



**BUDGET COMMITTEE OF THE WHOLE
PUBLIC INPUT MEETING
VIA VIDEOCONFERENCE**

Wednesday, April 20, 2022
Time: 6:00 p.m.

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Electronic Committee Meeting Procedures
3. Correspondence
 - Charlene Moore (Attachment A)
 - Yvonne Desabrais (Attachment B)
4. 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 2022/23 (5 minutes each)

- Charlene Moore
- Yvonne Desabrais

C. CLOSING REMARKS

D. ADJOURNMENT



ITEM 1

To: **Budget Committee of the Whole**

From: Chairperson
Korleen Carreras

Re: **OPENING PROCEDURES**

Date: April 20, 2022
(Budget Committee of the Whole
Public Input Meeting)

Decision

1. *CALL TO ORDER*

2. *ELECTRONIC COMMITTEE MEETING PROCEDURES*

For purposes of determining a quorum, at the start of an electronic meeting or during an electronic meeting, the Chairperson shall count as present any trustees who are connected to the meeting by electronic means.

In the absence of pre-circulated material, the Board Chairperson and Officers of the Board as required, shall brief the meeting regarding the matter, or matters before it and shall read the resolution requiring Budget Committee of the Whole consideration and voting.

Voting shall occur by each Trustee identifying themselves and indicating their vote either for or against the resolution.

3. *CORRESPONDENCE*

- Charlene Moore
- Yvonne Desabrais

RECOMMENDATION:

THAT the Board receive all correspondence, for information.

Attachments

4. *APPROVAL OF AGENDA*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

Good evening. Thank you for hearing me out tonight and considering changes to the preliminary budget by expanding our Child and Youth Care Workers (CYCWs) hours. I am here again to advocate for our students who are struggling to be successful at school because of their social emotional well-being. My name is Charlene Moore and I have been a Youth Worker in this district since 2004, as well as other roles in the community that support youth and family's well-being.

I appreciated seeing that CYCWs will be supported in our positions as they are currently funded, I am disappointed that we are in the same spot considering the impact of covid has increased the struggles of children, youth and families. There is a decrease in attendance and an increase in families in crisis and our overall mental health is low. Our community partners are overwhelmed with referrals and have barriers to service for our students to receive supports. It is at school that students can receive the support they need to be successful learners. We can't do that at 14 hours a week.

We run breakfast programs, lunch programs, groups, teach self-regulation techniques, make referrals, build relationships, pick up students, go to their homes, advocate to teachers and parents and crisis intervention. At my school, I start at 7:45 and see 30-40 kids before class at 8:30 for connection and breakfast. When there is a safe space, kids show up.

As a district we had the opportunity to be a part of the Trauma Informed Practice (TIP) Learning Series and a few highlights that stood out to me were to be consistent, predictable, repetitive, and calm. Relationships matter, relationships take time. Relationships with our school teams also take time and when dealing with the stress of our work the relationship with our team helps us. Vicarious Trauma happens when we don't feel supported and connected to the school community where we work. This very important work has some very real consequences of burn out and we know that we have to take care of ourselves before we can take care of anyone else.

Charlene Moore

Elementary schools deserve to have a full-time Child Care Worker at each school to provide consistency, to be a part of the school community, to provide a safe place, to meet students' basic needs like food, safety and belonging which aligns with our district goal of providing early interventions.

We are looking forward to working alongside the new Integrated Child and Youth Teams that is a much-needed service to our students and families. They will also be part of the multidisciplinary team who will rely on school staff for referrals and support for our at-risk students. We still need the consistency of Child and Youth Care Workers in all our schools, especially now in dealing with the impact of covid on our mental health.

Our group has a special role that help students who are struggling getting to school and accessing community supports. Along with time, we need devices that support us in our work. Not all of us have cell phones and computers. Cell phones are extremely important for our safety when we are working outside of the school building. District cell phones also provide security for student information over using a personal cell phone. I use my district cell phone daily, whether that is to communicate directly with students, with the team or caregivers. It is another tool we use to break down barriers for connection and connection is the first step to our student's success at school.

Covid has put a halt to proactive work that we were doing as a Child and Youth Care team. I want to remind you of last year's initiative to produce a CCW Handbook and consider adding shadow time for our new hires. We are hoping that this will be considered in this year's budget and future years.

Child and Youth Care Workers are an essential part of the school team and we are dedicated to supporting children and youth to reach their potential in school. We need your help to ensure our vulnerable students don't fall through the cracks. Please provide Child and Youth Care

Charlene Moore

Workers the time and tools we need to help us be successful in our roles supporting our most vulnerable students.

This is my interpretation of the cost all CYCWs at 30 hours a week

\$772,068 for 22 FTE Child and Youth Care Worker for Elementary

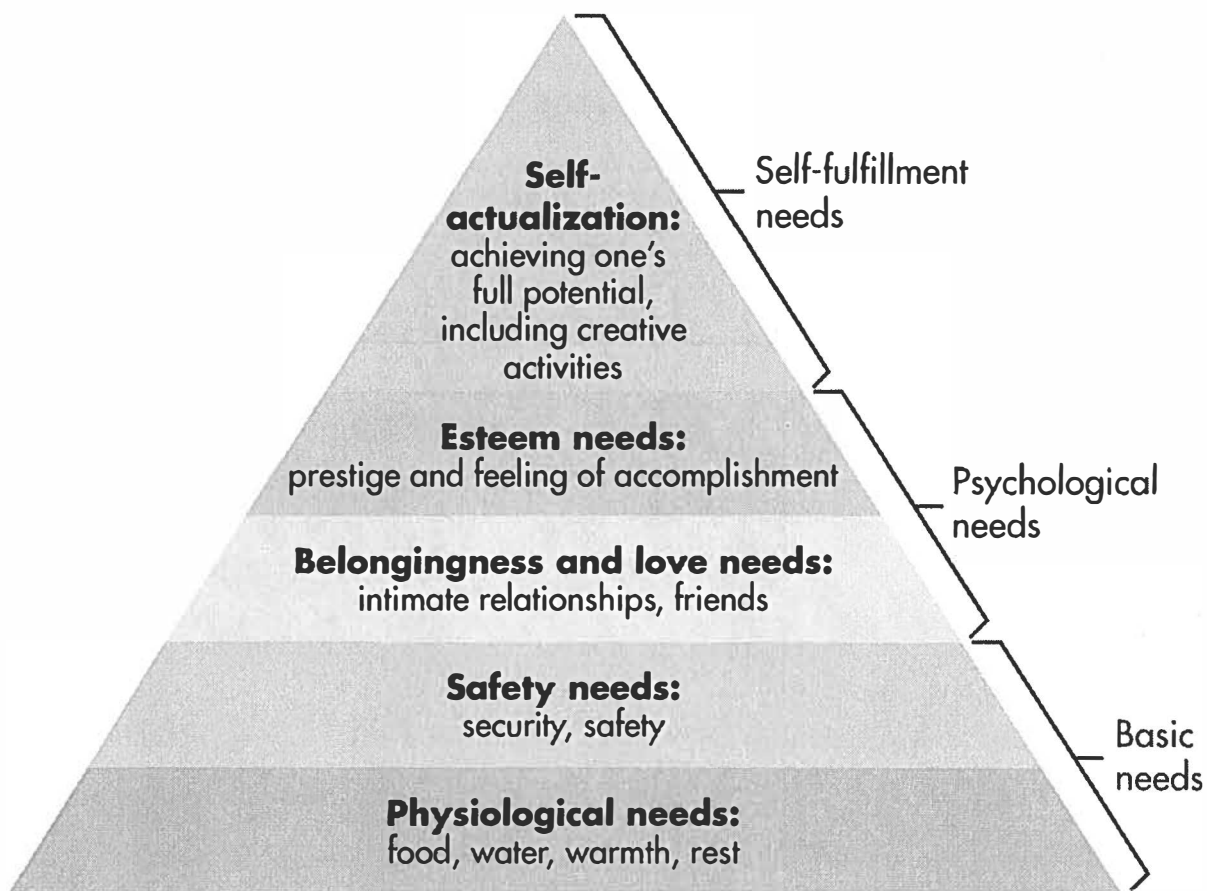
\$210,564 For 6 FTE CYCW Secondary

\$245,658 For 7 FTE CYCW Outreach/ Alternate/ Trades/ Odessey / Riverside Program / Safe & Caring Schools

\$5000 for Mentorship for shadowing, casuals attending monthly CCW meetings, development of the CYCW Best Practices Handbook

Cost of Cell phones and laptops for all CYCWs

Maslow's Hierarchy of Needs



Maslow's hierarchy of needs is an idea in psychology proposed by American Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in the journal *Psychological Review*.^[1] Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, some of which focus on describing the stages of growth in humans. He then created a classification system which reflected the universal needs of society as its base and then proceeding to more acquired emotions.^[2] Some indigenous academics have speculated that his theories, including the hierarchy, may have been influenced by teachings and philosophy of the Blackfoot tribe, where he spent several weeks doing fieldwork in 1938;^[3] however, while this idea has gained attention on social media, there is no evidence to suggest he borrowed or stole ideas for his hierarchy of needs, which he only first published in 1943.^[4] The hierarchy of needs is split between deficiency needs and growth needs. While the theory is usually shown as a pyramid in illustrations, Maslow himself never created a pyramid to represent the hierarchy of needs.^[5]

The hierarchy of needs is a psychological idea but also a "... valuable assessment tool ..."^[6] This tool is utilized in many fields that involve working and taking care of people such as but not limited to: health care workers, educators, social workers, life skill coaches, and many more. Maslow's hierarchy pyramid is frequently used because it visualizes the needs that one must have met in order to reach self-actualization. This concept was created as Maslow "studied and observed monkeys ... noticing their unusual pattern of behavior that addressed priorities based on individual

needs."^[9] The two key elements involved within this theory is the individual and the priority, which connects them to intrinsic behavioral motivation.

Maslow's hierarchy of needs is used to study how humans intrinsically partake in behavioral motivation. Maslow used the terms "physiological," "safety," "belonging and love," "social needs" or "esteem," "self-actualization" and "transcendence" to describe the pattern through which human motivations generally move. This means that in order for motivation to arise at the next stage, each stage must be satisfied within the individual themselves. Additionally, this hierarchy is a main base in knowing how effort and motivation are correlated when discussing human behavior. Each of these individual levels contains a certain amount of internal sensation that must be met in order for an individual to complete their hierarchy.^[4] The goal in Maslow's hierarchy is to attain the fifth level or stage: self-actualization.^[10]

Maslow's idea was fully expressed in his 1954 book Motivation and Personality.^[11] The hierarchy remains a very popular framework in sociology research, including management training^[12] and higher psychology instruction. Maslow's classification hierarchy has been revised over time. The original hierarchy states that a lower level must be completely satisfied and fulfilled before moving onto a higher pursuit. However, today scholars prefer to think of these levels as continuously overlapping each other. This means that the lower levels may take precedence back over the other levels at any point in time.^[4]

From Wikipedia, the free encyclopedia

SCHOOL DISTRICT #42
Maple Ridge - Pitt Meadows

JOB DESCRIPTION

JOB TITLE: Child & Youth Care Worker

DATE: February 2014

REVISED: December 2019

PAY GRADE:

LOCATION: District Wide

JOB SUMMARY: As part of a multi-disciplinary team, will assist with the implementation of universal, targeted, and intensive supports to foster social/emotional learning within school communities. This work is performed in collaboration with the school-based team, under the direction of the counsellor, support teacher and/or classroom teacher, and under the supervision of the site-based administrator. Works with students individually or in groups during and/or outside school hours, on school premises, in students' home and in the community, as determined by their site-based supervisor. The job will vary according to the school context and needs of the environment.

DUTIES:

1. Develops a positive working relationship that is based on trust, consistency and stability with students and their family members, while maintaining professional boundaries.
2. Demonstrates positive role modeling with students and parents.
3. Collaborates with school-based teams in planning, implementing, monitoring and maintaining individual and/or group programs that support positive behaviour, communication, emotional and social skills development and work experience.
4. Assists in the development and implementation of positive behaviour plans and/or individual education plans.
5. Provides advice and guidance to students, individually and in groups, and families. May refer students and/or parents to other appropriate internal or external resources or community agencies for additional help. In consultation with the Principal or school-based team, supports students and families in establishing, maintaining and achieving goals in home and community to encourage positive social and emotional development.
6. Assists students transitioning between schools/programs or integrating/re-integrating back to school, district program and/or work environment.
7. Maintains liaison between home, school and community agencies.
8. Plans, monitors and implements school-wide activities and programs, which may include breakfast/nutritional programs, in support of students' social/ emotional well-being. Assists in the planning and organizing of field trips, class meetings and special events.
9. Assists in the maintenance of records and reporting appropriate to the various programs; monitors student attendance, follows up and actively addresses issues related to student absenteeism.

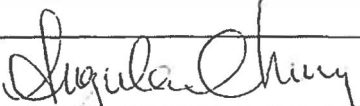
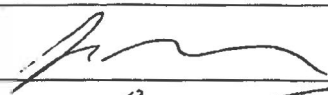
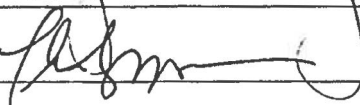
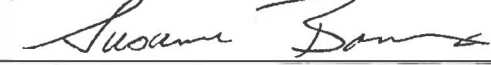
10. Provides consultation and support to school based team and others, sharing areas of expertise.
11. Attends scheduled staff, site-based team and other scheduled meetings as required by the Principal or their designate. May be required to participate on community and district committees.
12. May provide transportation for students.
13. Performs other assigned comparable duties which are within the scope of knowledge, skills and abilities required by this position.

REQUIRED KNOWLEDGE, ABILITY AND SKILLS:

1. Successful completion of Grade 12 plus completion of the Child/Youth Care Worker Diploma program or equivalent experience.
2. Six (6) months of practical experience working directly with at-risk students preferably in a school setting.
3. Ability to work harmoniously as a member of a multi-disciplinary team.
4. Ability to work without direct supervision and to communicate effectively within a work environment requiring a high degree of courtesy, tact and maintenance of confidentiality.
5. Conflict resolution training combined with the ability to coach and support the development of life skills.
6. Ability to intervene and diffuse potentially dangerous situations in line with District protocols, requiring successful completion of the Non-Violent Crisis Intervention training.
7. Current knowledge of applicable social service agencies, programs, and school and community resources.
8. A valid B. C. driver's license.

N.B. Some positions require a working knowledge of First Nations' cultures and experience in dealing with First Nations' youth.

JOINT COMMITTEE MEMBER'S SIGNATURES:

April 20, 2022

I arrived to these lands in Maple Ridge on April 6, 2000. My first experience with SD42 was that same year when I was forced to enroll my children in the public school system, by a system that forced me to leave Alberta and live within an hour of Mission. My children attended Golden Ears Elementary from kindergarten to grade 7.

Their Aboriginal Support Worker was Anita Sandy, and she was important to me as a parent coping with systemic trauma and fighting poverty with a constant threat of homelessness. My goal for my children was to get them graduated, and with their classmates of Maple Ridge. I was a parent volunteer until they did graduate from Thomas Haney Secondary.

In 2007, then AbEd Principal Doug Hoey and clerical worker Carmen Britton, asked me to be on the Aboriginal Education Advisory Committee. I accepted the invite. I volunteered for the AbEd dept for over nine years, until I was able to overcome barriers and apply for an ASW position. I signed my paperwork for employment as an ASW with SD42 on July 7, 2016.

I have seen a downward spiral of the AbEd department. I became aware of it when the ACCW's and the Cultural Mentor were ripped away from the AbEd team and students. It created huge gaps for AbEd students and staff. There has not been anything adequately put in place to deal with the gaps. The AbEd staff have been the ones dealing with the brunt of those gaps.

ACCW - Aboriginal Child Care Worker

The ACCW's are greatly needed for our AbEd students and the pandemic has only increased that need. There are things that need not be explained with a lived experience Indigenous person/leader/councillor/Elder. Many Indigenous students are willing to speak with an ACCW but will not speak with a non-Indigenous councillor.

Aboriginal Cultural Mentor

Our Cultural Mentors are needed now more than ever.

We have cultural pieces in many buildings created by AbEd students and staff, but nobody is doing the cultural work required to maintain knowledge and upkeep of each piece. Many have nothing showing its story and/or creation history. When you go into an elementary school or a high school you see class photos, photos of past principals, art with student's names and dates which tells a story. But the stories of our cultural pieces are not being told in the buildings where they were created and where they live in SD42. These pieces deserve to have their stories told. Truths of stories and that they are shared are an important part of many Indigenous ways/beliefs. A Cultural Mentor could not only manage protocol care for all pieces but also be there for all staff to help navigate the changes coming for the grad requirements. Non-Indigenous teachers need our Cultural Mentors, they need more than an ASW/ART.

ASW - Aboriginal Support Worker

As for the ASWs, they work with staff and students in any given building/program. They have been bounced around from school to school like many AbEd students who are bounced around from foster home to foster home. Every school needs their own ASW with proper tools and equipment needed, in the building every day to build a sacred safe space for all.

Consistency is extremely important. When a child connects with an ASW it is in the best interest of a vulnerable child to maintain consistency as much as possible with people successful in making connections with them. The ASWs also need consistency.

AbEd staff deal with all peoples but have to track only the Indigenous students. It may be ministry based but why is nobody advocating for change? Are the ASWs to ignore the non-Indigenous students and staff? It is a struggle to "keep track" of the Indigenous students (it takes time away from the time we need to work with our Indigenous student caseload, and it is discriminatory and segregating Indigenous students).

Do non-Indigenous students get tracked like Indigenous students have to?
For funding?

When there is on ASW for every school, seniority needs to be in play for placements.

Senior ASW

Having a non-Indigenous leader is not working.

Don't get me wrong, the work ethic is amazing, but it's colonial, and the Indigenous lived experience voice is missing. That work ethic needs to work towards de-colonizing. (I do not understand why it isn't already)
We can start with a team of Senior ASWs as a "council" to the principal/"Chief" of the AbEd department. Some of the \$150,000 planned for a VP of the AbEd department could go into a Senior ASW team to be the lived Indigenous experience voice and a voice for ASWs. And then we could have a "Chief and Council" instead of two Chiefs.

When will the Indigenous lived experience voice be at the AbEd departments decision making tables?

There are existing SD42 job descriptions attached for all four positions.

Space in schools

Why are the AbEd staff expected to do their "priority" and important work with students without adequate space that emits a sense of belonging?

It is not about getting more than, it is about getting equal to. We are far behind on equal as Indigenous peoples in this district. We are often the first ones to be moved from our spaces instead of adjusting spaces in other ways. How is classroom space determined? Number/percentage of students? Adequate space for AbEd is clearly not a priority.

It is not asking for anything over and above. It is asking that this district treat the AbEd department/students equally. Provide adequate space and the adequate staff that are needed. Removal of "tracking" so that time can be given back to the Indigenous students and can be inclusive to work with

non-Indigenous students and staff that are turning to the AbEd staff for support/guidance and lived experience of Indigenous ways/education.

If Indigenous is a priority....

Why is there not adequate space in every school for AbEd staff to do their work with Indigenous students?

Why is there not a proper gathering/office space that does not require struggling to acquire use of adequate space for healthy learning and access to culture, which is necessary for a sense of belonging to be felt by all Indigenous peoples within SD42?

(The Crew building on, I believe 132nd street, just off 232nd street, which the district owns, is an example of land/building that would provide the AbEd department the adequate space and land to be a strong healthy department for the district)

When will the AbEd department be a clear priority and have the students and staffs needs met?

Cell phones/tech is needed to maintain privacy, safety, and liability protection for both SD42 and the AbEd staff. Currently, contact with families is often done on personal devices.

If your answers to my questions are the same political safety answers often given to my questions, then my question to those with that type of answer is...

When...when will you commit to doing what is right and meeting the needs of Indigenous Peoples that are students and staff in SD42?

Hiy hiy

Yvonne Desabrais

We Are Medicine - <https://www.youtube.com/watch?v=VeWqgLLCef0>

11. Provides consultation, professional development and workshops to staff and others, sharing areas of expertise.
12. Attends staff, team and other scheduled meetings. May participate in community and district committees.
13. May provide transportation for students.
14. Performs other assigned comparable duties which are within the scope of knowledge, skills and abilities required by this position.

REQUIRED KNOWLEDGE, ABILITY AND SKILLS:

1. Successful completion of Grade 12 plus completion of the Child/Youth Care Worker Diploma program or equivalent experience.
2. Six (6) months of practical experience working directly with at-risk students.
3. A working knowledge of First Nations' cultures and experience in dealing with First Nations' youth.
4. Ability to work harmoniously as a member of an inter-disciplinary team.
5. Ability to work without direct supervision and to communicate effectively within a work environment requiring a high degree of courtesy, tact and maintenance of confidentiality.
6. Conflict resolution and life skills training.
7. Ability to intervene and diffuse potentially dangerous situations.
8. Familiarity with applicable social service agencies, programs, and resources.
9. A valid B. C. driver's license.

JOINT COMMITTEE MEMBER'S SIGNATURES:

13. Acts in a secondary role as a cultural resource person.
14. Demonstrates positive role modeling with students and parents.
15. Performs other assigned comparable duties which are within the scope of knowledge, skills and abilities required by this position.

REQUIRED KNOWLEDGE, ABILITY AND SKILLS

1. Completion of Grade 12, plus one year post secondary courses in leadership, communication skills, group dynamics, and First Nations Culture or equivalent combination of training and experience.
2. A minimum of three years' related experience as an aboriginal support worker.
3. Demonstrated ability to establish and maintain effective and professional working relationships with individuals from diverse cultures and communities, district staff, students, parents and the public. Demonstrated ability to explain school district rules, policies and procedures and supply information and assistance as required.
4. Demonstrated ability to respond with sensitivity to emergent situations with an understanding of group dynamics, interpersonal skills and cultural awareness.
5. Demonstrated ability to mentor aboriginal support workers in their daily routines.
6. Demonstrated ability to exercise sound judgement in matters of a confidential nature.
7. Demonstrated ability to work at the level of independence and degree of initiative appropriate to the position.
8. Knowledge of Aboriginal cultures and an understanding of problems, concerns and strengths in these traditions, together with the ability to assist with the bridging of cultures.
9. Knowledge of available community resources.
10. Demonstrated ability to assist professional educators with interpreting needs where Aboriginal or other cultural differences are a factor in the school.
11. Current knowledge of the School District and Ministry of Education policy, regulations and information requirements, including the use of PC and network computer systems.
12. Valid B.C. driver's license.

JOINT COMMITTEE MEMBER'S SIGNATURES:

**SCHOOL DISTRICT #42
Maple Ridge - Pitt Meadows**

JOB DESCRIPTION

JOB TITLE:	Aboriginal Cultural Mentor	DATE:	February 2010
		REVIEWED:	June 2015
PAY GRADE:		LOCATION:	District Wide

JOB SUMMARY: The Aboriginal Cultural Mentor implements an Aboriginal cultural program to students and school staff that focuses on an awareness of Aboriginal, Métis and Inuit cultural activities and knowledge. Aboriginal cultural programs are intended to enhance the school-based curriculum and provide increased opportunities for cultural awareness, appreciation and understanding to the school and local community.

DUTIES:

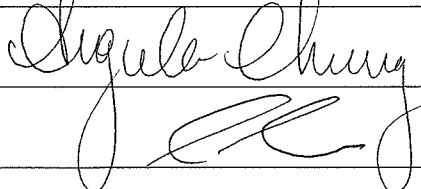
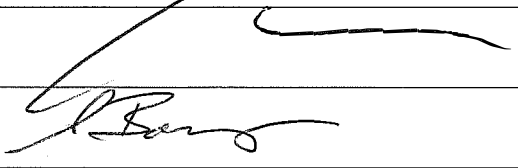
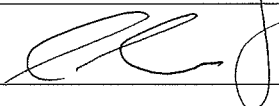
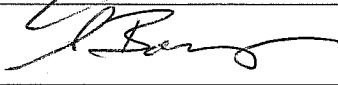
1. Develops a positive working relationship in the primary role as a cultural resource person displaying trust, consistency, stability and positive role modeling with staff, students and their families.
2. Instructs and supervises students on a one-to-one, small group or class basis in the development of cultural skills and knowledge.
3. Assists in developing, planning, adapting and implementing individual and group cultural activities for students to help build students' knowledge, skill-level and self-esteem.
4. Plans, coordinates and delivers after school cultural workshops - one or more per week.
5. Acts as a liaison between the Aboriginal Education Department and schools, other agencies and the student's home.
6. Meets regularly with the Aboriginal Department to discuss student concerns, programs, etc., and to receive guidance on unusual circumstances.
7. Assists in the maintenance of records appropriate to the various programs; monitors student attendance at after school cultural workshops.
8. Attends department and staff meetings as well as professional development as required.
9. Performs other assigned comparable duties which are within the scope of knowledge, skills and abilities required by this position.

REQUIRED KNOWLEDGE, ABILITY AND SKILLS

1. Successful completion of Grade 12 and one year post-secondary education in First Nations Culture or equivalent experience.
2. Demonstrated skills and abilities to provide cultural workshops and activities.

3. Current Standard First Aid/CPRC certification.
4. Two (2) years experience maintaining effective working relationships with members of the aboriginal community.
5. A proven interest in, and experience/ability to work with, students of aboriginal origin.
6. Knowledge and expression of the local aboriginal culture, heritage and value systems.
7. Knowledge of the effects on aboriginal students of cultural differences.
8. Demonstrated ability to communicate effectively and function harmoniously with staff, students, parents, visitors, and the aboriginal community.
9. Good nurturing skills in order to develop a helping relationship with students while maintaining behaviour standards.
10. Flexibility and patience in order to work effectively with students of a variety of abilities, behaviours and maturity.
11. Good observation skills and the ability to keep accurate notes and records.
12. A willingness to participate in related in-service training.
13. Demonstrated ability to work independently or as part of a team.
14. Demonstrated ability to exercise mature judgment and initiative.
15. A valid B.C. Driver's License.

JOINT COMMITTEE MEMBER'S SIGNATURES:

**SCHOOL DISTRICT #42
Maple Ridge - Pitt Meadows**

JOB DESCRIPTION

JOB TITLE: Aboriginal Support Worker

DATE: November 2016

REVIEWED: November 2018

PAY GRADE:

LOCATION: Various

JOB SUMMARY: Fulfilling a support role, the Aboriginal Support Worker assists the Itinerant Teacher for Aboriginal Education by working with identified Aboriginal students within schools in the district. Provides support to classroom teachers in the training and/or education of students of Aboriginal origin, works with students on an individual or small group basis, and provides guidance and support in order to foster educational success.

DUTIES:

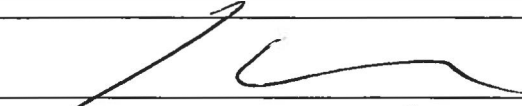
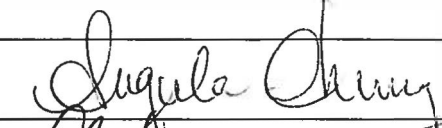

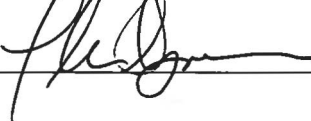
1. Develops a positive working relationship displaying trust, consistency and stability with students, staff and their families. Supports students and families in establishing, maintaining and achieving goals in the home and community to encourage positive social and emotional development.
2. Provides in-class academic support and guidance to students in order to foster their educational success.
3. Supervises students on a one-to-one or small group basis in the reinforcement of academic, cultural, life and social skills.
4. Assists in planning, adapting and implementing individual and group activities for students to help build the students' self-esteem and academic success.
5. Attends school based team meetings such as IEP, IBP, ICM, staff and professional development, providing input as required.
6. Meets regularly as an Aboriginal Education department to discuss student progress, situations and programs; and to receive guidance on unusual circumstances.
7. Maintains liaison between home, school, and other agencies.
8. Acts as a cultural resource person, participating in the implementation of cultural materials and assisting in cultural lessons as required.
9. Demonstrates positive role modeling with students and parents.
10. May be required to provide transportation for students.

11. Performs other assigned comparable duties which are within the scope of knowledge, skills and abilities required by this position.

REQUIRED KNOWLEDGE, ABILITY AND SKILLS

1. Successful completion of Grade 12 and one year post-secondary education in First Nations Culture or equivalent experience.
2. Two (2) years experience maintaining effective working relationships with members of the Aboriginal community.
3. Experience/ability to work with students of Aboriginal origin in an academic setting.
4. Knowledge of the local Aboriginal culture, heritage and value systems.
5. Knowledge of the effects on Aboriginal students of cultural differences.
6. Ability to communicate effectively and work harmoniously as member of a team with students, staff, families and the Aboriginal community.
7. Good nurturing skills in order to develop a helping relationship with students while maintaining behaviour standards.
8. Flexibility and patience in order to work effectively with students of a variety of abilities, behaviours and maturity.
9. Good observation skills and the ability to keep accurate notes and records.
10. A willingness to participate in related in-service training.
11. A valid B.C. Driver's License.

JOINT COMMITTEE MEMBER'S SIGNATURES:



ITEM 2

To: **Budget Committee of the Whole**

From: Chairperson
Korleen Carreras

Re: **DELEGATIONS**

Date: April 20, 2022
(Budget Committee of the
Whole Public Input Meeting)

Information

NO.	NAME	TOPIC
1	Charlene Moore	Childcare Workers
2	Yvonne Desabrais	Aboriginal Support Workers

Attachment



22225 Brown Avenue
Maple Ridge, BC V2X 8N6
Phone: (604) 463-4200
Website: www.sd42.ca

Guidelines for delegations wishing to make presentations on the Proposed Preliminary Budget 2022/23

Thank you for participating in the 2022/23 Budget Process.

We value input from individuals and partner groups on the Proposed Preliminary Budget 2022/23. Our Budget Committee-of-the-Whole meeting is planned to make people feel as comfortable as possible.

To ensure the business of governing education takes place as smoothly as possible, virtual School Board meetings follow structured rules of order so all viewpoints are heard. The following guidelines have been prepared specifically for groups or individuals interested in preparing and delivering presentations to the Board of Education.

It's a simple process

Groups or individuals who wish to present their views on the Proposed Preliminary Budget 2022/23 at the April 20, 2022, meeting must register with Karen Yoxall, Executive Coordinator to the Board, at budget@sd42.ca no later than noon on April 19, 2022.

Preparing your presentation

Delegations are most welcome to present their views on the Proposed Preliminary Budget 2022/23 <https://www.sd42.ca/board-of-education/budget-process/2022-budget-process/>

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.

Virtual committee meeting procedures

Only registered speakers will receive login details to join the virtual meeting as an attendee. When it is your turn to present, the host of the meeting (Secretary Treasurer and/or designate) will invite you to participate in the meeting as panelist. At the end of your Budget presentation, you can continue to listen to the meeting but as an attendee only.

The virtual committee of the whole meeting is a public meeting broadcasted live through the SD42 YouTube channel.