



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

Wednesday, April 28, 2021
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)
 - Penny Griffin (Attachment B)
 - Ron Lawrance (Attachment C)
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 2021/22 (5 minutes each)

- Charlene Moore
- Penny Griffin
- Ron Lawrance

C. CLOSING REMARKS

D. ADJOURNMENT



ITEM 1

To: **Budget Committee of the Whole**

From: Chairperson
Korleen Carreras

Re: **OPENING PROCEDURES**

Date: April 28, 2021
(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 (Attachment A)
- Penny Griffin (Attachment B)
- Ron Lawrance (Attachment C)

RECOMMENDATION:

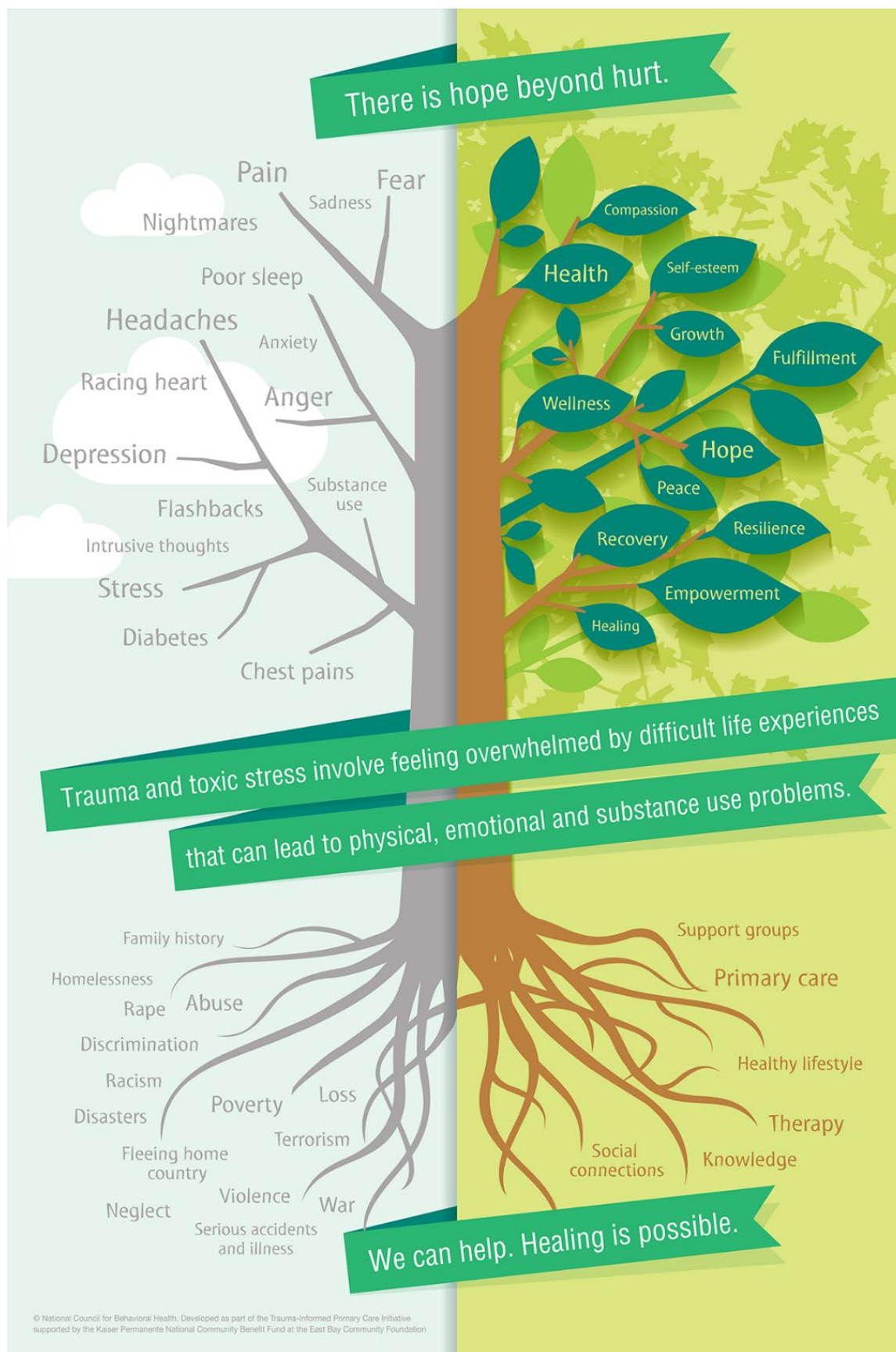
THAT the Board receive all correspondence, for information.

Attachments

4. *APPROVAL OF AGENDA*

RECOMMENDATION:

THAT the Agenda be approved as circulated.



Cnariene moore
Youth Worker @ SRT

I want to express my gratitude to the board for your commitment to our student's achievement and well-being. This is an extremely tough year. We are not through this yet and my thoughts are around the post pandemic mental health crisis. Thank you for adding our 4 one-time funded Child and Youth Care Worker (CYCW) positions to permanent positions. The role of the CYCW truly compliments our vision and mission as a district.

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

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

One of the learnings that have come out of the pandemic is how food security is provided through our schools. CYCWs work closely with community partners to ensure our students are getting their basic needs met in order to be learners. Providing food is an opportunity to build relationships to connect students and families to community resources. With some schools still only having access to a CYCW 8 hours a week, I ask again, how effective can we be with such limited time?

In the budget proposal it is stated that we need to invest in being proactive with our interventions. By investing in the role of Child and Youth Care Workers full-time (30 hours per week) at all elementary schools, you will be helping address the social, emotional and learning needs of our students.

Charlene Moore
Youth Worker @ SRT

We are an essential part of the integrated care model that this community is aiming for. We are front line in connecting students to services for their mental well-being. CYCW's offer support while families are waiting for services that will help their children develop coping skills, we are a complimentary support to the counsellors in schools as well as in the community as stated in the letters of support by our community partners.

There is an increase in attendance issues and anxiety among elementary students. Families are stressed and those stresses transfer over to children. The CYCW role is to work with those students and families to bridge the gap to get them into schools and community resources. With 8 hours a week, this is an impossible task. We can provide support to students to make it to their classroom daily, if we are there daily. CYCWs are part of School Base Teams where we discuss strategies to help students succeed in the classroom, that also takes time and when a CYCW is scheduled at multiple schools there is a huge communication gap and lack of support for the student in need. To say we have CYCW support at all schools is a great step, though to have a CYCW at all schools full-time can make a difference.

If our districts core values are based on research and current research on how trauma and stress effects our brains ability to grow and develop, then I would like you to consider expanding the preliminary budget to encompass a CYCW at all the elementary school's full time. Everyone can relate to the added pressures that this pandemic has caused people. When we think of families who were already dealing with kids with mental health issues, the

Charlene Moore
Youth Worker @ SRT

pandemic has brought these issues to the surface and our community resources are overwhelmed with referrals. It is in school that we can provide targeted help.

With new roles of CYCWs at schools, it is important that we provide support to the workers on how we can be best utilized. We are a unique position with skills that we share with families and integrated care teams. Mentorship is key in developing the role at schools so we can have consistency from school to school while meeting the needs of the school population. For mentorship, we need funding. We are currently working on a best practices handbook and we would like funds to support our new hires to shadow CYCWs in action to provide opportunity for learning, support and collaboration.

In reflection of one of our amazing speakers we had the privilege of listening to this year, Monique Grey asked a question that I will ask you...What do you want your legacy to be? Will you settle for the status quo?

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

Total \$1,228,290

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

Charlene Moore
Youth Worker @ SRT



Karen Osborne
School Meal and Snack Program Coordinator
Kids@friendsneedfood.com
604-466-3663

To whom it may concern:

I am writing today to talk about the importance of Child and Youth Care Workers in our schools. I have been coordinating the Friends In Need Food Bank School Meal and Snack program since 2016. Since then, I have had the honor and privilege of building relationships with many of the CCWs in our school district to help ensure that our students can learn better and feel a sense of care and community by providing meals and snacks to those who come hungry.

Food and food security play a huge role in the ability to encourage people to gather, chat, feel relaxed and connect with others that we might not usually connect with. This is especially true with children in the school setting. I have seen and heard first hand through my food deliveries and testimonials from staff, the difference it makes to the students to know that they are supported by the CCWs/YCWs who advocate for a breakfast and/or lunchtime regiment during the school week. For some students, they depend on this time to feel safe to socially interact, be themselves and connect with staff who then in turn, could provide a greater level of intervention and support to these students and their families when needed.

Every single week of the school year, I am contacted by CCWs/YCWs to order food for their meal and snack program. They are tirelessly devoted to the community connection and link between student and support system. Some are stretched to 2 or 3 schools instead of each school having their own CCW/YCW and I can feel the tension and stress in our email correspondence at times as they are trying to make sure the food orders sent to me are correct and each school and their needs are uniquely supported.

The Friends In Need Food Bank is honored to be a community partner with this ever growing school community and fully support and encourage the amazing and caring work the CCWs/YCWs do every day for the students of SD 42.

Sincerely,

Karen Osborne

Charlene Moore
Youth Worker @ SRT

The Alouette prevention team works alongside of sd42, our prevention role is to support youth during school hours, we serve youth whom have been directly or indirectly affected by addiction, and with the pandemic those number have sky rocketed. It is noticeable that working in schools has been successful because of our connection with the child and youth care workers in schools, they often are the ones who support our youth initially and assist us in building a trusting relationship with the youth, and often times are acting as a bridge to services, mainly due to the stigma behind asking for help.

We notice the correlation between being an outpatient service in schools and youth connecting more with us during school hours. We can confidentiality share an increase in youth engaging with services during school hours, and owe a big thank you to the youth care workers supporting and referring these connections, together as a team we reach more youth in a well-rounded manner.

The youth respond that they feel comfortable connecting during school hours, some key reasons is because school is a safe space and they don't need to schedule time out of their days to try and accommodate other times or rely on family schedules to be able to connect.

Alouette is ramping up our elementary and prevention program, because we are noticing a significant need for our younger age groups to have more of a connection with limited barriers to supports. It has become obvious that having services in schools has allowed students to have supports on the spot and not rely on transportation or scheduling conflicts to interrupt their opportunity of connections, having youth care workers in schools allows for our agency to act on referrals quickly and have a youth connected typically within 48 hours.

Working alongside the SD42 child and youth care workers has assisted in building bonds that I can confidentiality share have changed some of our local minors lives, I am excited to hear there is a potential to adding more elementary school hours, as the grade six and grade seven age group is starting to be recognized as the ages that are slipping through the cracks, adding elementary hours will provide more opportunities as an option for our elementary aged students to be connected sooner. In my perspective it would provide more diversity and opportunity to prevent struggles prior to the student being introduced to an overwhelming number of classes, emotions and social influences at their introduction to high school, which typically is grade eight. This will also allow the youth to learn the tools to connect and reach out to school supports when in need.

In my professional perspective, these kinds of connections and relationships are essential to introduce before entering high school, this way the youth become trusting of school supports, and we as well can work alongside the elementary workers to help transition high risk youth to their high schools and begin support sooner is wanted and or needed.

Alouette has two high school prevention workers and an elementary school prevention worker, our elementary school prevention worker does not have as much support to connect with in schools and limited school referrals, mainly due to the limited connection she has with the school supports and youth care workers, due to their limited schedules.

Prevention is catching the problem before it begins, supporting a youth before feeling lost and alone and having trusting individuals in one's life that young students feel comfortable being open with and connected too, the more we can implement this kind of relationship at a younger age, the better chance we have at supporting and positively influencing our community youth to live happier, healthier and safer lives.

Investing in supports, is investing in the future of our community's youth.

Sincerely, Prevention Counsellor Katelyn Ross,

Charlene Moore
Youth Worker @ SRT

P: 604-315-2741

E: Katelyn@alouetteaddictions.org



Friday, April 9, 2021

ATTN: SD42 management, School Board, and Superintendent, as applicable.

In my role with MCFD's North Fraser Indigenous Child and Youth Mental Health team, I have been asked to, and am happy to, provide a letter of support for the Child and Youth Care Workers (CCWs) within the District.

I currently receive a large percentage of my overall referrals from SD42, mostly for high-school-age children. Many of the referrals I receive are from CCWs, in collaboration with classroom teachers, counsellors, and administrators. It has been my experience that CCWs, in their role of supporting students and building relationships, are often more aware of the issues students are facing sooner than other school staff. In their role they bring these issues to their colleagues and, where appropriate, I am asked to assist.

I have long felt that there are many elementary school children who probably should be referred to us, or our related programs, before reaching high school. I suspect it is not a coincidence that, while high schools all have full-time CCWs, their presence in elementary schools is not consistent. I understand that, while some elementary schools have good CCW support, others have a CCW working as little as 8 hours a week. I suspect that were CCW hours increased in the elementary schools, more children with mental and emotional health and wellness issues would be identified sooner, and receive the help they need sooner.

I firmly believe that the CCWs, as frontline staff who regularly make referrals to community partners such as myself for their struggling students, provide an essential service within the District. If an increase in their presence in elementary schools in the District is possible, I would strongly advocate that it be considered a good use of resources.

Thank you, Roger

Roger Ekman

Ministry of Children and Family Development Indigenous Child and Youth Mental Health Community Outreach
Port Coquitlam, Pitt Meadows, and Maple Ridge, BC Call or text: 604-816-5580

UNTIL COVID19 RESTRICTIONS ARE LIFTED, MOST OF OUR INTAKE WORK IS BEING DONE BY PHONE. OPTIONS ARE: • CALL ME FOR CONSULTATION, OR FOR ASSISTANCE CONNECTING WITH INTAKE, OR... CONTACT THE CYMH INTAKE CLINICS IN YOUR AREA:

22323 119th Avenue, Maple Ridge (for Maple Ridge and Pitt Meadows)
Main office: 604-466-7300

I acknowledge that the North Fraser Aboriginal Child and Youth Mental Health Team provides services within the ancestral, traditional and unceded territory of the Coast Salish nations.

Charlene Moore
Youth Worker @ SRT

Dear School District SD42 Board of Education,

I am writing to offer my support to the Child and Youth Care Workers in the Maple Ridge, Pitt Meadows area. I work with Child and Youth Mental Health and our organization works with moderate to severe mental health disorders. As such, I see some of the most vulnerable youth in our region who often have multiple and complex struggles.

I often hear from these youth that the Child and Youth Care Workers are a primary support for them in schools. Many of my clients struggle with social interactions due to their mental health and as a result can experience isolation in schools that can lead to further struggles.

Many of my clients also struggle with academics. It is the Child and Youth Care Workers who provide support, with a smile and acceptance that can help them regulate in order to be present in class. This support can provide an anchor for some of my clients that enables them to continue to attend and engage in school, a goal we have for all of our youth.

I understand that there are limitations in the budgets, and we would love to provide all things to all children. I also realize that this is not possible. I do request however, that you keep in mind the importance of these relationships and practical help provided by the Child and Youth Care Workers, especially to our most vulnerable youth.

As you consider the allocation of hours for the coming year, I ask that you keep in mind that to be effective at their jobs, build relationships and foster a sense of community and stability in the classrooms, they require a felt presence in the schools.

Please consider increasing the hours provided to the Child and Youth Care workers in the Maple Ridge and Pitt Meadows area. I have heard for years from children how much these relationships have meant to them and the important impact they can have on our youth.

Thank you for your consideration,
Virginia Jacob
Child & Youth Mental Health Clinician
22323 119 Street,
Maple Ridge, BC V2X 2Z2
Phone: Direct line: 778-572-4104
Email: Virginia.Jacob@gov.bc.ca

Charlene Moore
Youth Worker @ SRT

Rationale for Maintaining Board funding for WEX

To cover the requirement of providing WEX 12A credits

(In other word - Audit Compliance)

1 - Preparing students for a WEX placement, and is outlined in the student orientation booklet "Career Development: Bringing Life to Learning"

- Resume
- Cover letter
- Interview Skills
- Workplace Safety
- Workplace Rights and Responsibilities
- Workplace Etiquette
- BC Employment Standards Act
- Human Rights Code and Laws Against Discrimination

During the PMSS audit in 2016, it was emphasized that orientation must be provided by the Work Experience teacher separately, and in addition to instruction provided in Career Education courses (CE 8, 9, CLE 10, CLC 12).

In addition, the following documentation must be completed prior to a paid/unpaid WEX placement:

- Work Education Agreement (providing WorkSafe coverage for unpaid WEX) OR a WorkSafe BC Clearance Letter (paid WEX)
- Student Training Plan
- Work Experience Enrolment Form
- Site Specific Safety Questionnaire
- Worksite Safety Checklist (Covid considerations)

2 – During the WEX placement student activity must be monitored:

- Ensure that the Work Hour Log is being completed (including skill development)
- Workplace safety is being maintained
- Workplace etiquette is being maintained
- Workplace rights and responsibilities are being maintained

3 – After the WEX placement is completed:

- Submission of remaining paperwork:
 - Self-Evaluations
 - Employer Evaluations
 - Updated Resume
 - Reflections on skills acquired and transferable

To complete these tasks time must be spent with each student on a person to person basis as no two situations are similar with regards to individualized Training Plan and work placement. Just as important is the relationship with the employer. Work site visits are crucial (and audit requirement), though have been difficult to carry out under current staffing and would be impossible if staffing cuts were implemented.

Over the years strong relationships have been cultivated between the Career Centre and the community. Through site visits and other communications, we have come to know our community business managers/owners and volunteer organizations well. These groups in return have joined the school community through participation in mock Interview Fairs (CLE 10) and Transition Plan/Capstone Portfolio Presentations (CLC 12), and job fairs. The community now knows they can reach out to the Career Centre when volunteers are needed to run community events such as Christmas and Lantern Festivals, Remembrance Day Ceremonies, Pitt Meadows Day, and so on. Our feeder elementary

school also reach out for help running their sports program and carnivals. By creating opportunities for our students to volunteer/work in their community, they develop a sense of belong that continues long after graduation.

Then everything else

Over the years, as counselors have been providing more care to support to students' social, emotional, and mental health needs, Career Centres have been providing academic advising. This includes:

- Scholarship
 - District
 - Post-Secondary
 - Community
- PSI Nights and visits
- Trades Programs
 - Advertise and recruit students
 - Facilitate application process
- Co-ordinate Grade 9 Take Our Kids to Work Day
- Co-ordinating fieldtrips in support of career exploration and post-secondary options
 - Career and Education Fair
 - BC Tech Summit
 - Pixar at Science World
- Post-Secondary Applications
 - Navigating application site
 - Providing supporting documentation
- Supporting CLE and CLC
 - Provide opportunities for students to complete the 30 hours of work experience (paid or volunteer) required for graduation
 - presentations in class
 - running Interview Fair (CLE 10)
 - running Capstone/Transition Plan Presentation Day
 - booking guest speakers (even during a pandemic)
 - EducationPlanner
 - Arrive Alive After 5
 - Kiewit (jobs in construction)
 - Canadian Coast Guard (careers)
 - Canadian Chartered Accountants (budget

Since CPA's are only at a school every other day, and Work Experience teachers have other blocks to teach, many of these duties occur at lunch or after school, whenever Career Centre staff is available. By reducing Career Centre staffing, these services will be limited, if happening at all.

Finally, the numbers

The three blocks of Work Experience given to each school has provided great value. Most schools register far more than 30 students per block in both WEX and Community Services Learning: at PMSS alone, an additional 40 students by the end of September 2020. If given just one block out of FTE, enrolment would need to be capped to ensure every student is supported and audit compliant. Traditionally there has been an influx of Work Experience students in September. Within the school this has allowed other courses to run. By removing the funding of the 3 targeted blocks and making WEX compete with for blocks in the school's FTE, the potential of the program is diminished

and the Work Experience teacher would not be in a position to support these new students in September. In all schools WEX and CSL run outside the timetable and is the student's ninth course, again providing extra funding. Cutting WEX blocks would be the end of Work Experience lead to the end of the program altogether. If there is no time to promote the program, recruit students, liaison with work sites, student enrolment in the classes would collapse.

Honored Board Members of SD#42:

During this extremely difficult time it is essential that the board support the mental health of our students. To this end, it must be acknowledged that our elementary schools are in a state of "Mental Health Crisis". Children are crying themselves to sleep at night, afraid to eat at school, and afraid that their families are going to die from COVID. These are children who before COVID had no mental health issues. They are also children who are being overlooked due to the high demands on our elementary counselling system.

Elementary counsellors are overworked and completely overwhelmed with how to manage this crisis. Let me be completely clear, Covid has created a state of crisis that must be dealt with, decisively, clearly and immediately.

Parents and children are asking for counselling, principals are begging for more counselling time, teachers are frustrated that their students are not getting the help they need, and counsellors are looking at this budget and asking where this crisis is being addressed? We have clearly been told that there is NO MONEY for more counselling time. I ask you to seriously consider how, you the board, can find money to address this crisis and help those children who are suffering in silence.

Ron Lawrance.

Respectfully,

Ron Lawrance,
Elementary Counsellor
SD #42

Please see next page for presentation to the board

April 28, 2021

Good evening and thank you for letting me speak with you tonight.

My name is Ron Lawrance and I have been a counsellor for nearly 40 years. I have been an elementary school counsellor for 13 years and have worked all across the district.

Those of you who know me, you know that I am not an alarmist, so when I tell you our elementary schools are currently in an era of **mental health crisis**, you know I do not say this lightly.

The BC Government has declared a state of emergency, and rightfully recognizes that children need the stability of their school communities for their state of mental health. Where we are missing the mark is properly supporting these children with counselling services.

Trying to explain the level of anxiety, depression, self-harm and suicidality in our elementary schools in 5 minutes is a formidable task, but I will do my best.

I have broken our concerns into the following three headings:

- 1) Elementary children's cultural fears related to Covid,
- 2) Overwhelming requests for counselling services that are not being met, and
- 3) Exponential increase in anxiety, depression, self-harm and suicide ideation within the elementary schools

- 1) Elementary children's cultural fears related to Covid;

Violence directed at the Asian Community is up 717% in the lower mainland this year compared to last year (the highest in Canada). Authorities are directly linking this increase to Covid.

Our children with Asian ancestry are worried that they are targets for violence. They are also worried that their siblings, parents and grandparents are also in danger. They do not feel safe, and we know that living in fear is incredibly detrimental to mental well-being.

Deaths in India reached 2000, in one day, on Monday, April 26th. Flights from India have been cancelled and many of our children have relatives living and dying in India.

These children are also worried that violence will be directed towards them and their families because of their heritage.

Our Indigenous community, according to health Minister Adrian Dix, are much more susceptible to Covid related hospitalizations than non-Indigenous people. We can not overstate the fear and anxiety this creates for our Indigenous students. Again, this leaves children living in a state of anxiety.

2) Overwhelming requests for counselling services that are not being met.

Children, parents, principals, and teachers are all begging for an increase in counselling services in our elementary schools. We simply can not provide enough service during this time of crisis.

Families waiting to receive counselling services from community agencies are experiencing 9 month wait lists, and that is only if their case is considered to contain serious enough mental health related issues. Start, our community-based suicide response team, says they have “seen a massive increase in service requests”.

3) Exponential increase in anxiety and depression in the elementary schools.

It is incredibly difficult to hear that a child of only 13 years has passed away from Covid in Ontario. And on Tuesday morning it was announced that an infant passed away from Covid in BC. We know that with the death of children, in our country, mental health concerns will continue to increase.

We know that during this crisis, it is essential that children attend school, where they can receive counselling to help them manage a rising mental health issue. Helping children in the moment will ultimately ensure that they are not building a trauma base that could take a lifetime to overcome.

Families are struggling, as their social interactions outside school have been seriously impacted by Covid. We all need something that brings “joy to our lives”. This is especially true during our youth. When the world sucks all the JOY out of our life, our mental health is in serious jeopardy. Covid is sucking the joy out of children’s lives.

I am currently helping out in a school that is understaffed, and I have been told, by children, that they are crying themselves to sleep at night, others are afraid to take off their masks to eat at school, and many have developed anxiety and depression as a direct result of Covid. These are children who are not being served.

Our counselling model includes individual counselling, group counselling, and classroom presentations. Before Covid, we were able to serve most children within this system we spent years building. However, Covid has devastated the lives of our children increasing serious mental health issues within the elementary school system. If left unchecked, this crisis will grow into a mental health monster we will still be treating years from now.

So, I am requesting the Board implore Senior Team to redirect some of the one-time budget and staffing items to increase counselling time in elementary schools during this time of crisis.

Respectfully, Ron Lawrance M.S.W.

**ITEM 2**

To: **Budget Committee of the Whole**

From: Chairperson
Korleen Carreras

Re: **DELEGATIONS**

Date: April 28, 2021
(Budget Committee of the
Whole Public Input Meeting)

Information

NO.	NAME	TOPIC
1	Charlene Moore	Child and Youth Care Workers
2	Penny Griffin	Work Experience
3	Ron Lawrance	Elementary Counsellors

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 2021/22

Thank you for participating in the 2021/22 Budget Process.

We value input from individuals and partner groups on the Proposed Preliminary Budget 2021/22. 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 2021/22 at the April 28, 2021 meeting must register with Karen Yoxall, Executive Coordinator to the Board, at budget@sd42.ca no later than April 26, 2021.

Preparing your presentation

Delegations are most welcome to present their views on the Proposed Preliminary Budget 2021/22 <https://www.sd42.ca/board-of-education/budget-process/2021-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.