



**BUDGET COMMITTEE OF THE WHOLE
PUBLIC INPUT MEETING
BOARD ROOM, DEO**

Wednesday, April 19, 2023
Time: 6:00 p.m.

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Territory Acknowledgement
2. Call to Order
3. Approval of Agenda

B. DELEGATIONS

ITEM 2

Registered delegations can make presentations to the Board. The time limit for individual delegations is 5 minutes to allow all registered delegations to present within the time limit for this meeting. Extension is at the discretion of the Board.

Delegations Re: Proposed Preliminary Budget 2023/24 (5 minutes each)

- Krystyna Doran-Eddy and Amelia Laidlaw
- Martin Dmitrieff
- Shawna Loutet and Pam Linde
- Kim Henneberry-Glover and Dale Hardy
- Craig Towers

C. CLOSING REMARKS

D. ADJOURNMENT

To: **Budget Committee of the Whole**

From: Chairperson
Elaine Yamamoto

Re: **OPENING PROCEDURES**

Date: April 19, 2023
(Budget Committee of the Whole
Public Input Meeting)

Decisions

1. *TERRITORY ACKNOWLEDGEMENT*

We would like to acknowledge that this meeting is taking place on the shared traditional and unceded territories of Katzie First Nation and Kwantlen First Nation. We welcome and recognize all First Nations, Métis, and Inuit students and families in our schools and community. We welcome and recognize the many different cultures that are represented in our schools and community.

2. *CALL TO ORDER*

3. *APPROVAL OF AGENDA*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

**ITEM 2**

To: **Budget Committee of the Whole**

From: Chairperson
Elaine Yamamoto

Re: **DELEGATIONS**

Date: April 19, 2023
(Budget Committee of the
Whole Public Input Meeting)

Information

The attached guidelines for delegations have been provided to all registered delegations. (Attachment A).

NO.	NAME	TOPIC
1	Krystyna Doran-Eddy Amelia Laidlaw	Racial Equity and Inclusivity Helping Teacher Role (Attachment B)
2	Martin Dmitrieff	Budget 2023 (Attachment C)
3	Shawna Loutet Pam Linde	Staffing at Yennadon Elementary School
4	Kim Henneberry-Glover Dale Hardy	Continuing Education and Online Learning (Attachment D)
5	Craig Towers	Budget 2023 (Attachment E)

Attachments



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Guidelines for delegations wishing to make presentations on the Proposed Preliminary Budget 2023/24

Thank you for participating in the 2023/24 Budget Process.

We value input from individuals and partner groups on the Proposed Preliminary Budget 2023/24. Our Budget Committee-of-the-Whole meeting is planned to make people feel as comfortable as possible.

It's a simple process

Groups or individuals who wish to present their views on the Proposed Preliminary Budget 2023/24 at the April 19, 2023, meeting must register with Karen Yoxall, Executive Coordinator to the Board, at budget@sd42.ca no later than noon on April 18, 2023.

Preparing your presentation

Delegations are most welcome to present their views on the Proposed Preliminary Budget 2023/24 <https://www.sd42.ca/board-of-education/budget-process/budget-process-2023/>

A written submission is essential to assist Board members' understanding of your Budget issues and recommendations. Written statements must be submitted to the Board via budget@sd42.ca no later than two working days before the meeting. To permit the Board to deal with all Budget presentations, delegations are asked to keep presentations to no more than 5 minutes. Your delegation should be prepared to answer questions from Board members.

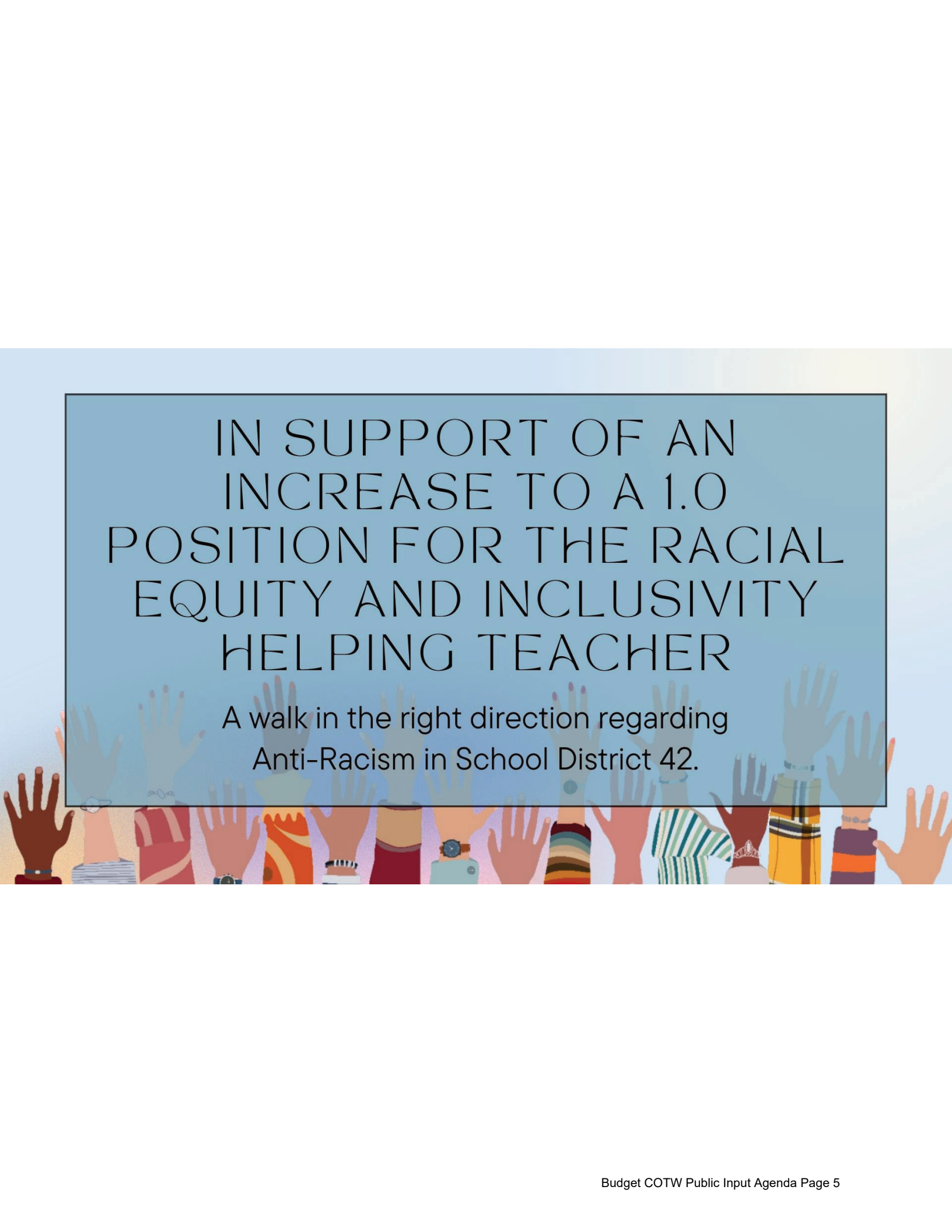
Presenters: Krystyna Doran-Eddy & Amelia Laidlaw

Written Submission:

To whom it may concern,

We are hoping to speak in support of increasing the Racial Equity and Inclusivity Helping Teacher role to a 1.0 for the 2023 – 2024 school year. While the district continues to work toward their mission and vision of inclusivity and belonging, the support of the Helping Teacher has already proven to be vital to our work. Additionally, the role will only continue to grow as educators seek new ways to support students, therefore the allotted time for the role must be increased in order to sustain the work. Finally, the Provincial K-12 Anti-Racism Action Plan asks districts to create roles that support the development of anti-racism focused resources, provide instructional guidance and support, and innovate regarding problem solving with peers, among a whole host of other tasks that deal with connections with educators and students. Investing in the Racial Equity and Inclusivity Helping Teacher role more robustly will go a long way toward aligning our district with provincial goals and reaching toward our own mission and vision.

If you are able, please also view the attached slides, which enhance our presentation, in advance of the Board Meeting.

An illustration at the bottom of the page shows a variety of hands of different skin tones (brown, tan, pink, orange, red, purple, blue, green) raised in a gesture of support or agreement. Some hands are wearing wristbands, watches, or jewelry. The background is a light blue gradient.

IN SUPPORT OF AN INCREASE TO A 1.0 POSITION FOR THE RACIAL EQUITY AND INCLUSIVITY HELPING TEACHER

A walk in the right direction regarding
Anti-Racism in School District 42.

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42

VISION

Our vision is for every individual to feel valued and for all learners to reach their potential.

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Our vision is for every individual to feel valued and for all learners to reach their potential.



MISSION

Our mission is to support all individuals in their development as successful learners, and as respectful, caring and responsible members of society.

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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 in our community. We cultivate a culture within our school district community and seek to develop the leadership 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.

The Impact Of Racism On Mental Health:

Feeling disconnected / lonely

Increase risk of
depression and anxiety

Second-guessing things

Decreased hope
(in the future, justice,
the government etc.)

Trauma
(both from the present and
triggering past instances /
generational trauma)

Increased
"Survival Mode"

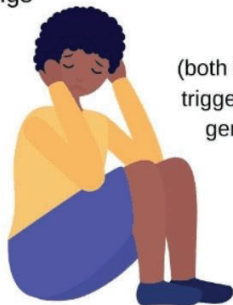
Existential
questioning
"How can the world
be so cruel?"

Decreased trust

Worry

Feelings of powerlessness
(You can do the right thing and still
end up with a horrific outcome)

Panic



#BlackLivesMatter

@RealDepressionProject



Racial discrimination was also associated with poorer student mental health, including experiencing extreme stress and despair, self-harming, and seriously considering or attempting suicide.

IMAGE FROM CANADIAN MENTAL HEALTH ASSOCIATION, 2023
BC BRITISH COLUMBIA ADOLESCENT HEALTH SURVEY 2018

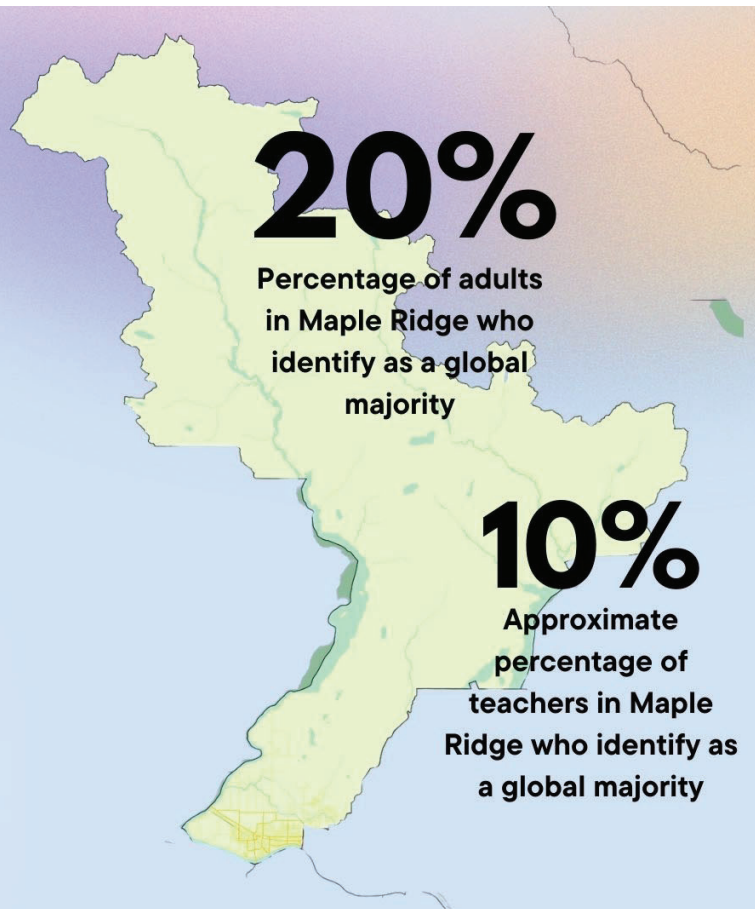
RACIAL EQUITY & DIVERSITY IS CENTRAL TO SCHOOL GROWTH PLANS IN 2022-2023

THIS WILL INCREASE OVER THE COMING YEARS AS SCHOOLS FOCUS ON & VALUE THE SOCIAL EMOTIONAL WELL-BEING OF ALL LEARNERS

	Improving Learning & Assessment	Secondary Innovation	SEL (School Culture)	Literacy	Big Ideas
RACIAL EQUITY & DIVERSITY					
SECONDARY SCHOOLS					
District Alternate					Community and Care - Indigenous embedded ✓
Garibaldi Secondary					Anti-racism, First Peoples - Focus on wellness, SOGI ✓
Maple Ridge Secondary					Climate and climate - Equity, diversity and inclusion ✓
Pitt Meadows Secondary					Culturally responsible teaching practices - Positive connections ✓
Samuel Robertson Technical					Anti-racism - Sense of belonging ✓
Thomas Haney Secondary					Self-directed learning - Community and culture - Mental health and wellness ✓
Westview Secondary					Numeracy, create safe places for practice - Equity, community and connection - Trauma informed ✓
ELEMENTARY SCHOOLS					
Albion					Resiliency - Better readers and writers ✓
Alexander Robinson					Strengthen community - Including all learners ✓
Alouette					Embedding Indigenous ways of teaching and learning - Reading for fun ✓
Blue Mountain					Growth in numeracy - Self-regulation/emotional resiliency through a lens of Indigenous ways - Growth in literacy ✓
Cusquena					Performing and cultural arts, love of, incorporation of Indigenous ways - Relational - Reading success ✓
Davie Jones					Numeracy, creating safe spaces to practice - Honour diversity of all - Increase ready fluency and comprehension ✓
Edith McDermott					Numeracy, begin exploration - Sense of belonging, First People's - Continual improvement in literacy ✓
Environmental School					Inclusive community rooted in place ✓
Eric Langton					Belonging and self-reflection - Reading for joy ✓
Fairview					Indigenous world views to create a sense of belonging - Focus on writing ✓
Glenwood					Identifying lagging skills, creating interventions - Indigenous ways of knowing ✓
Golden Ears					Belonging, inclusion, connection (equity) - Enjoyment of reading ✓
Hammond					Resilience and wellness - Develop positive attitudes in reading ✓
Harry Hooge					Sense of belonging (equity) - Targeted literacy instruction ✓
Highland Park					Inclusive and welcoming community (equity) - Reading; comprehend, analyze and respond ✓
Kanaka Creek					Numeracy for struggling students - Community - Literacy for struggling students ✓
Lalview					Indigenous ways of knowing - Love of writing ✓
Maple Ridge Elementary					Emotions and resilience - Focus on writing ✓
Pitt Meadows Elementary					Welcoming, safe and caring community that supports diversity - Literacy; confident and capable learners ✓
Webster's Corners					Well being - Joy of reading ✓
Whonnock					Fostering connectedness using the outdoors - Reading comprehension ✓
Yennadon					Students to feel safe and valued - Literacy assessment and intervention ✓
ABORIGINAL EDUCATION					Connection and belonging; focus on key transitions; family connections
CONTINUING EDUCATION					Learning and assessment; culture and climate

LOU No. X

- encourages districts [regarding] hiring of more teachers who belong to “groups that face disadvantage” such as people with disabilities/ disabled people, racialized people, LGBTQ2S+ people, etc...





FROM THE PROVINCIAL K-12 ANTI-RACISM ACTION PLAN

FROM THE PROVINCIAL K-12 ANTI-RACISM ACTION PLAN

Actions specifically addressed by the Equity and Inclusion Helping Teacher:

- Develop resources to support teachers and schools identify and respond to incidents of racism
- Develop a resources to help in implementing anti-racism work and ensuring learning environments are safe, welcoming, and inclusive
- Inventory existing anti-racism curriculum resources
- Identify and address existing gaps in resources



...AND HERE IS THE HOPE...

A safe and supportive school environment for students means feeling safe at school and feeling good about themselves.



BC BRITISH COLUMBIA ADOLESCENT HEALTH SURVEY 2018

Good day Honorable SD42 Board of Trustees,

I thought as a representative of the MRTA local educators that I would provide some feedback on the current budget plan:

1. Budget as a reflection of the MRTA recommendations for the budget.

a. *Prioritizing classroom services –*

While the current proposed budget does tackle some elements of our proposal – further budgeting for a higher FTE of Education Assistants, and a Facilities budget that recognizes the need for both additional temporary classroom spaces as well as specialized ones for exceptional learners, there are some gaps.

Know that the 8FTE for coteaching time for teacher support services in schools in the budget will only take care of mitigation related to “failure to fill impacts” (Support and other teachers doing the work of TTOCs to cover classrooms). Each year SD42 calculates the approx. FTE of teachers doing “failure to fill” in the previous year, as work done away from their job duties for their role. The assessment done around Sept. 2022 was very close to 8FTE. It is highly likely then this coteaching time will not address current gaps, and likely will be close to “just meeting” employer obligations they have in a settlement agreement associated with supplementing with co-teaching time.

In summary: with the additional 8FTE, functionally this will not lead to important changes to very real concerns around support teacher caseloads, many of which have tripled or quadrupled in the last decade at a minimum (largely since support ratios are based on general classroom population and do not react to greater instances of needs within the classroom populations).

Finally on diversion of budget away from School Psychologists: I understand that we are not attracting qualified people to this role. The MRTA requests that in order for the board to approve the diverted funding to contracted out work, you **must** be presented with a “*capacity building strategic plan for School Psychologists*”. We can achieve greater capacity by encouraging practices and funding to take care of post-secondary accommodations for current teachers to that are consider School Psychologist training. Is the board aware of any such incentives the employer has for teachers to undertake this very time-exhaustive and financially burdensome certification? What has SD42 done to renew our partial FTE of a teacher with a doctorate of education, helping to deliver important Gifted and other services that are supporting what is typically a School Psychologist role? My understanding is SD42 has not secured this support for next year. What funding have we set aside to financially support and mitigate out-of-community moving expenses for external applicants that other employers are offering in order to be competitive? **If the board has not been presented with such a plan, they should deny the FTE diversion in School Psychologist funding.**

Aside from the very important obligation to ensure you are made aware of such as strategic plan, you as representatives of the employer should know that there is an obligation to ensuring such a plan is not only well known to the MRTA (if it exists, as it is not known to the MRTA), but also an obligation to craft a Letter of Understanding (LOU) when undertaking such a budgetary diversion, and it creates a situation that is in violation of the collective agreement with teachers (we are already working via HR in relation to request an LOU) around “no contracting out” (Article A.24).

- b. *Limiting “nice to haves” and being mindful of expanding board office personnel expenses, which draw very needed **essential** funding to deliver basic needs to students.*

The MRTA requests School Trustees mine for more information on proposed line-items that may be “nice to haves”

Under facilities capital projects for instance, \$580,000 is ear-marked for “sustainability projects”. While details on these identify that some of the projects are “financially sustainable” and likely to break even over a three-year period for instance (mindful that these projects could have very real positive environmental impacts for our students’ futures), the MRTA has grave concerns that such projects draw essential funding away from students leading to breaching our obligations to those students’ learning needs.

While I understand the very real growth in work for SD42 finances personnel, that same growth in workload is occurring in schools as well. While the consequences of a reduced finances personnel mean slower financial processing times, the workloads in school means students not being able to have their learning needs met. It is for this reason the MRTA is not supportive of the \$86K for a senior accountant, and other growing costs at the board office, again when the minimal staffing in schools is not being met.

*These operations upgrades **will** mean diverted monies away from essential education services, with very real impacts on learning outcomes for students.*

Knowing that I have sat in meetings and listened while teachers have cried, in near hopelessness and certainly not without some anger as they have observed students suffer from unmet needs (multiple times, in multiple schools), it makes facilities upgrades and staffing increases at the board office unconscionable when service funding is not meeting essential student needs.

As a final note on this item, do not forget the MRTA request that the board undertake a further in-depth review of board office financing and structures compared to other school districts.

- c. *On SD42 Mentorship funding through the Helping Teacher & associated line item*

I lack the ability to tease out this specific funding adjustment in the budget. I have been reassured that funding will be restored, though there may be some limitations due to shrinking funding in the “Classroom Enhancement Fund (CEF) Overhead” from the Province that typically funds this. However, where an item like this is a high priority, extra efforts should be made to find alternative sources to support the work.

Given the specific noted SD42 priority in the budget document to : “...[s]upport and facilitate leadership development, training, and **mentorship** throughout the school district” (p. 21), it is imperative that funding return to that which was implemented prior

to this year's reduction in funding. The board has identified that they have committed to do what they can to mitigate the teacher shortage locally. Our local mentorship program is a highly integral part of attracting and retaining especially early career teachers to prevent losses to other Metro Vancouver and Fraser Valley district employers.

d. *On Anti-racism funding of the Teacher position for Racial Inclusivity and Equity*

The MRTA recognizes that while the funding for the program has been allotted a \$100,000 fund, it is frustrating to our local teachers there is a lack of any commitment to a set of funds identified to increase the FTE of the Helping Teacher position. I have strongly heard the current teacher FTE does **not** meet current needs, even without considering the further district responsibilities tasked from the ministry in executing either the K-12 Anti-Racism Action Plan or the responsibilities related to executing processes and changes from the Deepening Indigenous Education Equity Scan that was undertaken locally.

The lack of direct supports for teachers exploring ways of being racially inclusive in their practices, to grow in their ability to support student growth was made apparent in recent conversations with our teachers. I have a colleague that has attended FNESC workshops, collaborated with our local Aboriginal Resource Teachers (ARTs) (note: it is not the funded role for our ARTs to provide supports to colleagues, though they recognize it does have indirect benefits to the aboriginal identified students in their classes. The primary focus of our ARTs are to ensure delivery of services to those students). Importantly the teacher I've discussed in depth with is doing further Professional development learning in meaningful ways. However, they identified the vulnerability they experience as an educator, and the complaints they've had to deal with from families who have taken issue with how they have incorporated meaningful content and activities, that puts their professionalism at threat without having further supports to turn to. The result has meant, without further supports, they've reluctantly decided to cut back on how much further work they plan to take on in this area.

This is also a specific example of something a Helping Teacher in this role could support with a greater FTE provided, but certainly could not ever be achieved until the currently budgeted amount.

2. Other issues on the budget that have arisen now that it has been released

a. *The 0.5FTE reduction in Safe & Caring Schools itinerant role*

While the board may know that our ICY teams have moved to "full implementation", it is important to note that there is not a significant service overlap between ICY teams and the Safe & Caring Schools program. While there are likely some overlap in students between ICY services and the Safe & Care Schools students, they are **very** different roles and services delivered. Just because a student is having their important health needs taken care of by ICY does not mean their important academic needs will be suddenly addressed that this role provides (and ICY has no ability to help with). We request that this 0.5FTE reduction not be implemented.

b. *COR participation and certification through WorkSafe*

While the MRTA is not overly supportive of further funding for board-office roles (as previously noted), we do feel that having a well-structured and executed District Health & Safety plan is vital to, as noted in the budget direction: *“Continue to promote the health, safety, and well-being of our employees and ensure continued compliance with the Workers’ Compensation Act and Occupational Health and Safety regulations”* (p. 20)

For this to be an effective use of District funds, partnerships should continue to be consulted to help inform Safety Management Systems. Especially vital is awareness and education surrounding standardization of local processes embedded withing Management Systems.

In other words, how schools deal with safety concerns in addressing quick and effective responses that protect worker health (which often protects student health as a consequence as well) need to present, and need to equally well known and carried out from school to school. We feel at the MRTA that this is currently not a reality, and so the hope is that this certification process with authentically improve our H&S systems to the betterment of all.

This is only a part of the puzzle however, and is not the be-all, end-all – student needs have to be effectively addressed in many instances in order to address interconnected and overlapping staff health needs.

Martin Dmitrieff
1st Vice President
MRTA

Kim Henneberry Glover and Dale Hardy on behalf of Continuing Education.

You are going to be told the CE budget reflects declining enrollment. We have a different narrative.

You are going to be told if the CE numbers increase, our funding would follow...We have a different narrative

The Maple Ridge Pitt Meadow sub region is now over one hundred thousand people, but back when it was much smaller, the Trustees of SD 42 recognized that Continuing Education is a community service to the citizens of Maple Ridge and Pitt Meadows as well as a service to the two provincial penitentiaries. The staffing was generated by activations based on 1701 counts in September and February as well as projections provided by the Continuing Education administration and in consultation with educational staff on the senior team. The projections were intended as guidelines. It was understood and supported through the budget process that Continuing Education was a more expensive endeavour, however, educational decisions were made with the best interest of the community in mind. These expenses included unfunded academic advising that went well beyond just academic placement, running smaller classes to provide necessary courses for graduation and beyond. Providing English Language Foundation classes to new Canadians and recent immigrants. All services that we consider necessary to enhance our civil society. At no time were Continuing Education staffing allocations seen as part of a formula similar to that of the high schools.

Let me introduce you to a few of our students.

Channi – an indigenous single parent of two boys. She has overcome hardships and experiences we have never faced but she did not let it defeat her. She worked and struggled to provide for her sons and is seven weeks away from completing her Dogwood and applying to a practical nursing program.

Korey , a Katzie youth. He also will be graduating with us this June and he has applied to SFU to the Indigenous Studies Program.

Courtney – She is a grad but after ten years of working in the hectic film industry, decided to make a career change and returned to upgrade courses and apply to a practical nursing program.

Laure - Is also a grad upgrading. She intends to apply for the sonography technician program.

Our English Language Foundation students. They come from many countries and are working very hard to learn our language. This class provides more than just English instruction. They have formed a community and made friendships and support each other.

Students from our two correctional facilities are some of our most vulnerable students and their desire to improve their situation is courageous. These are people who will be living in our community. It is to everyone's benefit to provide education that will prepare them for the next stage whatever that is.

These are just a few of our students who rely on Continuing Education to help them move on to better employment.

According to the BC Labour Market Outlook, by 2035 there will be 935,00 job openings. Only 4% of these jobs will be available to anyone who is not a high school graduate. The vast majority of job openings, 42%, will be for those with college education or apprenticeship training. It is incumbent on us to be there to provide the science, math, and English courses required for Hvac or electrical or practical nursing or MRI tech.

Currently, CE staffing allocations are seen as part of a formula, similar to that of high schools. But we are not a high school with a ready group of students waiting to move up to the next level.

Projections are different, the needs of the students are different, the manner in which students are funded are different. Therefore, logically, it should be staffed differently.

Educators understand this and in an educational organization, in the case of Continuing Education, it should be the educators that must be tasked with the final call on meeting the needs of these diverse community needs. Continuing Education was once a strong community of 27 teachers. We are now a community of 5 teachers fighting for our students. As our teachers retired or moved on, they were not replaced. Instead, those teachers remaining stepped up to try and provide the courses needed by our students in teacher led classes, but teachers leave, class options decline. Students look elsewhere. Continue this cycle long enough and you have an issue of "declining numbers".

Increasing numbers does not translate into more staffing. Our corrections teacher has 75 students taking a combine total of 374 courses. An English Teacher has a student load of 128 students, with a potential for 147 students for a .6 teaching position.

We know that a one-size fits all, policy driven formula as is the case now for Continuing Education staffing, falls short of meeting the community's needs. and as a result, you as trustees fall short of your mandate.

When it comes to Continuing Education, these are not your typical high school students. We see this during our graduation ceremonies which many of you attend and have spoken to the diverse needs of our students. These diverse needs and the services we provide do not fit into a neat formula, but it does meet the mandate we have been entrusted by our community.

Writing another letter to the Ministry requesting a funding change is nice, but that funding change is not going to happen. What we need is for you to take charge of what you have been entrusted by your predecessors We need you to fund these students properly. Provide the staffing needed to serve the varying needs of our community. We know you fund other programs that serve vulnerable students with diverse need differently, why not Continuing Education?

April 18, 2023

Request for sufficient funding for resources and support for our complex and diverse students at Yennadon Elementary School.

On behalf of Yennadon Parent Advisory Council, I am reaching out to School District 42, to advocate for the following to be included in the 2023-2024 budget planning:

- Adequate levels of Support Teachers and Educational Assistants
- Improved sensory or calming spaces with adequate equipment
- Increased counselling supports in schools for supporting children who witness traumatic incidents including student violence and behaviours.

Rationale:

Yennadon Elementary School, like other schools in our district and surrounding districts are seeing an increase of students with behavioural and special needs. As we promote an inclusive classroom environment, due to complex and diverse needs there have been dangerous and traumatizing situations for our staff and students, resulting in sometimes daily but more often weekly classroom evacuations. Staff are not receiving the adequate resources to manage these situations safely, and with minimal impact on other students and staff witnessing these incidents.

All students have the right to a safe learning environment. Without adequate supports and resources for our students with complex and diverse needs at Yennadon Elementary School we have created environments where some students fear attending school, fear their peers, have nightmares and are overall not thriving in the way that they should be.

Communication from staff to parents surrounding traumatic and violent situation is not consistent, nor does it provide enough context for parents to understand or provide necessary supports or services for their children impacted by witnessing or being a victim of these events.

The district is operating on minimum ratios of staff to students with special needs. The district has the ability to choose to staff schools with more staff but currently chooses not to.

The normalization of classroom setting that routinely accepts violence or unsafe behaviours is not acceptable. Students should not be expected to normalize a classroom setting that routinely accepts violence or unsafe behaviours. As a society, we do not normalize domestic / family violence for our children, why is this an acceptable practice within the public school system? This is not how we demonstrate inclusivity within our schools or classroom.

Respectfully submitted by,



Craig Towers
Yennadon PAC – President
yennadonpac@gmail.com