



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

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**Policy Type:** Executive Limitations - EL-5

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**Policy Title:** Staff Evaluation

**Date: March 13, 2019**

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I hereby present my monitoring report on your Executive Limitations policy Staff Evaluation 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 13, 2019

**I. Interpretation:**

This policy means that there must be an evaluation process in place for educators that will improve their performance. The process must be linked to the goals of the District Education Council as they relate to teaching and learning. The District must also have a process in place for addressing unsatisfactory performance.

**II. Evidence:**

After the 2012 amalgamation, ASD-S-229 “Growth Process” was developed (this document can be found on the ASD-S website under Policies, Human Resources). Over time the policy has been updated and minor changes made. 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 and these are reviewed by their administrators. The process is based on “Enhancing 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

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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 actually has **demonstrated achievement** of a reasonable interpretation of the policy.

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 2011 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.

During the 2015-2016 school year we had further discussions about the need for a more formal evaluation process for permanent employees (teaching and non-teaching) on a cyclical basis, this had been done in the St. Stephen area but not in Hampton or Saint John. Moving in this direction was discussed with our local unions and a decision made that on an annual basis supervisors would do a formal evaluation of 20% of their permanent staff. Recently the data on the number of B evaluations was pulled to determine if Principals are on track with the process. Directors of Schools followed up with schools with below half evaluated since 2016-17. While many of these evaluations fall under the Principal, responsibility for the drivers is with the Transportation Manager and custodians with the Facilities Manager.

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 they 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.

The policy dated August 2016 and all supporting documents are posted on the ASD-S website, (ASD-S 229) and attached as part of this monitoring report. There is also a chart showing who is responsible for the evaluation of each employee group, and details on the cycle.

We have a process for the renewal of Principals and Vice Principals five year contracts and this has been used since 2013 following amalgamation. Administrators receive a letter from the Superintendent about their renewal. This process had a provincial change effective October 2018 with the 2017 signing of the Teachers’ Collective Agreement. Article 29 - “Renewal or non-renewal of the five year term of a school Principal or Vice Principal” was changed and a joint committee of NBTF, EECB and Treasury Board developed a process to ensure a consistent, fair and respectful evaluation process surrounding the renewal or non-renewal. I was the Anglophone Superintendent representative on the joint committee. All Districts are transitioning to the new process. The duties of a Principal/Vice Principal are based on the Education Act and there is a meeting and letter for all at year three of the process with additional meetings if required.

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In the 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 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. It is very important that the Principal not be the chair of the PSSC or the recording secretary and I appreciate this message being shared by DEC at the PSSC orientations.

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