



Secondary School Schedule Public Engagement Framework

About the Engagement Framework

This framework outlines the values, principles, goals, objectives, and decision-making approach that guide the public engagement process on potential secondary school schedule changes. It reflects our commitment to a process that is inclusive, transparent, and centered on student success.



ENGAGEMENT FRAMEWORK



SD42 VALUES

RESPONSIBILITY TO ALL LEARNERS

We believe that all individuals in our school district community have the capacity to learn and that we are responsible for supporting their learning.

UNIQUENESS OF EACH INDIVIDUAL

We value the uniqueness of each learner and embrace diverse ways of learning. We foster a variety of instructional methods and provide support to all learners so that they can realize their potential.

DIVERSE LEARNING OPPORTUNITIES

We value choices for all learners, equity of access to all programs, and a holistic approach to learning. We encourage learning opportunities beyond the classroom. We support life-long learning.

CULTURE AND COMMUNITY

We celebrate our many cultures and seek ways to appreciate and embrace diversity. We encourage interdependence and collaboration within the school district community. We value community partnerships.

PERSONAL AND SOCIAL RESPONSIBILITY

We believe that a sense of belonging is at the heart of our school district community and is fundamental to the success of all learners. We are committed to acting as responsible stewards within our community. We cultivate a culture of care within our school district community, and seek to develop the leadership and citizenship capacity of all learners.

HIGH EXPECTATIONS FOR SUCCESS

We value the ability of all learners to set high expectations for themselves and to describe personal success. We believe success is measured through credible evidence of learning and rigorous self-assessment. We are committed to supporting all learners in achieving personal success.



KEY ENGAGEMENT PRINCIPLES

The following principles will guide the working group's recommendations and the superintendent's decision-making regarding potential schedule changes at each secondary school.

- Ensure transparent and accountable communication and engagement with students, families, and staff to support the integration of input into decision-making processes—or, if integration is not possible, to clearly communicate why.
- Communicate clear, concise, balanced, and objective information about the two proposed schedule models for secondary schools.
- Facilitate an inclusive and accessible engagement process that is easy, accessible and limits barriers to participation, in order to support learners now and into the future.



ENGAGEMENT GOAL

The goal of the engagement process is to share objective information on the two secondary schedule options and obtain input from staff, students, and families on the school schedule option that best supports well-being, student learning and achievement.



ENGAGEMENT OBJECTIVES

- Provide relevant information to staff, students, and families to build awareness and ensure a minimum level of understanding about the features of the two school schedule models.
- Communicate the process for evaluating the input data and how that informed the recommendations developed by the working group to support confidence in the engagement process.
- Encourage a high degree of participation from staff, students, and families to generate meaningful data and understand the schedule model that best supports 21st century learners
- Minimize jargon and technical language in communication messages, making information easy to understand and act upon.
- Support accessibility by providing translation capabilities in a variety of languages with the survey posted to the district website to support accessibility and inclusion. And provide materials to settlement workers in schools to support students and families whose first language is not English.
- Report what we heard and how the data gathered informed the recommendations developed by the working group.



DECISION MAKING

- A district working group — made up of representatives from secondary school administration, human resources, Indigenous education, learning services, safe and caring schools, and communications — will review the survey results and other relevant input to develop school-by-school recommendations. These recommendations will be based on both the data and the following criteria:
 - Manageable student workload
 - Manageable staff workload
 - Support for student success
 - Support for positive connections
 - Responsiveness to diverse learning needs
- The superintendent will consider the working group recommendations before making a final decision for each school.

