



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

**Policy Type:** Executive Limitations 3.2

**Page 1 of 9**

**Policy Title:** Human Resources

**Date: April 6, 2022**

I hereby present my annual monitoring report on Executive Limitations Policy 3.2 Human Resources. I certify that the information contained in this report is true, and represents compliance with all aspect of the policy unless stated otherwise, since the policy was adopted in February 2022.

Superintendent

April 6, 2022

**I. Interpretation:**

There are four separate sections of this policy. Section 1 covers hiring and means that ASD-S must have procedures and practices in place for hiring of all permanent and casual staff, both educators and support staff in schools and offices. The processes would ensure confidentiality, transparency, files being retained, references checked, and criminal record/vulnerable sector checks required for those hired. Criminal record checks are also completed for volunteers who have unsupervised access to students.

Section 2 requires that ASD-S have written Human Resources policies/procedures, so employees know what is expected of them, and that these be regularly reviewed and available for all staff to access. These may include job descriptions as staff must be made aware of the job expectations. Most ASD-S employees are unionized, and ASD-S must follow the grievance process as outlined by the individual unions.

Section 3 requires ASD-S to have an evaluation process in place for all employees which links staff performance to their contributions toward the goals of the DEC. We must have a process for documenting unsatisfactory performance.

Section 4 means that all non-bargaining employees are paid in accordance with the pay bands for their positions and the step where they fall on the pay band. All unionized staff must be paid

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according to their collective agreements. The policy also states that the Superintendent may not change her own compensation and benefits which would include pay and work related expenses.

### **Section 1 Evidence:**

For the most part, evidence remains the same as the last report. Most job competitions in the last year have been 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 overseen by me, with the three Directors of Schools leading 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 on maximum class size. 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. The French Second Language Coordinators are heavily involved in French Teacher recruitment. We have approximately 1700 teacher fte, including coaches, with considerable movement each year. We have a one-pager which outlines the ASD-S teacher staffing process (attached). The one-pager is placed in “Southern Exposure” a few times through the winter/spring, after it is reviewed annually by management team. It was shared in the March 23 newsletter. Unfortunately, we are not always able to follow our timelines as some years there is a delay in receiving staffing from EECD. This winter the Program Information Nights (FSL) were delayed from February to April. Over half of our 3200 total staff are teachers so this 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. In recent years these are virtual. 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 Destination Canada teacher Job Fair November 18 – 20 and in virtual Career Fairs on January 20 at UNB and January 28 at Mount St. Vincent University. Director of Curriculum and Instruction Ryan Price and HR Officer Jayne Ingalls presented on January 26 to St. Thomas graduates on the ASD-S hiring process.

For Centre and Office of the Superintendent positions, a Human Resources Officer is always involved – 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

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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 Indeed and 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. Very few Principal/VP competitions have been required in the last two years. We currently have nine retiring Principals and one Vice-Principal for fall 2022. The Chair or designate from the PSSC is invited to be part of the panel for all 5 year administrator positions. Very positive feedback has been received on our process by PSSC. Prior to Principal interviews a recent District retiree visits the school to meet individually or with small groups of staff (teaching & non-teaching) to collect their input on the needs of their schools and qualities they believe are important for the new Principal - notes are prepared and shared with the interview panel. This practice has been happening for the last 10 years and is well received by staff. The new Principal receives the summary. 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 leadership positions, feedback is offered to unsuccessful candidates if requested as a follow-up, and this is often provided by HR and/or a Director. 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.

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 collected, culled and kept by Human Resources for 7 to 10 years. Any pages a member of the interview team records notes on is collected to be part of the HR file. Most interview are held in the Saint John Office. Candidates return all copies of questions and in-basket materials given to them at the interview.

Adding casual staff has been a priority during the pandemic. Despite our efforts we have been challenged to fill casual positions – many factors have come into play – vaccination status, positive covid cases, isolation, changes to rules around symptoms and casual staff hesitant to accept work.

Interviews are held for supply teachers (48 certified teachers, 61 local permits), casual EAs (80 interviewed another 33 added with a Principal recommendation), custodians and bus drivers. Current Principals/VPs, Subject Coordinators or Managers/Assistant Managers are involved in this process, along with HR. A standard set of questions is used as well as a scoring rubric. HR leads this process and this year, once again, it has taken considerable time. All new casual personnel must complete an online orientation program, which covers all relevant policies and

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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. They are 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).

Relevant District Policies:

ASD-S Policy 225 Recruitment

ASD-S 226 Staffing of Administrators and Teachers

ASD-S 231 Approval of Local Permits

ASD-S 234 Criminal and Vulnerable Sector Checks

ASD-S 242 Lead/Coach Positions

ASD-S 728Volunteers in Schools

### **Section 2 Evidence:**

There is a mandatory ASD-S orientation for all new employees covering code of conduct, payroll, role, policies, etc. The district offers orientation sessions for most job roles – for example new Principals and VP's have an August Orientation where duties of the role are reviewed, as per Section 29 of the Teacher's Collective Agreement and the Education Act. It is facilitated by me with input from Directors and Managers. New Principals are offered a one- or two-year mentorship with Beth Horgan, who is our School to Work Transition Coordinator and retired Principal in SJEC. Feedback from this one-to-one mentorship is very positive. For teachers there is an on-line orientation to teaching program and on completion there is a signed certificate. New teachers are part of the "Beginning Teacher Induction Program," led by Subject Coordinators. There are PD sessions for the new teachers, they have an opportunity to be paired with a mentor teacher as well. The NBTAs also offers a "POINT" program for new teachers. New bus drivers have one-week of in-class instruction, and an opportunity to observe a driver, and drive the bus under that driver coach's supervision. There are provincial job specifications for CUPE roles. The goal is to ensure that all employees are clear on what their job role is.

ASD-S has many operational policies which can be found on the website, and these would answer some questions employees may have – professional conduct, access to personal records, employee concerns, allergies and scented products, employee-family assistance program. Email use, SPR (Department Head) guidelines, out of province travel to name a few. The Management Team updates policies every few years and removes those no longer required and add new ones if necessary.

We also have our weekly staff newsletter, "Southern Exposure," sent at noon on Wednesday and if there is information staff needs to be aware of it can be included there. I write the first page of

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Southern Exposure and use this as an opportunity to share information on events, items to celebrate and important timely information for staff.

Except for management, all employees are unionized:

CUPE 1253 – Custodians and drivers

CUPE 2745 – EA’s, SIW’s, Library workers, and Administrative Assistants in schools and Offices

NBTA – all teachers/administrators

NBUPPE – Behavior Intervention mentors, Psychologists, Speech Language Pathologists, Social Workers

PSAC – District managers, assistant managers, community school coordinators, technicians

Each Collective Agreement outlines the employee grievance process with timelines, and this is followed. Efforts are made to settle disputes prior to using this process. Level one grievances are heard by the appropriate Director or Manager and those that reach level two are heard by me and Director of HR, Susan Moffatt. In the past we have seen very few grievances, however this year as a result of the requirement for proof of vaccination, point of care rapid testing, suspensions as a result of refusing to test, there were many some of which named both ASD-S and EECD. Grievances this year have taken considerable time for Human Resources and those who must meet to discuss.

Relevant District Policies:

ASD-S Policy 230 Access to Personal Records

ASD-S Policy 323 Professional Conduct

ASD-S 233 Employee Concerns

ASD-S 235 Allergies Scented Products and Peanuts

ASD-S 236 Employee Family Assistance Program

ASD-S 238 Leaves of Absence

ASD-S 239 Part-Time and Job Sharing Teachers

ASD-S 240 E-mail use

ASD-S 241 Out of Province Travel

ASD-S 242 Lead/Coach Positions

ASD-S 363 SPR Guidelines

ASD-S 367 Speakers in Schools

ASD-S 365 Student Attendance

ASD-S 732 PLEP (Positive Learning and Environment Policy) and Behavior Policy

### Section 3 Evidence:

ASD-S has an operational policy (ASD-S-229) which was revised February 2019 “Growth Process” and this can be found on the website under Policies, Human Resources and is attached as part of this monitoring report. The policy divides employees into – beginning employees, experienced employees and those experiencing difficulty. The policy includes all employee groups – teaching and non-teaching. The policy outlines the evaluation cycle and who is responsible for each employee group. Growth goals are used for the permanent B contract teachers – teachers must identify two growth goals in the fall term and these are reviewed by their administrators or at the high school level SPRs. The process is based on “Enhancing

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Professional Practice,” by Charlotte Danielson and includes four domains: planning and preparation; classroom environment; instruction; and professional responsibilities. The goals are to link with our District Improvement Plan and/or the School Improvement Plan. The teacher must identify the strategies they will put in place to reach their goals and continue the dialogue with their administrator in January and again near the end of the school year. In larger high schools, SPRs (Department Heads) are involved as well. The form is electronic and user-friendly and has worked well.

Administrators use the same format; their goals are based on the CAMET Leadership Standards (Council of Atlantic Ministers of Education and Training) of 2020 which have been adopted for use in NB. The standards include: fostering school and community relationships; being an instructional leader; creating a positive learning environment; driving the leadership potential of others; and living the vision of learning. The Directors of Schools visit each Principal in the fall term to review their growth goals.

There is an evaluation process for long term supply teachers, D contract teachers, Education Assistants, School Intervention Workers, drivers, custodians, administrative assistants, and district staff. Templates have been developed and input sought from a small committee of Principals. The forms are user friendly and electronic.

Permanent B contract teachers are evaluated on a cyclical basis with 20% of staff formally evaluated each year. This began in 2016-2017 and annually the Supervisor of Data and Accountability pulls the data for each school to ensure we are on track to have all teaching staff evaluated in a five-year period. Directors of Schools follow-up with Principals not on track with their evaluations. In the most recent data pull, 13% of all B teacher evaluations have been completed for 2021-2022. In June 2021, 23% of B’s had been evaluated which shows we are on target. While many of these evaluations fall under the Principal, responsibility for the drivers is with the Transportation Manager and custodians with the Facilities Manager and are on track for 20% by June 2022.

There is an “assistance phase” and an “on-review” phase of our growth process and a detailed document entitled, “Assistance and On-Review” was developed to guide supervisors and can be found as part of ASD-S policy 229. The Director of Human Resources, and often other Directors will receive questions from Principals about staff who require help, and we are there to support. Situations requiring further attention will come to the Director of Human Resources and myself. At this level union representatives will also be involved. Our goal is always to support our staff if they are having performance issues.

We have a process for the renewal of Principals and Vice Principals five-year contracts and we follow Article 29 of the Teachers Collective Agreement. The duties of a Principal/Vice Principal are based on the Education Act and these must be communicated to new hires at the beginning of their five-year contract. The Director of Schools, along with one other Director from our team meets with administrators at year three and if improvements are required, there is a follow up letter. There are to be no surprises in the final year of the contract.

In the late spring of the fifth year of the contract, the Superintendent and the Director of Schools meet with each of the Principals and Vice Principals. Positive feedback has been received on this

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process; administrators indicate that it is an opportunity to reflect on their accomplishments. The Superintendent and Directors of Schools also meet with administrators who are not being renewed as they must be notified by March 1 of the final year of their contract.

The Superintendent seeks feedback every two years from all PSSCs on the performance of the Principal as it relates to their roles as outlined in the Education Act. The feedback is sent to the Superintendent prior to the end of the school year and feedback shared with the Principal if the PSSCs have not done so. Feedback is sought on the setting up of the PSSC, opportunities to give input on the SIP and regular updates, assessment and other data being shared and discussed, opportunities to give input on policies and procedures. A challenge with this has been getting the paperwork back from the PSSCs and for some schools it takes many reminders. For the most part the feedback is very positive; if there are suggestions for improvement, I share these with the Principal. This process took place in 2020-2021 so will not happen this year.

Relevant District Policies:

ASD-S 229 Growth Process and Appendices

#### **Section 4 Evidence:**

When new staff are hired for Office of the Superintendent and positions in the Education Centres, the Director of Human Resources drafts the letter of hire and we decide on salary for management/non-union positions. The pay band is determined by the position as classified provincially, and there is some discretion with step depending on experience and previous salary. There are times when the supervisor of the new hire is included in the discussion for management/non-union positions. The letter of hire comes from the Superintendent for positions on the organization chart with the exception of IT and Early Childhood which are provincial, and the Healthy Learners Nurses who work for Public Health. I sign off on all staff evaluations and each state if there is a step increase – wages remain frozen for those non-union staff who are at Control Point Maximum on their pay band (ex. Directors, Subject Coordinators). For those who are not, there is a maximum two step increase. For CUPE and PSAC (Public Service Alliance of Canada), employees can receive up to a four step annual re-earnable beyond control point maximum. Collective agreements dictate pay for most ASD-S employees (teachers, administrators, EAs, custodians, bus drivers).

Each education centre has a Payroll Supervisor and a team of clerks, depending on the size of the Education Centre. St. Stephen Education Centre has one clerk, Hampton Education Centre has two and the Saint John Education Centre has three. We have also assigned Lori Munn, Human Resources Officer, as the lead Human Resources Officer over all three payroll offices to ensure consistent practices across the District. EECD completes random audits of a small number of payroll files and no major issues have been identified.

Administrator (Principal and Vice Principal) five-year contract letters of hire are done by the Superintendent; teacher letters of hire are completed by the Directors of Schools.

The Director of Human Resources takes the lead in discussions with DEC about the salary of the Superintendent. The payband maximum salary and step has remained the same for several years. The Director of Finance and Administration approves the expense claims of the Superintendent,

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and the Director of Human Resources approves leave of absence requests for my vacation on AESOP. Very few days have been taken since March 2020.

The Superintendent has a corporate credit card and it is reconciled by the Executive Assistant and signed by the Superintendent. It is approved by the Director of Finance and Administration. Hotel rooms and meals cannot be put on the District card so in reality, it has very limited usage - mainly meeting expenses if food is picked up. Very few expenses have been claimed since spring 2020.

Relevant District Policies:  
ASD-S Policy 227 Vacations

Z. Watson  
April 6, 2022

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Teacher Staffing Process 2022-23  
Anglophone South School District

Projected Time frame	Action
Late March/April	<ul style="list-style-type: none"> <li>Permanent administrator positions are posted externally, acting may be posted only within the district – coach/lead teacher positions posted.</li> <li>Directors of Schools and staff configure classes based on FTE received from the Department and enrolments.</li> </ul>
April/May	<p>B Teacher Transfer Requests Article 45:06 (limited opportunities as transfers are only available to permanent B positions)</p> <ul style="list-style-type: none"> <li>Deliberated by Directors of Schools/Directors with assistance from Coordinators</li> <li>School need, fit to position and qualifications considered</li> <li>Decisions made by District Office Staff and communicated to B Teachers by Directors of Schools</li> <li>Principals receive their allocation of teaching FTE based on enrolment figures</li> </ul> <p>Surplus B Teachers are determined, based on:</p> <ul style="list-style-type: none"> <li>School FTE allotment</li> <li>Current staff allocation</li> </ul> <p>Placement of Surplus B's</p> <ul style="list-style-type: none"> <li>Surplus B's are placed in permanent positions where possible</li> </ul> <p>Placement of Partial B's</p> <ul style="list-style-type: none"> <li>Partial B's are offered full-time positions as per article 48.06 of the collective agreement, intentions must be given in writing as early as possible</li> <li>Renewal/posting of vacant Supplementary Positions of Responsibility (SPR) – after three years these are posted at the school level (ASD-S Policy #363)</li> </ul> <p>Meetings for D teachers</p> <p>Available temporary positions (D Contract) are determined, based on:</p> <ul style="list-style-type: none"> <li>Number of B Contract Teachers on leave</li> <li>ReplACING a teacher with or without pay as per Schedule D (Article 61)</li> </ul> <p>Placement of D Contract Teachers</p> <ul style="list-style-type: none"> <li>All D contract positions will be posted as per Article 48:09</li> <li>With a positive evaluation, D teachers may be re-instated by District Office</li> <li>D evaluations to be forwarded to Directors of Schools in June</li> </ul>
June	<p>Remaining D Contract Positions (48.09)</p> <ul style="list-style-type: none"> <li>Remaining D positions will be posted to D teachers with recall who have not secured a full time position.</li> <li>Ds with recall must be considered first based on qualifications</li> <li>Remaining positions, or those that Ds with recall do not meet qualifications for, are posted to the public via district website for external consideration</li> <li>Unrecalled Ds notify their Director of Schools with summer email information</li> </ul>
October	<p>Available permanent positions (B Contracts assigned) are determined, based on:</p> <ul style="list-style-type: none"> <li>Number of current permanent positions</li> <li>Number of available positions based on FTE allotment</li> <li>Number of retirements</li> <li>Number of resignations</li> </ul>

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