conduct, pursuant to the *Teaching Profession Act*, extending over a long period of time. During part of her teaching career (1981-2016), Mennes treated students in a differential manner based on their academic abilities whereby students who struggled in the context of a "regular" classroom were not treated with dignity and respect or in a manner that was considerate of their circumstances. Witnesses testified under oath that these inappropriate behaviours were ongoing despite efforts by school-based and central office staff to provide Mennes with measures to change the manner in which she treated students. The committee was satisfied that there was a pattern of behavior, tested on the stand, that is probable to have taken place over the years in question.

Evidence was adduced that demonstrated there was a severe impact on children. Children referenced that their health and well-being was compromised. Evidence of stomachaches, anxiety, crying, feelings of being inferior to others and a "hate" for school was the common trend of children who were in Mennes's class. Children who were "favourites" testified that they felt sorry for the students who were "less academic" because of the way Mennes treated them. The committee assessed on the balance of probability that the actions and approach of Mennes were most likely to have occurred and most certainly demonstrated that children were treated in a differential manner based on their circumstances.

The children were vulnerable. They were defenseless in their ability to protect themselves and it was noted that the differential treatment occurred consistently through 1981 to 2016 and frequently the children who suffered were marginalized. Belittling and humiliating students based on their academic ability is unacceptable behaviour for a teacher. The public expects teachers to create a safe and caring learning environment where children feel safe and secure and can express their individuality without judgment. It is expected that the teacher will teach in a manner that respects the dignity and rights of all persons without prejudice.

Mennes did not acknowledge that she failed to treat children with dignity and respect and treated them in a differential manner based on their academic abilities. Mennes did not acknowledge that her actions were wrong after repeated testimony from children who were students in her class and experienced the treatment themselves.

#### Charge 4

Mennes was charged with unprofessional conduct, pursuant to the *Teaching Profession Act*, in that extending over a lengthy period of time (September 2008 to March 2017), she made critical comments about the professional performance and reputation of both school-based and central office staff in a manner not consistent with Mennes's professional responsibilities towards colleagues.

Mennes engaged in many letter-writing campaigns and sent the letters to many people she believed, wrongly, were appropriate to receive such letters. These letters defamed colleagues who were active members of the Alberta Teachers' Association. Mennes signed many of these documents. Mennes criticized the professional competence and reputation of teacher colleagues in a public forum and to people who were not proper officials as required by the code. These teacher colleagues were not provided with copies of the communications being sent prior to the complaints being launched to superintendents, school board officials, the registrar, the College of Alberta School Superintendents, dean of education, the RCMP and even the premier. On the balance of probability, these reports that were made on the professional performance of another teacher, were not made in good faith. During the hearing, Mennes failed to acknowledge after several explanations that section 13 and 14 of the code pertain to reporting to the Alberta Teachers' Association on the possible unprofessional conduct of another member.

The committee considered the number of times that these letter writing campaigns occurred over the period of time in question and how the communications became more and more intense, defamed the people in question and were meant to assassinate the professional and personal character of colleagues. These defaming and vexatious letters were also threatening in nature. It was determined that the behaviours exhibited by Mennes were malicious and calculated.

The actions of Mennes had an impact on many individuals in the [school division redacted]. It was not a one-time event. The professional behaviour that all teachers in Alberta are expected to know and follow was violated on many occasions.

[Name Redacted] testified that [redacted] provided both verbal and written communication that directed Mennes to follow the Code of Professional Conduct when complaining about teachers. [Name Redacted] specifically referenced section 13 and 14 of the Code of Professional Conduct. [redacted] efforts were to no avail.

The committee believed that the critical comments made by Mennes were not made in good faith, were retaliatory in nature and were meant to inflict personal and professional suffering on colleagues.

#### Charge 5

Mennes was charged with unprofessional conduct, pursuant to the *Teaching Profession Act*, in that extending over a lengthy period of time (September 2008-March 2017), she made written

and/or verbal statements about both school-based and central office administrators where the approach, inaccurate content and language employed were unbecoming to a professional teacher in her relationships with colleagues.

In assessing the language employed and manner in which accusations were made it was deemed that Mennes frequently used hyperbolic language that was slanderous, defaming and clearly attempted to attack the professionalism of her colleagues. The committee concluded that Mennes did not make the complaints in good faith.

In the later portions of the hearing, Mennes repeatedly stated that she received an administrative designation in 1986 based on her excellent evaluations. Given the length of her career and despite the fact that she held an administrative designation, Mennes's language and approach were inappropriate and her conduct was unacceptable for any teacher and in this case, a teacher who has been a member of the Association for such a long period of time. The fact that she was ever trusted with an administrative designation only confirms she should have known how to conduct herself professionally and that makes her misconduct all the more egregious.

Testimony provided the committee with evidence that written and verbal statements were made where the approach was indeed inappropriate and the language employed was unbecoming of a professional teacher in relationship to her colleagues. The written and verbal statements that Mennes made were not an isolated event for her but rather established a pattern of behaviour that occurred during Mennes's career.

Mennes's communications were malicious and derogatory. They defamed many colleagues on many different occasions and were done with animosity towards these colleagues and sought disciplinary and employment actions against them.

#### Charge 6

Mennes is charged with unprofessional conduct, pursuant to the *Teaching Profession Act*, in that during the 2016/17 school year, she refused to address legitimate parent/grandparent concerns relative to the treatment of their children.

The hearing committee heard testimony from several witnesses that stated Mennes refused to be accountable and engage in problem solving that would meet the needs of all parties involved. Mennes had no solutions to offer, denied that the events in question took place and did not act in a manner that upheld the standard expected of teachers.

The pattern of behaviour established through testimony and written statements of witnesses is evidenced in their recollection of Mennes's reactions to statements that she deemed to be critical of her. Once her conduct was questioned or she was questioned in any manner, she sought revenge in some manner. It was referenced that, on more than one occasion, when dealing with a parent, Mennes hung up on the parent. On more than one occasion, negative comments were made to children as a result of parents issuing formal complaints to school-based administration

or central office administration. The actions pursued by Mennes were retaliatory in nature. The public has the right to expect that teachers will act in a manner, which establishes and maintains the trust relationship between, teachers, students, parents and the public. Failing to deal with issues and concerns appropriately fails to uphold the standard expected of teachers.

#### Charge 7

Mennes is charged with unprofessional conduct, pursuant to the *Teaching Profession Act*, in that during the 2016/17 school year, she engaged in retaliatory actions against Parent P and Grandparent P for raising legitimate concerns about how their child/grandchild was treated in Mennes's classroom.

Parent P, in [redacted] testimony and [redacted] written statement spoke about how Mennes refused to address the concerns that were raised at the November 23, 2016 meeting. Mennes did not provide any suggestions or solutions as to how to address those concerns, but rather retaliated against Parent P and Grandparent P in the most serious ways. Prior to the November 23, 2016 meeting, after Parent P raised [redacted] concerns with [Name Redacted], Mennes called Parent P. When Parent P raised concerns such as students crying in class or called a student stupid, Mennes denied such actions. Rather than address the student concerns or perceptions, Mennes told Parent P that students were ganging up on her and that everything they were saying was a lie. When Parent P responded with, "My child is not perfect, but not everything [redacted] said is a lie", Parent P states that Mennes hung up on [redacted]. At the November 23, 2016 meeting to discuss Parent P's concern for [redacted] child, Mennes' s demeanour clearly established that she was not going to address those concerns. Parent P described that Mennes was already in [redacted] office when Parent P and Grandparent P arrived. Parent P described Mennes as sitting there with her arms crossed, with a facial expression of being angry and essentially did not speak much at all. Also, Mennes denied that anything Student P was saying was true. This was the same approach Mennes took in the prior telephone conversation with Parent P.

Mennes then made allegations of assault to the RCMP about Grandparent P, which were found to be false. Witness testimony by all other attendees at the meeting confirmed that the allegations Mennes made were false. Other witnesses confirmed that there was no yelling or screaming in the office during the time of the meeting. A threatening phone call, from an unknown caller, threatened Grandparent P with legal action and a complaint to child protection services. Mennes admits to calling Grandparent P's employer to inquire whether or not the company had specific policies about [redacted] employee conduct.

These behaviours and actions are unbecoming of a teacher. Making false accusations and reports about others undermines the professional standing of teachers and the profession.

#### Charge 8

Mennes is charged with unprofessional conduct, pursuant to the *Teaching Profession Act*, in that during the 2016/17 school year, she made false allegations against her principal, [Name Redacted], to

the school district and to other persons without advising [Name Redacted] of these allegations contrary to section 14 of the Code of Professional Conduct.

Mennes engaged in many letter-writing campaigns, to many different authorities in the province, that defamed [Name Redacted] who was an active members of the Alberta Teachers' Association and in a position of authority. Mennes signed many of these documents. She criticized the professional competence and reputation of [Name Redacted] in a public forum and not to proper officials, as outlined in the code. The colleague, [Name Redacted], was not provided with a copy of the communications being sent prior to the complaints being launched to superintendents, school board officials, the registrar, and CASS. On the balance of probability, these reports that were made on the professional performance of another teacher, were not made in good faith. During the hearing, Mennes failed to acknowledge, after several explanations, that section 13 and 14 of the code pertain to reporting to the Alberta Teachers' Association on the possible unprofessional conduct of another member.

The committee considered the number of letters Mennes wrote over a short period of time and how the letters contained falsehoods, defamed the person in question and were meant to assassinate the professional and personal character of her colleague and direct supervisor, [Name Redacted]. These defaming and vexatious letters were also threatening in nature. The committee was satisfied that the behaviours exhibited by Mennes were malicious and calculated.

The actions of Mennes had an impact on many individuals in the [school division redacted]. They were not a one-time event. The professional behaviour that all teachers in Alberta are expected to know and follow was violated on many occasions.

#### Charge 9

Mennes is charged with unprofessional conduct, pursuant to the *Teaching Profession Act*, in that extending over a lengthy period of time (September 2008-June 2013), she sent anonymous letters and or notes to the superintendent of schools and/or school trustees in which she made inflammatory and highly critical comments about the school administration and the school librarian at [School Redacted].

After weighing the bulk of evidence, the committee made a decision based on the balance of probability that Mennes was the author of the highly critical and inflammatory anonymous letters. Mennes was motivated to write the letters, as she was angry. The letters followed her pattern of language, phraseology, methodology and format consistent with other letters Mennes had signed. The anonymous letters followed closely after anyone criticizing Mennes or Mennes facing employment issues. There was a consistent pattern of lauding Mennes and defaming others. The anonymous letters often contained information known only to a few including Mennes. The unifying element in all of those factors was Mennes.

The committee agreed that the comments were highly inflammatory and critical of colleagues. These letters smeared the reputation of many individuals in the [school division redacted] and caused them to fear Mennes.

The committee deemed that the behaviour exhibited by Mennes was unbecoming of a member of the teaching profession.

### SUBMISSION ON PENALTY

The presenting officers submitted that Mennes should be assessed penalties that represent the upper range. Mennes's misconduct spanned a long period of time and was of a severe nature. Mennes had a pattern of behaviour that was well entrenched and was not isolated to a bad year. The misconduct focussed on school-based and central office personnel during the period of 2008 to 2017 had an impact on the school district and damaged professional relationships. Many of Mennes's colleagues were fearful of retaliation. Mennes's misconduct had a long term impact on her students and she caused many of these students harm, even beyond the vulnerable group she bullied. Mennes misconduct was aggravated by the fact that she retaliated against parents, colleagues and other professionals.

The presenting officers also noted that Mennes did cooperate in the investigation and was impacted in her career by the unprofessional conduct of her principal, [Name Redacted].

Mennes broke the trust of students, parents, the community and her colleagues. Her misconduct was repugnant and reprehensible. The penalties imposed should show that the misconduct is most inappropriate and should not be tolerated by the profession.

The presenting officers reviewed a list of other cases and penalties but noted that the nature and extent of Mennes's misconduct was unique in many ways.

The presenting officers recommended that the following penalty be imposed on Mennes:

Charge 1 – recommend to the minister of education that Mennes's teaching certificate be cancelled, cancel Mennes's membership in the Alberta Teachers' Association and a fine of \$8000 as a preventative measure

Charge 2 – – recommend to the minister of education that Mennes's teaching certificate be cancelled, cancel Mennes's membership in the Alberta Teachers' Association and a fine of \$5000 as a preventative measure

Charge 4 – letter of severe reprimand, preventative fine of \$4500

Charge 5 - letter of severe reprimand, preventative fine of \$4500

Charge 6 - – recommend to the minister of education that Mennes's teaching certificate be cancelled, cancel Mennes's membership in the Alberta Teachers' Association and a fine of \$4000 as a preventative measure

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Charge 7 – letter of severe reprimand, preventative fine of \$1500

Charge 8 – recommend to the minister of education that Mennes’s teaching certificate be cancelled, cancel Mennes’s membership in the Alberta Teachers’ Association and a fine of \$2500 as a preventative measure

Charge 9 – recommend to the minister of education that Mennes’s teaching certificate be cancelled, cancel Mennes’s membership in the Alberta Teachers’ Association and a fine of \$2500 as a preventative measure

PENALTY

After discussion, the committee ordered a more severe penalty than what was proposed by the presenting officers.

The hearing committee of the Professional Conduct Committee imposes the following penalty on Mennes:

For Charge 1

1. a declaration that Mennes is permanently ineligible for membership in the Alberta Teachers’ Association,
2. a recommendation to the minister of education to cancel Mennes’s teaching certificate and
3. a fine of \$8000.

For Charge 2

1. a declaration that Mennes is permanently ineligible for membership in the Alberta Teachers’ Association,
2. a recommendation to the minister of education to cancel Mennes’s teaching certificate and
3. a fine of \$5000

For Charge 4

1. a declaration that Mennes is permanently ineligible for membership in the Alberta Teachers’ Association,
2. a recommendation to the minister of education to cancel Mennes’s teaching certificate and
3. a fine of \$4500

For Charge 5

1. a letter of severe reprimand and
2. a fine of \$4500

For Charge 6

1. a declaration that Mennes is permanently ineligible for membership in the Alberta Teachers’ Association,

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2. a recommendation to the minister of education to cancel Mennes's teaching certificate and
3. a fine of \$4000

For Charge 7

1. a letter of severe reprimand and
2. a fine of \$1500

For Charge 8

1. a declaration that Mennes is permanently ineligible for membership in the Alberta Teachers' Association,
2. a recommendation to the minister of education to cancel Mennes's teaching certificate and
3. a fine of \$2500

For Charge 9

1. a declaration that Mennes is permanently ineligible for membership in the Alberta Teachers' Association,
2. a recommendation to the minister of education to cancel Mennes's teaching certificate and
3. a fine of \$2500

The hearing committee further orders that the fines, totalling \$32,500 are payable as follows

1. one third, \$10,833, must be paid to the Association within 30 days of Mennes's receipt of this written decision and
2. the balance, \$21,667, must be paid to the Association within 90 days of Mennes's receipt of this written decision.

Failure to pay the fines in full, within the prescribed time will result in enforcement action.

REASONS FOR PENALTY

In the case of Mennes, the length and duration of the mistreatment of children and the repeated behaviours exhibited require a penalty that is corrective, preventative (a deterrent to any others of like mind and inclination) and will protect the interests of the public. A denunciatory collective penalty is called for.

The committee considered the Jaswal factors in determining the penalty. These factors included (a) the nature and gravity of the charges; (b) age and experience of the teacher; (c) presence or absence of previous convictions of unprofessional conduct; (d) age and condition of individuals affected by the conduct; (e) impact on the individuals affected by the unprofessional conduct; (f) whether the member already suffered other consequences; (g) presence or absence of mitigating circumstances; (h) penalties in similar case; (i) need to promote deterrence and (j) the need to maintain confidence in the profession.

1. All teachers have a responsibility to treat students with dignity and respect.

2. Any conduct of a member that, in the opinion of the hearing committee, is detrimental to the dignity of student is unprofessional.
3. Mennes failed to uphold article 4 of the Code of Professional Conduct. She failed to treat students with dignity and respect. Mennes's conduct, behaviours and actions were humiliating and belittling and tended to target marginalized students.
4. Mennes's conduct, behaviours and actions caused significant and detrimental harm to more than one student. Students while under her care and supervision, endured emotional pain and suffering that should have never happened. The committee believes that Mennes's actions have had a long-term impact on the students and may have a negative impact on their future relationships. Significant harm she caused must result in significant penalty.
5. Mennes's treatment of students was extremely disrespectful and inconsiderate of their circumstances. Her treatment of students was hurtful, humiliating, and degrading, failing to maintain the dignity of the students. This treatment caused great harm to their self-esteem and self-worth.
6. Happy-go-lucky children became withdrawn and fearful. They were often in tears and no longer believed the school to be a safe and caring learning environment. The differential treatment of students who were less academic showed blatant disrespect for students in her care and profoundly affected the students, their families, the school and the community. Even more favoured students suffered as a result of the mistreatment of their friends and classmates.
7. Mennes clearly betrayed the fundamental trust that society places on teachers and brought dishonor and disrepute to the profession. The public must be assured that teachers who are found to not uphold the values outlined in the Code of Professional Conduct will not go unpunished.
8. Mennes's actions were significant, wide-ranging and repeated over time. Therefore, the penalties are significant to reflect the egregiously unprofessional behaviour.
9. The penalties are necessary to deter members from repeating these types of behaviours. The profession will not tolerate unrestrained and widely-disseminated criticisms to persons who are not proper officials.
10. Mennes was an experienced teacher who should have been aware, accepted and acted to meet the expectations as outlined in the Code of Professional Conduct. Therefore, she should have followed protocol to relay her concerns appropriately rather than engaging in a letter writing campaign that broadcast her frustrations widely and undermined the professionalism of other members of the profession.

11. The penalty reflects that Mennes's actions took place repeatedly, over a long period of time, in which she engaged in the unprofessional behaviour, despite being reminded of her obligations to be respectful and follow protocol.
12. Parents rightfully expect, when meeting with teachers, that their legitimate concerns for their children's education and treatment will be listened to and reasonably addressed by the teachers.
13. Mennes in her retaliatory actions, harmed her professional relationship with Parent P and Grandparent P, thus undermining the trust in this important relationship and the trust in the teacher-student relationship.
14. When meeting with teachers, parents need to feel confident that they can raise legitimate concerns, in a safe and caring environment, without the fear of retaliatory action against themselves or their child.
15. Mennes failed to provide meaningful and reasonable solutions to legitimate concerns raised by a parent and a grandparent. Instead, she deflected blame to the child involved, engaged in retaliatory actions and failed to foster positive relationships.
16. During the 2016/17 school year, Mennes utterly failed to accept and deal with legitimate concerns raised by parents.
17. Parents and community members must be afforded treatment from teachers that is professional, civil and respectful of their dignity.
18. Mennes wrote letters in which her excessive use of rhetoric was malicious and defaming and seemed calculated to aggravate the effect of her communication on both the recipients and others who were copied.
19. Mennes made significant disparaging comments about school-based administration and central office administration to a broad audience and this behaviour was unprofessional.
20. Mennes's actions had significant impacts on members of the teaching profession, who were undermined to a wide audience. The impacts on [Name Redacted], [Name Redacted], [Name Redacted], [Name Redacted], [Name Redacted], [Name Redacted] and [Name Redacted] merit a significant penalty.
21. The penalty reflects the precedent cases cited by the presenting officers and appropriately elevates the penalty beyond that ordered for similar cases because Mennes's behaviour was unique and excessive in its scope, breadth, duration and effect.
22. Mennes's pattern of behaviour was malicious, calculated and vindictive, which is unbecoming of a member of the Association.

23. Society expects teachers to be trustworthy members of society who model professional behaviour for young citizens. Mennes failed to meet her professional obligations in this regard.

POSTSCRIPT

Notwithstanding the evidence presented, Mennes persisted in her beliefs that she alone was right, that her conduct was appropriate throughout, that she was the victim of some conspiracy and she demonstrated no real understanding of her wrongdoings and no real remorse.

The public may well question why the professional misconduct of Mennes was able to continue unchecked over so many years. The committee has concluded that it was most probably because of the local notoriety of her bullying and retaliatory tactics and the fear they generated and that it was only in recent years that people had the courage to communicate these concerns to the Alberta Teachers' Association. Notwithstanding that delay, the evidence presented did satisfy the committee that such unprofessional conduct did continue over the years alleged.

Dated at the City of Edmonton in the Province of Alberta, Thursday, January 24, 2019.

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

