



**COUNCIL POLICY
COMPLIANCE MONITORING FORM
~ EXECUTIVE REPORT ~**

Policy Type: Executive Limitations - EL-3

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Policy Title: Staff Hiring

Date: March 18, 2020

I hereby present my monitoring report on your Executive Limitations policy Staff Hiring according to the schedule established. I certify that the information contained in this report is true, and represents compliance with all aspects of the policy unless specifically stated otherwise, since the policy was adopted on October 10, 2012.

Superintendent
March 18, 2020

I. Interpretation:

This policy means that ASD-S has procedures and practices in place for hiring of all staff, educators, non-educators, District/Centre staff as well as casual staff. The procedures would ensure confidentiality, transparency, have a rubric for the interview and for shortlisting, files would be kept, references checked, and criminal record checks/vulnerable sector required for those hired.

II. Evidence:

Most job competitions are now for Principal/VP positions, for French Immersion teachers, and for casual staff (supply teachers, bus drivers, education assistants, and custodians). On the ASD-S website there is a policy on “Recruitment” – Policy 225, and “Staffing of Teachers and Administrators” – Policy 226. These policies are available to all.

The teacher staffing process is done by Education Centres and led by me, with the three Directors of Schools working with their Centre schools. We must ensure we are using the number of teachers funded by the Department and that we are in compliance with the Teachers’ Collective Agreement. There is consultation with the Director of Education Support Services with respect to guidance and resource positions, and the Director of Curriculum and Instruction as well as the Director of Human Resources. We have approximately 1700 teacher fte, including leads/coaches, with considerable movement each year. We have a one-pager which outlines the ASD-S teacher staffing process. The one-pager is placed in “Southern Exposure” a few times through the

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- i. Assessment of whether the Superintendent has made a **reasonable interpretation** of the Council’s policy; and
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winter/spring, after it is reviewed annually by management team. Unfortunately, we are not always able to follow our timelines as some years there is a delay in receiving staffing from EECD. Over half of our staff are teachers and the process is a team effort.

B Contract (permanent teachers) have an opportunity to express their interest each February for a possible school/Centre transfer if a match can be made. If B teachers are in a position of being displaced from their school, they are the first priority in the teacher staffing process for placement into any available B permanent positions. This is followed by the placement of D contract teachers (those with a contract that is up to one year in length). Prior to the D recall process, the Directors of Schools facilitate after school information sessions for D teachers. Principals may recall a D teacher they have had at their school, if there is a positive evaluation. Other D positions are advertised to the D teachers and they indicate their interest. They are shortlisted based on their qualifications and experience by the Principal and interviewed – Subject Coordinators and Directors of Schools may be part of the D interview process.

ASD-S was involved in Job Fairs last winter and most recently at UNB Fredericton and Mount St. Vincent in Nova Scotia for French Immersion “D contract” teachers with a “Superior” language proficiency. A retired FSL Coordinator represented us at Job Fairs in France and Belgium for FSL teachers. This was financially supported by the Department. Director of Curriculum and Instruction Gary all also spoke recently to St. Thomas graduates on the ASD-S hiring process. This has been challenging.

For Centre and Office of the Superintendent positions, a Human Resources Officer is always involved – since amalgamation the Superintendent participates in interviews for Directors, Subject Coordinators, and Managers. Positions are advertised on the ASD-S website; however, if we feel we may not have ample candidates for a position, a small ad is placed in the Telegraph Journal, asking people to refer to the Job Opportunities section of the ASD-S website (e.g. skills trades teachers and French teachers). We also post on external sites, such as Career Beacon when there is a need to reach a broader audience.

When each competition closes, a short listing is completed based on the criteria in the ad and interviews are scheduled. A common set of questions is developed and each member of the interview panel records notes. At the end of the interviews each candidate is scored based on the scoring rubric. Members of the interview panel sign a form indicating confidentiality.

Permanent administrator positions (Principal/VP) are advertised externally in the newspaper and on the website. Acting positions may be advertised internally within the school and/or Centre. The Chair or designate from the PSSC is invited to be part of the panel for all administrator positions. Very positive feedback has been received on our process by PSSC. The Superintendent is part of all permanent Principal interviews and may be part of the VP interview process – HR is also involved in administrator hiring as well as the Director of Schools for the Centre. For administrative positions, feedback is offered to candidates if requested as a follow-up, and this is often provided by HR and/or a Director of Schools. This process has also received positive feedback. Very little “appointing” happens unless the District is limited by time, and/or the “appointment” would limit the disruption to a school due to mid-school year vacancies, and/or there are no qualified candidates. It is our practice to post positions unless one of these hurdles exist, as it is most transparent.

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When a competition closes and the staff involved in the hiring feel the need to re-advertise, this is done in consultation with HR.

Interview files are kept, and any pages a member of the interview team records notes on is collected to be part of the HR file. Most would be held in the Saint John Office. Candidates return all copies of questions and in-basket materials given to them at the interview.

Interviews are held for supply teachers, casual EAs, custodians and bus drivers – current Principals/VPs, Subject Coordinators or Managers are involved in this process, along with HR and a standard set of questions is used as well as a scoring rubric. HR participates in this process and this year, once again, it has taken considerable time and we struggle to keep adequate numbers of names on our lists. All new casual personnel must complete an online orientation program, which covers all relevant policies and expectations. In fall 2019 GNB introduced three on-line modules all employees must review, successfully complete a test and have their certificate on file. The three modules are substance use in the workplace, prevention of workplace violence and respectful workplace. During the 2019-2020 school year we are working with Principals and Managers to have existing staff complete the modules. They will become part of the new employee orientation process.

CUPE positions (drivers, custodians, and school administrative assistants) are filled by seniority. The District must follow the Collective Agreement of CUPE 1253, CUPE 2745, NBUPPE and School Board Officials Public Service Alliance of Canada (PSAC) for district office non-management roles.

All new employees must have a Criminal Record/Vulnerable Sector Check and have read EECD Policy 701 (Pupil Protection).

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