



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

**Policy Type:** Executive Limitations 3.6

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**Policy Title:** Stakeholders & Public Relations

**Date: May 13, 2026**

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**.

*Deirdre O'Brien*

Superintendent  
May 13, 2026

**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.

**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 &

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- 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.

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-five year partnership which continues to bring so much to our schools. We currently have more than 30 PALS schools and the expertise of Coordinators Victoria Moseley and Andrea Matthews to work with interested schools to find partners.

I value collaboration with our community partners. The Business Community Anti-Poverty Initiative (BCAPI) in Saint John, meet regularly to guide the “When Children Succeed K-2 Project.” Our Director of Curriculum, Director of Schools in SJEC, Data and Accountability Supervisor, and Subject Coordinators are also involved on a regular basis with this important project. I am the chair of the United Way Maritimes and I encourage our leadership team to participate in community organizations (ex. Library boards, Chambers of Commerce) and events.

ASD-S includes community partners on District Committees such as the District Health 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, Police and with municipalities as needed.

## Section 2

We receive 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. We value listening and bringing resolution to problems. 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, “Resolving Concerns and Complaints” detailed information is provided along with our expectation to model respect. 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. I receive emails from students. The Directors and I participate each year, along with DEC, in the NB Student Leadership Conference. Our Leadership team reviews results of the provincial “Our School” perception survey. We also work closely with our Student Leaders’ Council that was initiated in the spring of 2023. The Student Leaders’ Council is responsible to nominate and recommend a student DEC member.

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

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come to a grievance. Human Resources and Managers work with the CUPE local unions 2745 (Educational Assistants and Administrative 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 two times per year. We have eight local teacher branches. One meeting is held in November and a second in May.

### Section 3

ASD-S has positive relationships with media and for the most part the Director of Communications and Superintendent 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 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 will 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. The Director of Communications is a valuable member of our team.

### Section 4

The District Improvement Plan is posted under “About” 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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