

Employment Law with a Focus on Workplace Investigations Professional Learning Module 2022 PARTICIPANT GUIDE



The Superintendent Leadership Quality Standard
Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.
MINISTERIAL ORDER #002/2020

- ✓ Building Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Visionary Leadership
- ✓ Leading Learning
- ✓ Ensuring First Nations, Métis and Inuit Education for All Students
- ✓ School Authority Operations and Resources
- ✓ Supporting Effective Governance

The Leadership Quality Standard
Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.
MINISTERIAL ORDER #002/2020

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading a Learning Community
- ✓ Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- ✓ Providing Instructional Leadership
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context



Employment Law - Professional Learning Module

This learning module will provide CASS and ASBOA members with a foundation to understand human resources law in the education sector and to engage in personal growth planning using the CASS and/or ASBOA Practice Profile.

Throughout each of the areas of focus, the opportunity to apply the content from the Learning Module to your own context, to share and hear individual stories of practice with colleagues and learn from legal counsel and a workplace investigation expert will be provided.

With Gratitude – Professional Thanks

This module was originally created and facilitated in 2019 with Norm Yanitski (Retired Superintendent/CASS Director of Leadership), and Claire Jonsson (Retired Secretary Treasurer Parkland School District) and Teresa Haykowsky Legal Counsel McLennan Ross.

The 2022 Professional Learning Module was created and facilitated by Ed Latka, Secretary Treasurer and Tara Malloy, Assistant Superintendent (St. Thomas Aquinas), Teresa Haykowsky (McLennan Ross) and Steve Marissink (Professional Investigator LMAR Group)

OVERVIEW

Learning modules are designed to deepen and apply system leaders' professional practice with opportunities to examine Alberta context through a "community of inquiry" approach based on research. Learning modules begin with a focus on personal capacity leading to the valuable role system leaders play in supporting quality school leadership and teaching to create optimum learning for all students in Alberta. This professional learning module will support your growth as you determine. The learning has been designed based on the following competencies or areas of practice.

Superintendent Leadership Quality Standard (SLQS) Competencies



Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

Supporting Effective Governance

A superintendent of schools as referred to in the *School Act*, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the *School Act* and other provincial legislation.

Leadership Quality Standard (LQS) Competencies



Fostering Effective Relationships

A leader builds positive working relationships with members of the school community and local community.

Managing School Operations and Resources

A leader effectively directs operations and manages resources.

Understanding and Responding to the Larger Societal Context

A leader understands and appropriately responds to the political, social, economic, legal, and cultural contexts impacting schools and the school authority.

ASBOA Areas of Practice

Organization and Administration

Legal Issues

A school business official must possess a broad understanding and knowledge of legal issues within the educational context.

Human Resources – Labour relations and employment agreements

- Analyze all local and statutory regulations with respect to employment agreements
- Identify and monitor compliance with grievance procedures
- Review provincial regulations with respect to mediation and arbitration

Human Relations

- Develop, interpret and apply personnel policies and procedures
- Identify and implement conflict resolution
- Recognize and promote standards of ethical behaviour and professional conduct

Organization and Administration

Risk Management

To be a leader for implementing best practices related to enterprise risk management ensuring the safeguarding of assets of an organization, both capital and human resources.

Learning materials for all modules will be posted online at CASS:

<https://cass.ab.ca/professional-learning-modules/>



Coherence: CASS and ASBOA Professional Practice, School Authority Leadership

Alberta Education Professional Practice Standard(s)

Alberta Education states that a **professional practice standard** identifies the competency requirements for members of a profession.

This CASS image demonstrates the relationship between the SLQS, the LQS and the TQS representing the similarities amongst the standards. (i.e., context, decisions about

College of Alberta School Superintendents (CASS) cassalberta.ca | Association of School Business Officials of Alberta (ASBOA) <https://asboalberta.ca/>



knowledge and abilities to apply) and clearly puts education’s core work, *optimizing student learning for ALL students*, as the result.

Alberta Education MINISTERIAL ORDER #002/2020

The Association of School Business Officials of Alberta (ASBOA) have developed Areas of Practice based on international standards and modified to reflect current roles and responsibilities of members working in business, finance, and operations in the K-12 education system in Alberta.

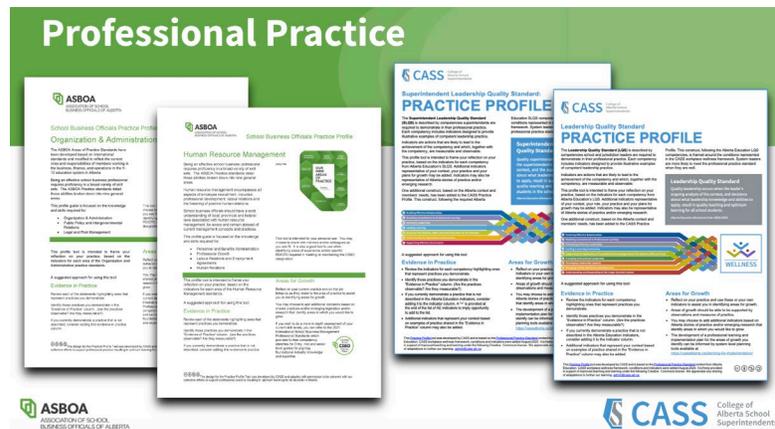
ASBOA and CASS, school authority leaders in Alberta, have collective efforts that result in optimum learning for all students.



Reflection on Practice, Planning for Professional Growth

CASS and ASBOA Practice Profiles

Practice Profiles are intended to frame your reflection on practice, based on the indicators for the competencies in the SLQS or LQS, or ASBOA Areas of Practice. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.



As you experience this professional learning module the practice profile will assist as both a reflection and growth resource. For example:

- What evidence from your practice can you share in relation to the learning just experienced?
- What areas of growth might you wish to address?

CASS members download Printable or fillable versions of the Practice Profile at <https://cassalberta.ca/resources/practice-profile/>

ASBOA members download Practice Profiles at: <https://asboalberta.ca/305557/Page/Show?ClassCode=Page&Slug=areas-of-practice>

Module Learning Overview

| | |
|--|--|
| Tuesday Session A 8:30 - 10:30 10:30 - 11:00 Wellness Break 11:00 - 12:00 | <ul style="list-style-type: none"> Leading and Learning Administrative Procedures I need to conduct an investigation, now what? Case 1 Introduction |
| Session B 1:00 - 2:30 2:30 - 2:45 Wellness Break 2:45 - 3:30 | <ul style="list-style-type: none"> Case 1 (In depth Examination of Investigation) Introduction of Case 2 |
| Wednesday Session C 8:30 - 10:30 10:30 - 11:00 Wellness Break 11:00 - 12:30 | <ul style="list-style-type: none"> Role of the external investigator (Steve Marissink) Case 2 Review Professional Practice Review CASS & ASBOA Voice & Choice Discussion Closing Comments |

| Topic | Notes | | | | | | | | |
|---|--------------------------------------|------------------------|------------------------|--------------------------|------------------------|--------------------------------------|------------------------|--------------------------|--|
| Administrative Procedures <ul style="list-style-type: none"> Procedures for: <ul style="list-style-type: none"> Dispute Resolution and Safe, Caring, Welcoming Learning and Working Environments Regular Review of Administrative Procedures: <ul style="list-style-type: none"> Does it meet legal requirements? Risk management requirements? Does it meet OH & S requirements? Are your internal investigators properly trained? Are you following your AP? | | | | | | | | | |
| Administrative Procedures Review Questions to consider... <ul style="list-style-type: none"> Do you have APs for dispute resolution and safe, caring, welcoming learning and working environments? Do you have clarity regarding internal workplace investigations for: harassment? discrimination? OH & S? | | | | | | | | | |
| Administrative Procedures Review Questions to consider... <p>Do you have clarity as to the differences in investigations relating to:</p> <table border="1"> <tr> <td>• student on student(s)</td> <td>• trustee & trustee(s)</td> </tr> <tr> <td>• student & teacher(s)</td> <td>• parent(s) & student(s)</td> </tr> <tr> <td>• teacher & teacher(s)</td> <td>• parent(s) & school board personnel</td> </tr> <tr> <td>• teacher & trustee(s)</td> <td>• parent(s) & trustee(s)</td> </tr> </table> | • student on student(s) | • trustee & trustee(s) | • student & teacher(s) | • parent(s) & student(s) | • teacher & teacher(s) | • parent(s) & school board personnel | • teacher & trustee(s) | • parent(s) & trustee(s) | |
| • student on student(s) | • trustee & trustee(s) | | | | | | | | |
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| • teacher & trustee(s) | • parent(s) & trustee(s) | | | | | | | | |

| Topic | Notes |
|--|-------|
| <p>Administrative Procedures Key Takeaways</p> <ul style="list-style-type: none"> ● Review Personnel AP's that are more than 2 years old <ul style="list-style-type: none"> ○ Set a schedule for review ○ Don't wait for the issue to arise ● Contact key sources for potential changes <ul style="list-style-type: none"> ○ Colleagues: have they updated their AP's recently ○ Risk Manager/Insurance Broker/Insurance Provider ○ Legal Counsel: identify trends in employment law that may need to be addressed | |
| <p>Administrative Procedures Key Takeaways</p> <ul style="list-style-type: none"> ● School authorities have a responsibility to respond to complaints fairly, and in accordance with applicable protocol, policy, collective agreement or statute. ● When a school authority personnel investigates a complaint, they do so as a representative of the school authority and are bound by these same obligations. | |
| <p>Administrative Procedures Key Takeaways</p> <ul style="list-style-type: none"> ● They must treat complaints seriously, always keeping in mind how difficult it may be for a complainant to come forward, especially in situations where a power imbalance exists between the parties. ● At the same time, the investigator must never forget that the respondent has a right to a fair, unbiased investigation, which includes the right to know the allegations against them and an opportunity to respond to these allegations. | |
| <p>Administrative Procedures Key Takeaways</p> <ul style="list-style-type: none"> ● The investigator has an obligation to respect the rights of witnesses, and all other individuals involved in investigations. ● Before any steps are taken to investigate a complaint, the investigator must be certain that they can do so fairly. If their involvement in the current situation raises a reasonable apprehension of bias which calls into question their impartiality, then the investigator must contact the appropriate person within the school authority. | |

| Topic | Notes |
|---|-------|
| <p>Investigations</p> <ul style="list-style-type: none"> • What constitutes an investigation? <ul style="list-style-type: none"> ○ When do we investigate? ○ What could go wrong if you do not investigate? ○ What is the difference between school dispute resolution and a situation where an investigation is required? | |
| <p>Investigations</p> <ul style="list-style-type: none"> • What factors are considered? • What are some do's and don'ts and the pros and cons of investigations? • Who conducts investigations? • When should you contract an investigation? | |

Workplace Investigation: General Principles

¹ Material from July 12 -13, 2022, University & College Edition: Harassment and Violent Investigations' Training with Rubin Thomlinson Workplace.

- School authorities have a responsibility to respond to complaints fairly, and in accordance with applicable protocol, policy, collective agreement or statute.
- When a school authority personnel investigates a complaint, they do so as a representative of the school authority and are bound by these same obligations
- They must treat complaints seriously, always keeping in mind how difficult it may be for a complainant to come forward, especially in situations where a power imbalance exists between the parties.
- At the same time, the investigator must never forget that the respondent has a right to a fair, unbiased investigation, which includes the right to know the allegations against them and an opportunity to respond to these allegations.
- The investigator has an obligation to respect the rights of witnesses, and all other individuals involved in investigations.
- Before any steps are taken to investigate a complaint, the investigator must be certain that they can do so fairly. If their involvement in the current situation raises a reasonable apprehension of bias which calls into question their impartiality, then the investigator must contact the appropriate person within the school authority.

Key Investigative Tips and Takeaways¹

- Easy to jump to conclusions
- Always keep an open mind – only make conclusions once you have completed your investigation
- An investigation can lead to a subsequent legal proceeding: keep all written communication about the matter (including all electronic text communications and from instant messenger platforms)
- Say neutral at all times; be careful how you refer to the complainant and respondent (i.e., referring to a complainant as a “victim” or “survivor” can give the impression that a decision has already been made as to the alleged behaviour)
- A respondent requires details (i.e., specific particulars) of the allegations in order to adequately and meaningfully respond; it is not sufficient to give notice of a complaint
- Assess whether you may require trauma training to that you do not misinterpret what could be the effects of trauma as evidence that a complainant is not credible (i.e., for example, that a complainant cannot recall details of the traumatic incident)
- Be comfortable with silence and avoid asserting authority over those being interviewed

Setting the Tone²

- Maintaining an appropriate tone during interviews is critical – some issues can be very personal, emotional and potentially triggering for the parties involved. The tone used by the investigator in conducting the interview can determine whether the parties shut-down/withdraw emotionally or open up to provide the investigator with the information they need to reach a finding of fact.
- In maintaining a neutral and professional tone, the investigator demonstrates impartiality and avoids the perception of bias.

¹ Material from July 12 -13, 2022, University & College Edition: Harassment and Violent Investigations’ Training with Rubin Thomlinson Workplace.

² Material from July 12 -13, 2022, University & College Edition: Harassment and Violent Investigations’ Training with Rubin Thomlinson Workplace.

DOS AND DON'TS OF INVESTIGATIONS³

| Do... | |
|--|---|
| <p>Be warmly, neutral</p> <p>Use open-ended questions</p> <p>Be conversational</p> <p>Be accommodating</p> <p>Be non-judgmental</p> <p>Set interviewee at ease</p> <p>Use “complainant” and “respondent” to describe parties</p> <p>Consider how you present – i.e., your body language and facial expressions</p> <p>Have integrity</p> <p>Use clinical terms to describe body parts or sexual activities</p> | <p>Be sensitive but probative</p> <p>Be respectful</p> <p>Allow time for answers</p> <p>Use plain language</p> <p>Use eye contact (as appropriate)</p> <p>Listen deeply</p> <p>Consider composition of investigation team</p> <p>Consider (your) wardrobe Consider interview location/setting</p> |
| Don't... | |
| <p>Ask leading or multiple-choice questions</p> <p>Be accusatory or aggressive</p> <p>Be skeptical or cynical</p> <p>Use “victim” and “perpetrator” to describe parties</p> <p>Use provocative language (e.g., “closure” and “moving on”)</p> | <p>Be sarcastic</p> <p>Interrupt (not always possible)</p> <p>Use “legalese”</p> <p>Skip over important details</p> <p>Be judgmental of actions or steps taken by the complainant, especially where you may be perpetuating myths or stereotypes</p> |

³ Material from July 12 -13, 2022, University & College Edition: Harassment and Violent Investigations’ Training with Rubin Thomlinson Workplace.

SAMPLE INVESTIGATIVE PROCEDURES/PROTOCOLS

School Division Examples

Toronto District School Board Workplace Harassment Prevention and Human Rights Operational Procedure PR515 <https://ppf.tdsb.on.ca/uploads/files/live/100/238.pdf>

Vancouver Administrative Procedure 172 : District Respectful Workplace
https://www.vsb.bc.ca/District/Departments/Office_of_the_Superintendent/Administrative-Procedures-Manual/Administrative%20Procedures%20Manual%20Library/Section%20100/AP_172_District_Respectful_Workplace.pdf

Examples from PSIs: For your Toolkit

Brandon University Guide to Internal Investigations
<https://www.brandonu.ca/diversity/guide-to-internal-investigations-at-brandon-university/>

University of Alberta Incident Management Procedure
<https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Incident%20Management%20Procedure.pdf>

University of Calgary Workplace Investigative Process At a Glance
<https://www.ucalgary.ca/hr/sites/default/files/teams/239/workplace-investigation-process-at-a-glance.pdf>

University of Calgary Workplace Investigation Procedure
<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Workplace-Investigation-Procedure.pdf>

UBC Guidelines for Responding and Investigating Complaints
https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Policy-95-Guidelines_Sep-20-2017.pdf

Investigator’s Checklist

See page 19 of The Winnipeg Health Region Respectful Workplace Procedures Manual at
https://professionals.wrha.mb.ca/old/professionals/respectfulworkplace/files/RW_ProceduresManual.pdf

Case Study #1

Facts

Part One

A high school English teacher (Mrs. Alle Waysgood) for ABC school jurisdiction, who is Indigenous, attended a demonstration protesting systemic racism and bias towards Indigenous peoples in the Canadian justice system.

The demonstration (protest) occurred off school hours.

During this protest Mrs. Alle Waysgood held a sign that said, “White People Scare Me.”

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The demonstration (protest) involved a high-profile case which had prompted an emotionally charged debate between Indigenous and non-Indigenous peoples.

Days later, a fellow School colleague, another high school English teacher (Mr. Shake Spear) from the ABC school jurisdiction, but who works at a different school than Mrs. Alle Waysgood, circulated a picture on his public Facebook page of Mrs. Alle Waysgood holding the sign. Almost all of the teachers who work at the same schools as Mr. Shake Spear and Mrs. Alle Waysgood are connected to his public Facebook page.

Mrs. Alle Waysgood was subsequently subjected to negative comments on several public social media posts by both teaching and non-teaching staff of the ABC school jurisdiction. Several teachers, from within and out of ABC school jurisdiction, posted comments to the effect that Mrs. Alle Waysgood had attacked the professional credibility of the teaching profession and that she should no longer teach. Mr. Stand By the Louvre stated on his public Facebook post that Mrs. Alle Waysgood was not actually at the event in question but that her twin sister, also a high school English teacher, had attended and demonstrated at the event in question and had held the sign in question.

Mrs. Alle Waysgood was suspended with pay pending the outcome of an investigation of the situation. The Deputy Superintendent of Schools had made the decision not to place Mrs. Alle Waysgood on administrative leave.

It is your task to conduct the internal investigation to ascertain whether discriminatory conduct and harassment, including workplace racial harassment, had occurred in the workplace by Mrs. Alle Waysgood and the other employees of ABC school jurisdiction.

Part Two

After having reviewed your investigative report and accepted your factual conclusions, Mrs. Alle Waysgood was subsequently transferred to a different high school which was actually closer to her house. The Superintendent of Schools has made this decision even though it was of the view that race had not played a role in its decision to transfer Mrs. Alle Waysgood.

Mrs. Alle Waysgood challenged the suspension, the transfer and filed a human rights complaint of discrimination on the basis of race against the ABC school jurisdiction under the *Alberta Human Rights Act*.

Analysis

Aspects Touched upon on this case:

1. What leadership skills do you need to investigate this sensitive matter?
2. Assuming your School Division's Respectful Workplace Procedure applies to this scenario, how does it guide / assist you in your investigation of this matter?

How do workplace investigations touch upon your work and what are your reflections on this case study?

| Topic | Notes |
|---|-------|
| <p>Case Study 1 Review & Analysis</p> <ul style="list-style-type: none"> ● Delegation of authority policy/procedure (in the context of the Education Act and Board Policy) for investigative purposes <ul style="list-style-type: none"> ○ What factors would you examine? ○ Differences in approaches between teaching and non-teaching staff? ● Avoiding any bias and reasonable apprehension of bias in your role as in house investigator | |
| <p>Case Study 1 Analysis ...</p> <ol style="list-style-type: none"> 1. What factors would you consider in deciding that an internal investigation is warranted (and that it is not necessary to secure an external investigator) 2. What steps would you take to ensure your investigation is fair and thorough? 3. Communication processes | |
| <p>Case Study 1 Analysis</p> <ul style="list-style-type: none"> ● As an investigator, how do you ensure that you take into consideration the societal context within which events occur - all while ensuring you are conducting a proper fact finding exercise? ● What weight do you give the ABC school jurisdiction's Harassment Policy (Administrative Procedure) in your investigation? ● As an investigator should you give "facts" a meaningful and purposeful interpretation? ● How will/does social media affect evidence gathering and "facts"? | |
| <p>Case Study 1 Analysis Continued....</p> <ul style="list-style-type: none"> ● To what extent should the racial identity of a complainant and the respondent be taken into consideration as part of your investigation? ● As an investigator how do you ensure you are not taking an overly simplistic approach applied to race-based discrimination investigations? ● As an investigator how do you ensure you take a "deep dive" into the issues at hand in your investigation? | |

| Topic | Notes |
|--|-------|
| <div style="background-color: #4CAF50; color: white; padding: 5px;">Case Study 1 Analysis Continued....</div> <ul style="list-style-type: none"> Would any of your responses/approaches be different of Teacher A were male/female? What part does race and culture play in your investigation? | |

Factual Determination Exercise Sheet for Case Study #1

¹ Material from July 12 -13, 2022, University & College Edition: Harassment and Violent Investigations' Training with Rubin Thomlinson Workplace.

| Allegations | Evidence | Finding(s) | Conclusion |
|-------------|----------|------------|------------|
| | | | |
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This is an analytic tool provided to assist you in organizing the evidence you collect in the course of your investigation. Your report **would not** include this worksheet.

| Topic | Notes |
|--|-------|
| <p data-bbox="175 268 743 373">Internal Investigations Key Takeaways</p> <ul data-bbox="217 390 516 474" style="list-style-type: none"> • When to and when not to investigate • Who investigates • Do's and Don't of investigations • Self assess personal biases to the issue | |
| <p data-bbox="175 552 743 657">Internal Investigations Key Takeaways</p> <ul data-bbox="217 674 672 800" style="list-style-type: none"> • Assess how current procedures/policies related to the issue, address this issue • Assess initial information and their sources • Assess methods for gathering additional information • Assess the information gathered, that are facts pertinent to the issue | |

Case Study #2

Facts

You have been asked by the Board Chair of ABC school jurisdiction as to the appropriate steps to be taken to investigate the following scenario.

The Secretary Treasurer for ABC school jurisdiction alleges she has been subjected to discriminatory and harassing comments and jokes based on the fact that she is from Colombia, that the school jurisdiction failed to appropriately accommodate her disability in the workplace (she wears a hearing aide), and that the ABC school jurisdiction reprimed or discriminated against her as a result of having brought an informal unwritten workplace harassment and discrimination complaint under the school jurisdiction's administrative policy. To date the Secretary Treasurer has not filed a formal written complaint as per the Anti-Harassment Policy.

Based on the material, at first blush you are of the view that ABC school jurisdiction employees may have made discriminatory comments or jokes based on the Secretary Treasurer's Colombian origin, and that sarcastic and dismissive comments seem to have been made about the Secretary Treasurer's use of hearing aides. You are starting to think it might be best for an external investigator to be retained on this matter. While you are deciding whether an external investigator should be retained, the Secretary Treasurer informs you she had made over forty surreptitious recordings over the past several months of central office personnel including the Superintendent of Schools, her colleagues, the Deputy Superintendent of Schools and the Assistant Superintendents of Schools. You suspect you also may have been audio recorded. The Secretary Treasurer is prepared to submit the recordings as part of the investigation. She acknowledges that she would turn on her recorder "most of the time" any person said or was about to say something to her of a harassing or discriminatory nature.

You also learn that, though not documented, the Secretary Treasurer is difficult to work with. She is very demanding and critical. While she is an extremely hard worker who maintains high standards and expects those working with her to uphold high work standards, she often interferes in the human resources related work of the Assistant Superintendent of Schools and interferes with the work with almost all senior management, including in your work. She also micro manages files.

In speaking with you (while you are still in the process of deciding whether an external investigator should be retained), the Secretary Treasurer also informs you of the following allegations:

- a) the Superintendent of Schools allegedly had an intimate relationship with an employee who reports to her;
- b) another teacher at the School went on a holiday and posted pictures on social media in which the teacher allegedly appeared to be high on illicit drugs;
- c) another teacher had hit a high school student on two occasions and failed to report this to anyone (no one had raised this issue previously). Several parents have posted rumours about this on social media;
- d) the Deputy Superintendent of Schools told a more junior colleague (who reports to the Deputy Superintendent) during her probationary period that he was “crazy about her.”

You are unsure how to assess credibility in the context of “they said - they said.”

You have heard a lot of rumblings that the Secretary Treasurer has been texting several central office personnel over the past few years and has been critical of the Superintendent of Schools and the Assistant Superintendents of Schools – unbeknownst to them. You anticipate there may be well over 50 texts of this nature.

| Topic | Notes |
|---|-------|
| <div data-bbox="159 1140 730 1224" style="background-color: #4CAF50; color: white; padding: 5px;">Review</div> <ul style="list-style-type: none"> ● Administrative Procedures ● When to investigate and why ● In house investigations | |
| <div data-bbox="168 1407 297 1556">  </div> <div data-bbox="326 1423 665 1533" style="margin-left: 20px;"> <p>STEVE MARISSINK</p> <p>Steve is a professional investigator with more than 24 years in law enforcement. His past roles include major crimes investigator (RCMP), intelligence officer (CSIS) and Director with the Government of Alberta. He has literally conducted thousands of investigations all with the goal of finding the truth.</p> </div> | |
| <div data-bbox="159 1633 730 1696" style="background-color: #4CAF50; color: white; padding: 5px;">Role of the External Investigator</div> <ul style="list-style-type: none"> ● Role of the external investigator ● What to expect from the investigator ● What information do you need to have prepared ● Do's and don'ts ● Q & A | |

| Topic | Notes |
|---|-------|
| <p>Case Study 2 Recap</p> <p>Central Office - Anti-Harassment Complaint</p> <p>(The case study is provided for your reference in hard copy)</p> <p>ANALYSIS: Imagine this scenario occurred at your school jurisdiction and you were approached by the school board chair to investigate.</p> | |
| <p>Analysis:</p> <ul style="list-style-type: none"> • What issues do you see in this case? • How do you approach the request from the Board Chair and allegations by the Secretary Treasurer of adverse treatment as alleged? | |
| <p>Case Study 2 continued...</p> <p>Analysis:</p> <ul style="list-style-type: none"> • As part of the investigation, will the surreptitious recordings be accepted? • How do you approach the allegations raised by the Secretary Treasurer as to the alleged inappropriate conduct of others? Do you investigate these allegations? • What do your APs say about recording meetings? | |
| <p>Case Study 2 continued...</p> <p>Analysis:</p> <ul style="list-style-type: none"> • What are the expectations as to the chronology of events for the purpose of a report from an external investigator? | |
| <p>External Investigation Key Takeaways</p> <ul style="list-style-type: none"> • Assess if an external investigator is appropriate • How to source an external investigator • How to determine deliverables from the external investigator • Assess the information gathering that is allowed by policy, and how it is gathered • How to put investigators findings into action | |

