

OPERATIONAL EXPECTATIONS**OE-8E: Communication and Engaging With the Public
Reasonable Interpretation and Indicators****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually**

The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, The Calgary Board of Education and public education. Communities include students, parents, school councils, staff, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

Interpretation |

In the course of our work it is important to build positive relationships with various stakeholders that are characterized by:

- clearly stated roles, responsibilities and contributions;
- clear and understood decision-making processes where voice is valued; and
- collective support for student success.

The Chief Superintendent interprets:

- *communities* to mean stakeholders that share a commonality as it relates to CBE business;
- *corporate and community partners* to mean organizations or individual members of the public that provide support and/or services that contribute to student success;
- *all levels of government* to mean representatives of municipal, provincial and federal ministries and/or departments;
- *mutual respect* to mean clearly stated roles and responsibilities between CBE authorities and participants;
- *courtesy* to mean the interactions with the public are open, respectful and cooperative;
- *honesty* to mean communicating information clearly, candidly and in a timely manner; and
- *freedom of information and protection of privacy* to mean the sharing of information as appropriate in compliance with relevant legislation.



The Chief Superintendent shall:

- | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.1 | Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts. |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Interpretation |

Engaging with our public is a critical component to building relationships that support public education and student success.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information;
- *flow* to mean provision and/or distribution;
- *appropriate input* to mean perspective, ideas, comment and opinion sought from public with clear expectations for how the input will be used;
- *strategic* to mean in consideration of the vision, plans and challenges facing the organization as a whole;
- *two-way dialogue* to mean sharing, informing, listening, exchange of ideas and responding;
- *understanding* to mean fact-based knowledge about the organization; and
- *support* to mean agreement with the vision, values and work of the organization.

Indicators |

1. 100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.
2. The Dialogue Framework is being used with affected stakeholders to help inform decision making.
3. 90 per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days.

8.2 Ensure that school councils are supported in performing their mandated role.

Interpretation |

Involved and informed school communities have the potential to make a significant impact on student success.

The Chief Superintendent interprets:

- *school councils* to mean a collective association of individuals as identified by Alberta Education in each school, working collaboratively with the principals and school community; and
- *mandated role* to mean serving in an advisory capacity to the principal and Board of Trustees respecting matters related to the school.

Indicators |

1. Available school council resources are accessed through the corporate website.
2. Information is shared on a timely basis with school councils.
3. Principals confirm that school councils are offered opportunities to provide input and feedback on the school development plan.
4. Principals confirm that school councils are offered opportunities to provide input and feedback on the school based budget.

8.3 Effectively handle complaints and concerns.

Interpretation |

Contributing to the success of an effective organization is the provision for a process which addresses concerns and complaints.

The Chief Superintendent interprets:

- *effectively* to mean reviewed and responded to within reasonable or posted time frames utilizing existing mechanisms and processes; and
- *complaints and concerns* to mean a formal expression of discontent:
 - about the values, customs or regulations of the CBE;
 - within the context of their relationship with the CBE; and
 - requiring a response.

Indicators |

1. 90 per cent of concerns and complaints received at the Area and system level are responded to within the stated time frames as outlined in AR 5007.
2. Principals and system leaders confirm the approved concerns and complaints process is used.

8.4 Reasonably include people in decisions that affect them.

Interpretation |

Better decisions are made when people work together to solve problems and find solutions.

The Chief Superintendent interprets:

- *reasonably include* to mean sensible, fair and appropriate opportunities are offered to provide feedback to the decision-making process; and
- *decisions that affect them to mean* those choices that are made that directly impact individuals.

Indicators |

1. 100 per cent of community engagement processes are organized for reasonable and appropriate participation in decision-making as identified in the Dialogue Framework.

2. 60 percent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.
3. The percentage of parents indicating agreement with the suite of questions from the CBE Annual Parental Involvement results, as determined by Alberta Education's Accountability Pillar Survey will be maintained plus or minus two percentage points.
4. Principals confirm staff involvement in school decisions as required by collective agreements.
5. The Chief Superintendent will provide opportunities for school based staff to provide feedback on identified issues.

Approved: October 10, 2017