



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

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**Policy Type:** Executive Limitations - 3.6 **Page 1 of 4**

**Policy Title:** Stakeholders & Public Relations **Date: May 4, 2022**

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I hereby present my monitoring report on your Executive Limitations policy **Stakeholders and Public Relations** 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 **February 9, 2022**.

Superintendent  
May 4, 2022

**I. Interpretation:**

This Executive Limitations Policy focuses on interactions with the public and stakeholders and has four separate sections.

Section 1 is about encouraging the involvement of partners and stakeholders in schools, respecting their voice and opinions, and having a policy around volunteers.

Section 2 is about concerns and feedback and ensuring there are processes in place for students, parents and public complaints and that these are easy to access, timely, effective and respectful of confidentiality.

Section 3 is focused on media and public relations and the importance of not failing to protect the integrity and positive of image of ASD-S and the DEC in sharing information with the public and media.

Section 4 is about making available to the public student performance data from provincial assessments, and the District Improvement Plan.

There are two components to the Council's assessment of a monitoring report:

- i. Assessment of whether the Superintendent has made a **reasonable interpretation** of the Council's policy; and
- ii. Assessment of whether the Superintendent has **demonstrated achievement** of a reasonable interpretation of the policy.

## II. Evidence:

### Section 1

Partners are involved in most schools and significantly more in schools having a full or partial Community Schools Coordinator. It is important to have someone on staff responsible for making partners/volunteers feel welcome and to ensure they are aware of our Volunteer Policy (ASD-S Policy 728) [Volunteer Policy](#). A criminal record check is obtained if the volunteer is going to be alone with students. At the school level this responsibility falls to the principal. Some volunteers offer their time for a single event while others may provide support for a longer term. We have partners who donate their time and talents preparing and/or serving food, coaching, acting as a mentor, facilitating a club, fundraising, serving on Home & School or PSSC. We have Community Engagement Coordinator Erica Lane who acts as a resource person for all schools.

ASD-S is fortunate to have the PALS (Partners Assisting Local Schools) program, a twenty-year partnership which continues to bring so much to our schools. We currently have more than 30 PALS schools and the expertise of Coordinator Debbie Fisher to work with interested schools to find partners.

In my role it is important to be an active participant with partners. I am the main contact with the Business Community Anti-Poverty Initiative (BCAPI) in Saint John, attending regular meetings of the executive and the working group overseeing the “When Children Succeed K-2 Project.” Our Director of Curriculum, Director of Schools in SJEC, Data and Accountability Supervisor, and SIP Coordinator are also involved on a regular basis with this important project. We are active partners with Achieve Literacy in Saint John. I am a member of both the Sweet Caroline Foundation and the NB Children’s Foundation. I have open lines of communication with the CEO of the YMCA, and our Director of Schools in St. Stephen holds a leadership role with the United Way and the Director of Schools in HEC sits on the Saint John Library Board. ASD-S includes community partners on District Committees such as the LGBTQ+ Advisory Committee and the Anti-Racism Advisory Committee. We use these partnership opportunities to share information about education but also to hear the opinions and voices of the community.

ASD-S has communication as required with senior staff at Social Development, Public Health (meetings twice a year prior to the pandemic and the planning of regular immunization clinics at middle and high schools) police and with municipalities as needed.

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## Section 2

We have many calls and emails from families, and sometimes members of the community with complaints/concerns. We have a public email address which is monitored by the Director of Communications and messages are flagged or dispositioned as appropriate. We first attempt to direct callers to the school level if appropriate; to the teacher, and to the administration if they have spoken to the teacher. If this has not been successful, the Director of Schools or Director of Education Support Services will be involved if it is a teacher concern, the Director of Curriculum and Instruction for a curriculum concern or an inquiry about resources, the Director of Communications when it is feedback or a concern from the general public, and a manager or the Director of Finance and Administration if it is a facilities or a bussing issue. I get involved when necessary, however in a District our size it is not possible to know about each issue brought forward. I am confident many issues are being worked through at the school level, often in partnership with a Director. It is important that we are all good problem solvers. We have families who choose to communicate directly with the Minister, the local MLA, Human Rights, the Child and Youth Advocate and the Office of the Privacy Commissioner or media. On our website under, “Parent Resources,” there is a brochure entitled, [“If Conflict Arises: Reaching Resolutions When Conflict Occurs.”](#) This is very useful for families.

Student concerns and feedback would be shared at the school level through the school leaders or a forum such as Student Council. I encourage Principals to facilitate focus groups of students. In the past I have received emails from students and most recently two Directors, the facilities manager and I attended a meeting at Rothesay High with their SAGA (Sexuality and Gender Alliance) to discuss the need for gender neutral washrooms. The Directors and I participate each year, along with DEC, in the NB Student Leadership Conference. It will be important post-pandemic to have the student voice on DEC/Regional Council. Our Management team reviews results of the provincial “Our School” perception survey.

Most ASD-S employees are unionized so there is a grievance process and I hear grievances at Level 2, along with the Director of Human Resources. Our largest employee group is the teachers (approximately 1700 of our 3200 employees) and prior to this school year the number of grievances was minimal with teachers and CUPE. We work closely with our unions and attempt to work through issues before they come to a grievance. Human Resources and Managers work with the CUPE local unions 2745 (EA’s and Admin Assistants), 1253 (drivers, and custodians), NBUPPE (NB Union of Public and Private Employees) and PSAC (Public Service Alliance of Canada). The Directors of Schools and I work closely with the NBTF/AEFNB local liaison committees to discuss challenges/concerns and to seek input three times per year. We have eight local

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teacher branches. The two meetings this year have been on TEAMS with one more in early June.

### Section 3

ASD-S has positive relationships with media and for the most part the Superintendent and Director of Communications are the main contacts. Schools are asked to communicate with us if they have been contacted by media if it is outside of a positive event or announcement. Often schools want the support of the Director in preparing to do a media interview. We continue to promote positive stories in the media, on Twitter, and Facebook. Media calls and emails are answered promptly as we know reporters have deadlines. These inquiries come to us at any time of the day and on weekends. There are situations with the media which can be very time consuming, and some involve consultations with other Districts or the Department. I am always available following a DEC meeting to respond to questions and accept invitations from CBC Information Morning and Acadia Broadcasting for interviews. Some media outlets have a significant turnover of reporters, so building a relationship is challenging. It is very positive to have a Director of Communications, and I appreciate the on-going advocacy by the DEC to have this position become part of our Plan of Establishment.

### Section 4

The District Improvement Plan is posted under “About Us” on the ASD-S website. The annual monitoring reports on the ENDS policies are included in the DEC meeting materials on the website and presented in the public session and form part of the minutes. The District provincial assessment results are presented annually to the DEC in a public meeting and the District Performance Report is also posted under “About Us” on the ASD-S website.

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