



**CAMPBELL RIVER**  
School District 72

MEMO

**Date:** June 14, 2024  
**To:** The Board of Education  
**From:** Kevin Patrick, Secretary-Treasurer  
**Subject:** **PUBLIC BOARD MEETING – June 18, 2024**

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**A Meeting of the Board of Education will be held:**

**Date:** **Tuesday, June 18, 2024**  
**Time:** **7:30 pm**  
**Place:** **School Board Office Board Room, 425 Pinecrest Rd**

The public is invited to attend the public board meeting in person or join the meeting livestream. The following link will allow you to observe the board meeting and to electronically participate in the question period on agenda items.

Attend the June 18 meeting online <https://bit.ly/3yujDdy>

SD72 event calendar <https://www.sd72.bc.ca/page/109/calendar>

Kevin W. Patrick, CPA, CGA  
Secretary-Treasurer

KWP:nc

Enc.

c: Schools  
Partner Groups

# SCHOOL DISTRICT NO. 72 (CAMPBELL RIVER)

## BOARD OF EDUCATION PUBLIC BOARD MEETING 7:30 pm Tuesday, June 18, 2024 School Board Office Board Room

### DRAFT AGENDA

1. Call to Order/ Chairperson's Remarks
2. Superintendent's Remarks
3. Approval of the minutes of the meeting of May 28, 2024 *Exhibit*
4. Business arising from the minutes
5. Additions or alterations to the agenda
6. Approval of the agenda
7. Report of Board decisions from the June 18, 2024 Confidential Board Meeting
8. Correspondence
9. Public Submissions
10. Agenda Submissions
11. Educational Submissions
12. Electorate and Board Matters
  - A. Board Governance Policy - Notice of Motion (C Gillis) *Exhibit*  
- *Policy 7 –Trustee Code of Conduct*
  - B. Trustee travel per diem recommendation (K Patrick) *Exhibit*  
*(motion required)*
  - C. Trustee remuneration recommendation (K Patrick) *Exhibit*  
*(motion required)*
13. Educational Issues
  - A. Board/ Authority Authorized courses (G. Manning) *Exhibit*  
Wellness 10  
Wellness 11  
Wellness 12  
*(motions required)*

Public Board Meeting June 18, 2024

- B. Digital device restrictions in schools (G Manning) *Exhibit*
- 14. Business Administration
  - A. 2024-2025 Major capital plan application (K Patrick) *Exhibit*  
*(motion required)*
  - B. Finance Warrant No. 11, May 31, 2024 (K Patrick) *Exhibit*  
*(motion required)*
- 15. Committee Reports
- A.
- 16. Any Other Business
- 17. Questions from Anyone Present on Agenda Items for This Meeting
- 18. Adjournment

Kevin W. Patrick, CPA, CGA  
Secretary-Treasurer

KWP:nc

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The following link will allow you to observe the board meeting and to electronically participate in the question period on agenda items. <https://www.sd72.bc.ca/Board/boardmeetingschedule>

**MINUTES OF A MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 72 (CAMPBELL RIVER), HELD IN PERSON AND ELECTRONICALLY AT 7:30 PM, ON TUESDAY, MAY 28, 2024**

**Present:** K. Eddy Chair; C. Gillis, Vice-Chair; S. Briggs, J. Gladish, D. Hagen, D. Harper, J. McMann, Trustees; P. Cizmic, Associate Superintendent, M. Kyle, Associate Superintendent; G. Manning, Superintendent; and K. Patrick Secretary-Treasurer.

**24-95 Call to order/ Chair’s remarks**

Board Chair Eddy called the meeting to order at 7:31 pm. Eddy noted her appreciation for being able to attend the play potlatch hosted by Cedar school as well as the district staff retirement event on May 23.

**24-96 Superintendent’s remarks**

Superintendent Manning shared his anticipation of the upcoming school concerts and year end events, Métis sashing ceremony, Indigenous graduation ceremony, high school commencement ceremonies, awards nights and sports banquets.

**24-97 Approval of the minutes of May 14, 2024**

It was proposed by J. Gladish , seconded by C. Gillis and **CARRIED:**

*THAT the minutes of the meeting of May 14, 2024 are hereby approved as circulated.*

**24-98 Additions to the agenda**

14A Amended 2024 2025 capital bylaw (K. Patrick)

**24-99 Approval of the agenda**

It was proposed by J. McMann, seconded by S. Briggs and **CARRIED:**

*THAT the agenda is hereby approved as amended.*

**24-100 Report from the May 28, 2024 Confidential Board Meeting**

Vice-Chair Gillis reported general statements of matters discussed in the Board’s Confidential Meeting, and in accordance with Section 72(3) of the School Act, reports the following:

- 1. Teaching, administrative and support staff changes;
- 2. Property, legal and financial issues.

**24-101 Annual Facilities Grant**

Director of Operations, Jason Decksheimer, gave a presentation on the Annual Facilities Grant (AFG). Decksheimer shared that the AFG funding from the Ministry is restricted to upgrading or replacing existing facilities and fixed assets, health and safety requests and accessibility upgrades. The funding is allocated in alignment with district priorities and regulatory requirements and some of it has been used to support school initiated projects.

**24-102 Annual budget bylaw for the fiscal year 2024-2025**

Secretary-Treasurer Patrick reviewed the preliminary budget which is based on student enrolment estimates for 2024-2025 and associated costs to deliver services. The senior management team is proceeding with the recommendations for budget allocations. Following questions by Trustees:

It was proposed by D. Hagen, seconded by S. Briggs and **CARRIED UNANIMOUSLY:**

*THAT the Board hold all required readings of the Annual Budget Bylaw in the amount of \$91,524,470 for the fiscal year 2024/2025 at this meeting.*

It was proposed by D. Hagen, seconded by J. Gladish and **CARRIED:**

*THAT the Annual Budget Bylaw in the amount of \$91,524,470 for the fiscal year 2024/2025, pursuant to section 113 of the School Act, be and is hereby read for the first time.*

It was proposed by C. Gillis, seconded by D. Hagen and **CARRIED:**

*THAT the Annual Budget Bylaw in the amount of \$91,524,470 for the fiscal year 2024/2025, pursuant to section 113 of the School Act, be and is hereby read for the second time.*

It was proposed by D. Harper, seconded by J. Gladish and **CARRIED:**

*THAT the Annual Budget Bylaw in the amount of \$91,524,470 for the fiscal year 2024/2025, pursuant to section 113 of the School Act, be and is hereby read for the third time, passed and adopted.*

**24-103 2024-2025 Board meeting schedule**

Secretary-Treasurer Patrick provided the draft 2024-2025 schedule of board meetings.

It was proposed by D. Hagen, seconded by J. McMann and **CARRIED:**

*THAT the draft Board of Education Meeting Schedule for 2024-2025 be adopted as presented.*

**24-104 Capital Plan Bylaw No. 2024/25-CPSD72-02**

It was proposed by D. Hagen, seconded by C. Gillis and **CARRIED:**

*THAT the Capital Plan Bylaw No. 2024/25 CPSD72-02 for projects identified in the May 27, 2024 Capital Plan response letter from the Ministry of Education and Child Care be given all three readings at this meeting.*

It was proposed by D. Hagen, seconded by S. Briggs and **CARRIED:**

*THAT the Capital Plan Bylaw No. 2024/25 CPSD72-02 for projects identified in the May 27, 2024 Capital Plan response letter from the Ministry of Education and Child Care is hereby read for the first time.*

It was proposed by C. Gillis, seconded by D. Hagen and **CARRIED:**

*THAT the Capital Plan Bylaw No. 2024/25 CPSD72-02 for projects identified in the May 27, 2024 Capital Plan response letter from the Ministry of Education and Child Care is hereby read for the second time.*

It was proposed by D. Harper, seconded by J. McMann and **CARRIED:**

*THAT the Capital Plan Bylaw No. 2024/25 CPSD72-02 for projects identified in the May 27, 2024 Capital Plan response letter from the Ministry of Education and Child Care is hereby read for the third time, passed and adopted.*

**24-105 Superintendent’s student leadership committee May 23, 2024**

Trustee Briggs reported that the Superintendent’s student leadership committee met on May 23 and discussed topics including: student councils, school washroom and changeroom facilities, committee representation and the district’s Accessibility Plan.

**24-106 District Parent Advisory Committee May 24, 2024**

Trustee McMann attended the District parent advisory committee (DPAC) event on May 24. The event was open to all parents and featured discussions on how to build the capacity of DPAC and school PACs.

**Adjournment**

The meeting adjourned at 8:28 pm



## TRUSTEE CODE OF CONDUCT

This policy applies to all trustees and is designed to clarify the expected conduct of members of the School District 72 (Campbell River) Board of Education. Each democratically elected trustee is expected to govern in a fair and ethical manner and model exemplary public behaviour.

Trustees fully acknowledge the critical trust invested in the board by the electorate and are dedicated to governing the affairs and business of the district in a professional manner that recognizes and affirms the rights and dignity of students. Trustees represent the broad needs of the entire school district and the community, allocating resources efficiently, inclusively, and responsibly in the best interest of all students.

The board is committed to providing high quality education for all public school students within a supportive, accessible, and enriching learning environment. Trustees uphold the commitments articulated in the Trustee Code of Conduct and address any violation at confidential meetings of the board. The board may, at its discretion and by resolution of the voting trustees, make public the outcome(s) of the official complaint process if the board considers this reasonable and appropriate.

It is the board's expectation that each trustee will adhere to high ethical standards in their dealings with other trustees, district staff and the community.

Each newly elected board shall review this policy as part of an orientation process within 6 months of the start of their term and annually throughout their term.

As a trustee and member of the Board of Education, I will:

1. Make decisions that support the improvement of student achievement, equity, and well-being;
2. Carry out my duties in accordance with the provisions of the *School Act* and oath of office, as well as all other relevant legislation, regulations and board policies;
3. Earnestly attempt to understand the needs and aspirations of the entire district;
4. Recognize and demonstrate my duty to represent and advocate for the best interests of students in the community by making fair and inclusive decisions and uphold the B.C. Human Rights Code, speaking out against racism, and respecting the rights of Indigenous Peoples including First Nations on whose traditional territories our schools operate;
5. Work cooperatively with the board treating other trustees with respect and consideration and refrain from making discrediting comments about others;
6. Exercise my duties of governance by demonstrating an understanding of the importance of mutual respect, transparency and impartiality. I will act with integrity and be accountable for my actions and decisions with a commitment to ethical practices and principles;
7. Devote sufficient time, thought and study to the duties of trusteeship in order to ensure the district is well governed, inspires public confidence and to provide credible service;
8. Consider all information and opinions presented to the board in making decisions without bias, and abide by and uphold the district vision and values, and decisions of the board;
9. Keep in confidence any personal or confidential information obtained in my capacity as a trustee and not disclose the information except when required by law or authorized by the board to do so;

10. Not withhold or conceal information that may have a material impact on the deliberations of the board or administration of the district;
11. Declare any conflict of interest as stated in the *School Act* and not participate in, vote on, or exert influence on, any decision in which I have any interest;
12. Avoid outside pressure to use the trustee position to benefit either myself or any other individual or agency;
13. Recognize that as a corporate board, the authority to make decisions must only be made within an official meeting of the board. Individual trustees or committees of trustees may not exercise the rights, duties and powers of the board;
14. Conduct district business in a manner consistent with the expectations for the prevention of fraud as stated in Operational Procedure 520 (Fraud Prevention & Investigation);
15. Respect the authority vested in the role of the superintendent of schools and of the executive staff of the school district and shall give the responsibility to manage and operationalize policies and directions, which have been established and evaluated by the board, to the superintendent and these executive officers;
16. Recognize that, although elected from a particular area of the district, my responsibility is to ensure that decisions are made in the best interests of the district as a whole;
17. Represent the board in all board related matters with proper decorum and respect for others;
18. Ensure fair and respectful relationships to support safe and inclusive workplaces and communities; and
19. Demonstrate responsible digital citizenship, including minimizing the risks associated with the use of electronic communications and social media.

#### **Enforcement of the Trustee Code of Conduct**

The board may establish procedures to provide for the resolution of conflicts among trustees and to enforce the code of conduct and, where necessary, impose sanctions on trustees who violate the code of conduct.

The board expects each board member to adhere to the code of conduct in carrying out the role of trustee. The board recognizes that code of conduct infractions vary in their intent and severity and has established both informal and formal enforcement procedures.

A board member or the superintendent or, in the case of an infraction of confidentiality, the secretary-treasurer, shall in confidence bring an alleged infraction of the code to the attention of the board by notifying the chair or, in the absence of the chair or if the alleged infraction has been made by or about the chair, the vice-chair, who in such instances shall undertake the responsibilities of the chair.

Notification of the chair shall be made in writing and within seven days of the board member or superintendent first becoming aware that the alleged infraction has occurred. The notification shall include: the name of the board member who is alleged to have breached the code; the alleged infraction or infractions of the code; information as to when the infraction came to the individual's attention; the grounds for the belief of the individual that an infraction of the code has occurred; the names and contact information of any witnesses to the infraction or any other persons who have relevant information regarding the alleged infraction; and, the signature of the individual alleging the infraction of the code.



## Procedures

### 1. Informal

- 1.1 The chair, on their own initiative, or at the request of the board member, superintendent or secretary-treasurer, who alleges an infraction of the code has occurred, may meet confidentially and informally with the board member who is alleged to have breached the code, to discuss the infraction. The chair shall bring the allegation of the infraction to the attention of the board member and discuss sanctions to address the infraction as an infraction and/or measures to correct the offending behaviour.
- 1.2 The sanctions or measures to address the alleged infraction as an infraction may include a warning, an apology, or an agreed-upon consequence which may include that the board member engage in professional development.
- 1.3 In circumstances where the chair believes that the alleged infraction occurred, and the board member concurs, the agreement of the board member that the infraction of the code occurred and with the sanctions or measures imposed shall be reported to a confidential meeting or confidential session of the board and no further action in respect to the infraction shall be taken.
- 1.4 In circumstances where the chair believes that the alleged infraction occurred, and the board member does not agree that the infraction occurred or with the suggested sanctions or measures, the allegation of an infraction of the code may be elevated by the chair or the board to the formal code of conduct enforcement procedures.
- 1.5 In circumstances where the chair does not believe that the alleged infraction occurred, the chair shall dismiss the allegation and report the alleged infraction and chair's findings to a confidential meeting or confidential session of the board and no further action in respect to the infraction shall be taken and the matter shall be closed.

### 2. Formal

- 2.1 In the absence of informal resolution of the alleged infraction and within 14 days of receiving the notification of the alleged infraction, the chair shall compile the information obtained in the originating notification of the alleged infraction and any actions the chair may have taken to address the allegation and make a confidential report to the board in a confidential meeting or confidential session. The chair's report to the board shall include the chair's recommendation in respect to the merits of the board conducting an investigation into the alleged infraction of the code.
- 2.2 The board in confidential meeting, by motion, shall within 14 days of receiving the report of the chair, confirm or reject the recommendation of the chair to conduct an investigation of the alleged infraction of the code.
- 2.3 Where the board determines that an investigation should be made into the alleged infraction of the code, within 28 days of receiving notification from the chair of the alleged infraction, the board shall by any appropriate means, including engagement of an independent investigator by the secretary-treasurer, make inquiries into the alleged infraction. On the basis of the results of the inquiry, the board in confidential meeting, by motion, shall decide whether the board member has breached the code and impose sanctions appropriate to the severity of the infraction.
- 2.4 The board member alleged to have breached the code shall not vote in respect to a motion to undertake an investigation of the alleged infraction nor vote in respect to a motion to confirm the alleged infraction or impose sanctions.

### 3. Sanctions for Infraction

Where the board determines that a board member has breached the code, the board may censure the board member or, where the infraction includes the failure to maintain the necessary confidentiality of information, bar the board member from attending all or part of a meeting of the board or a committee of the board and the board member shall not receive any materials that relate to that meeting that are not available to the public. These sanctions are not intended to limit any other response, action or remedy that the board may decide to take or pursue.

- 3.1 Upon the board determining that a board member has breached the code and any sanctions to be imposed:
- The board shall give the board member written notice of the determination and sanctions;
  - Provide the board member with 14 days to make written submissions to the board regarding the determination and/or sanctions;
  - After considering the submissions, the board shall confirm or revoke a determination within 14 days of receiving the submissions;
  - If the determination is revoked, the sanctions are revoked; and
  - If the determination is confirmed, the board shall confirm, vary or revoke the sanctions.
- 3.2. Where an infraction of sections 1 to 19 inclusive of the code has occurred, sanction of a board member shall be undertaken by the chair writing a letter of censure marked “personal and confidential” to the board member in question. This action shall be reported at the next regular board meeting.
- 3.3. For a second occurrence, a motion of censure shall be presented against the board member in question, at a regular board meeting, unless to do so would require a disclosure of confidential information other than a previous letter of censure.
- 3.4. For a third and subsequent occurrence, a motion to remove the board member in question from one, or more, or all board appointments shall be presented at a regular board meeting.
- 3.5. Where there has been a failure to maintain the confidentiality of information and an infraction of section 9 of the code has occurred, in addition to the above sanctions, the board may bar a board member from attending all or part of a meeting of the board or a committee of the board. When a sanction has been imposed that bars a board member from attendance at a meeting of the board it is considered to be an absence authorized by the board.

Legal References:	<i>School Act Secs. 33, 55-65, 85</i>
Monitoring Method:	<i>Board Governance Policy Committee</i>
Monitoring Frequency:	<i>Every four years</i>
Adopted:	<i>June 25, 2013</i>
Last Revised:	<i>June 20, 2017</i>
	<i>October 2017</i>



## MEMO

**Date:** June 14, 2024  
**To:** Board of Education  
**From:** Kevin Patrick, Secretary-Treasurer  
**Subject:** **Trustee Per Diem Analysis**

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Trustee remuneration is reviewed annually as per Board Governance Policy 24: Board member remuneration and expense allowance.

**Per diem rates**

The school district annually reviews meal and per diem rates as part of the trustee remuneration analysis. Other island school district, provincial and BC School Trustee Association rates are reviewed by the board to determine if a change is supported before approving any changes. The board will establish the rates by motion. As per Board Governance Policy 24, the recommendation is to meet the BC School Trustee Association per diem rates set April 1, 2024:

Breakfast \$15.00  
Lunch \$20.00  
Dinner \$32.00

Full day \$67.00

**Trustee mileage rates**

The school district sets the trustee mileage reimbursement rate after reviewing comparable district, provincial and BC School Trustee Association rates. Mileage reimbursement is paid to Trustees who are required to use their own vehicles for board business outside of the district or who are authorized to use their own vehicles for board business inside the district. The board does not require a motion to set the rates. As per Board Governance Policy 24, the recommendation is to meet the BC School Trustee Association rate set February 26, 2024:

\$0.70/km

Kevin W. Patrick, CPA, CGA  
Secretary-Treasurer

KWP:nc

Att.

Board of education	Meal Allowance 2023/2024			
	Breakfast	Lunch	Dinner	Full Day
SD61 (Greater Victoria)	\$ 10.00	\$ 15.00	\$ 25.00	\$ 50.00
SD62 (Sooke)	\$ 12.00	\$ 17.00	\$ 26.00	\$ 55.00
SD63 (Saanich)	\$ 12.00	\$ 17.00	\$ 26.00	\$ 55.00
SD64 (Gulf Islands)	\$ 15.00	\$ 20.00	\$ 32.00	\$ 67.00
SD68 (Nanaimo-Ladysmith)	\$ 12.00	\$ 17.00	\$ 26.00	\$ 55.00
SD69 (Qualicum)	\$ 12.00	\$ 17.00	\$ 26.00	\$ 55.00
SD70 (Pacific Rim)	\$ 15.00	\$ 20.00	\$ 32.00	\$ 67.00
SD71 (Comox Valley)	\$ 12.00	\$ 17.00	\$ 26.00	\$ 55.00
SD72 (Campbell River)	\$ 12.00	\$ 17.00	\$ 26.00	\$ 55.00
SD79 (Cowichan Valley)	\$ 10.00	\$ 15.00	\$ 25.00	\$ 50.00
SD84 (Vancouver Island West)	\$ 17.00	\$ 19.00	\$ 27.00	\$ 63.00
SD85 (Vancouver Island North)	\$ 15.00	\$ 20.00	\$ 30.00	\$ 70.00
<b>2023/2024 average</b>	<b>\$ 12.83</b>	<b>\$ 17.58</b>	<b>\$ 27.25</b>	<b>\$ 58.08</b>

**2023/ 2024 Ministry of Finance rate \$ 14.16 \$ 16.38 \$ 28.31 \$ 58.85**

**2024/ 2025 Ministry of Finance rate \$ 14.58 \$ 16.87 \$ 29.16 \$ 60.61**

**2023/2024 BCSTA rate \$ 12.00 \$ 17.00 \$ 26.00 \$ 55.00**

**2024/2025 BCSTA rate \$ 15.00 \$ 20.00 \$ 32.00 \$ 67.00**



## **BOARD MEMBER REMUNERATION AND EXPENSE ALLOWANCE**

### **1. Remuneration**

The board shall authorize trustee remuneration, a part of which shall be a tax-free amount, and shall make provision for allowances for expenses incurred while conducting board business.

- 1.1 Trustee remuneration will be reviewed annually.
- 1.2 Remuneration as described in the School Act regulations will be paid to trustees on a monthly basis, one-third in the form of a tax-free expense allowance and two-thirds as taxable income.
- 1.3 Board chair, board vice-chair and trustee remuneration is determined by the formula recommended by a community based committee and approved by the board on December 18, 2007.
- 1.4 The superintendent or designate will arrange for direct bank deposit of cheques by having trustees complete the necessary banking authorization form.
- 1.5 Remuneration for mileage accrued will be paid to trustees who are required to use their own vehicles for board business outside of the district or who are authorized to use their own vehicles for board business inside the district.
- 1.6 Remuneration for mileage accrued while on board business shall be paid monthly or at the end of the calendar year.
- 1.7 As a business rate is applied by ICBC to trustees who attend more than four functions per month for board business, such increase shall be reimbursed.
- 1.8 Remuneration for the actual cost of babysitting and/or elder care required to enable the participation of trustees shall be paid by the board.
- 1.9 No trustees shall receive mileage from home to board office to attend meetings other than trustees elected from the electoral areas of the outlying islands and Sayward, who reside in those electoral areas and are required to maintain a home office as a regular place of work, shall be reimbursed for expenses incurred in the performance of their duties to travel to Campbell River.
- 1.10 In recognition of the chair and vice-chair's communication responsibilities his or her cell phone usage plan costs may be claimed as an expense.
- 1.11 Trustees shall be entitled to be reimbursed for home internet connection expenses.

### **2. Attendance at Conferences / Seminars**

- 2.1 The board encourages and supports trustee development and attendance of trustees at conferences, seminars and other trustee development sessions. The board provides for the attendance of the board at conventions, seminars and meetings provided by BCSTA and the Ministry of Education.

- 2.2 With the approval of the board, trustees may attend conferences and other trustee development sessions that are determined to be of benefit to the individual in their capacity as a trustee and/or the board.
- 2.3 The board shall establish a global amount within the budget to cover expenses incurred by trustees related to their attendance at conventions, seminars, meetings and trustee development sessions.
- 2.4 A trustee who attends a trustee development session shall provide a report to the board at a subsequent meeting.

### **3. Expenses**

- 3.1 Rates will be reviewed each July 1.
- 3.2 Meal per diem will be equivalent to those rates set by the BCSTA. Special circumstances may warrant variations.
- 3.3 Mileage rates for per kilometer traveled will be equivalent to the prevailing rate paid by the BCSTA. In the event that other modes of travel than motor vehicles are used, the actual fare paid will be paid by the board.
- 3.4 Remuneration for the actual cost of accommodation including parking, or a set amount per night if staying in a private residence, and of cell phone and internet usage for board business or for a reasonable number of calls home, will be paid to trustees who must stay away from home overnight while on board business.
- 3.5 Private residence overnight stay allowance equivalent to the rate set by the Province of BC.
- 3.6 If travel is outside of Canada, the per diem rate may be adjusted to more accurately reflect the cost of living in the area traveled. Costs of exchanging currency may also be claimed.

### **4. Expense Report and Claim Form**

Trustees shall file an Expense Report and Claim Form on return from attending conferences, seminars and other trustee development sessions showing totals for expenses.

- 4.1 Accommodation.
- 4.2 Meals and incidental expenses: (the number of per diems for meals and incidental expenses (not including parking) allowed will be based on the number of overnights, plus one - telephone charges are limited to local calls, long distance calls made on behalf of the school district, and a reasonable number of calls home - internet charges at hotels are limited to work-related projects - cell phone charges are limited to work-related calls and emails, and a reasonable number of contacts made with the trustee's home.
- 4.3 Registration if not paid directly by the board.
- 4.4 Transportation and parking.
- 4.5 Receipts for lodging and travel expenses other than by motor vehicle.

**5. Personal Vehicle Vandalism**

- 5.1 Where a trustee's personal vehicle suffers vandalism or malicious damage over \$50.00 while parked on district property or in direct relation to their role on the Board of Education, the district shall, after the owner has exhausted all legal avenues to recover costs from the offender(s) and/or any insurance coverage which might be in effect, compensate the trustee in the amount of fifty percent (50%) of the deductible to a maximum of \$150.00.
- 5.2 All claims must be submitted to the secretary-treasurer on a district expense claim form with supporting documentation.

Legal References:	<i>School Act Sec. 71</i>
Monitoring Method:	<i>Internal Reports/Board and Superintendent</i>
Monitoring Frequency:	<i>Annual</i>
First Adopted:	<i>June 25, 2013</i>
Last Revised:	<i>June 6, 2017</i>
	<i>June 20, 2017</i>
	<i>October 2017</i>



**CAMPBELL RIVER**  
School District 72

**MEMO**

**Date:** June 14, 2024  
**To:** Board of Education  
**From:** Kevin Patrick, Secretary-Treasurer  
**Subject:** **Trustee Remuneration Analysis**

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Following a review by a community-based committee in 2005, the Board adopted a formula suggested by that committee to determine adjustments to Trustee remuneration.

In December 2007, the Board passed a motion "THAT Trustee remuneration be reviewed on an annual basis in April of each year to take effect on July 1<sup>st</sup> of the new fiscal year."

A review for 2024/25 has been done based on the attached BCSTA survey and enrollment.

The attached "Trustee Remuneration Analysis" contains the calculated remuneration per the formula recommendation for an adjustment to Trustee remuneration effective July 1, 2024 for the 2024/25 fiscal year as follows:

Chair: \$19,279      Vice-Chair: \$17,708      Trustees: \$16,495

Kevin W. Patrick, CPA, CGA  
Secretary-Treasurer

KWP:nc

Att.



School District No. 72 (Campbell River)  
Trustee Remuneration Analysis  
2024-2025

Summary

School District		Chair	Vice Chair	Trustee	2023/2024 actual headcount
Greater Victoria	61	30,691	29,191	27,691	20,480
Sooke	62	22,658	21,147	19,637	13,312
Saanich	63	22,189	20,375	18,960	7,755
Gulf Islands	64	19,632	18,275	16,919	1,531
Nanaimo-Ladysmith	68	29,292	27,639	26,486	15,246
Qualicum	69	22,986	21,071	19,155	4,413
Pacific Rim	70	17,634	15,917	14,471	4,033
Comox Valley	71	24,749	22,861	21,523	10,787
Cowichan Valley	79	21,632	17,835	16,659	8,650
Vancouver Island West	84	18,509	16,954	15,625	312
Vancouver Island North	85	16,156	14,810	13,465	1,255
<b>Total</b>		<b>246,128</b>	<b>226,075</b>	<b>210,591</b>	<b>87,774</b>

Average remuneration		22,375.27	20,552.31	19,144.62	7,979
Per Student Remuneration		2.80	2.58	2.40	
Per student remuneration calculation for SD72		16,182.52	14,864.10	13,846.01	5,771
Mean remuneration		19,278.90	17,708.20	16,495.31	
<b>Calculated Remuneration formula 2024/25 for SD72</b>	<b>\$</b>	<b>19,279.00</b>	<b>\$ 17,708.00</b>	<b>\$ 16,495.00</b>	
Trustee Remuneration at July 2023 for SD72	\$	18,190.00	\$ 16,742.00	\$ 15,557.00	
Difference (increase)	\$	1,089.00	\$ 966.00	\$ 938.00	

<b>Recommendation for 2024 2025</b>	<b>\$</b>	<b>19,279.00</b>	<b>\$ 17,708.00</b>	<b>\$ 16,495.00</b>
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## MEMO

**Date:** June 14, 2024  
**To:** Board of Education  
**From:** Superintendent Geoff Manning  
**Subject:** **Board/ Authority Authorized (BAA) courses**

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Board/Authority Authorized Courses (BAA Courses) and First Nation Authorized Courses (FNA Courses) respond to the local needs of the schools and their communities while providing choice and flexibility for students. BAA Courses are authorized by Boards/Authorities according to requirements set by the Ministry of Education and Child Care. FNA Courses are authorized by First Nation Approving Bodies according to requirements set out in the First Nation Authorized Courses (FNAC) process.

BAA and FNA courses provide an opportunity for educators to explore content beyond the boundaries of ministry curriculum, responding to the local needs of schools and their communities. BAA/FNA courses may be used as all or part of the 28 elective credits students need to fulfill graduation requirements. The courses may have some overlap with curricular competencies of ministry courses; however, these courses cannot be:

- Courses with significant overlap with provincial curriculum content: This includes adapted courses, partial versions of ministry courses, and hybrids of two or more ministry courses.
- Remedial courses or those preparatory in nature: For example, a math course designed to help students who have completed Foundations of Mathematics and Pre-calculus 10 that provides review and remediation before they enroll in Foundations of Mathematics 11; or a writing course designed to help students develop the skills needed to meet the learning standards of Creative Writing 10.
- A modified course: For example, a social studies course designed for Grade 10 students with intellectual disabilities with significantly different learning standards from ministry Social Studies 10.
- An adapted course: Adaptations are teaching and assessment strategies specifically designed to accommodate a student's needs so they can demonstrate that they are meeting the learning standards of the curriculum. A student working to meet learning standards of any grade or course level may be supported through use of adaptations.

Each district must seek their board's approval for BAA and FNA courses. These locally developed courses are connected to Ministry approved course codes so that student records accurately record their course achievement. Locally developed courses that are currently offered as electives at the high schools can be viewed in their 2024/2025 course guides.



# Wellness 10

School District/Independent School Authority Name: Sd 72	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Learning Support Team: Carihi Secondary	Date Developed: May 2024
School Name: Carihi Secondary	Principal's Name: Sean McLaughlin
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Wellness	Grade Level of Course: 10
Number of Course Credits: 4 credits per Semester course	Number of Hours of Instruction:

Board/Authority Prerequisite(s): none.

**Special Training, Facilities or Equipment Required:** Post-graduate coursework in Counselling, or Inclusive or Special Education and an understanding in neurodivergent-informed and neuro-affirming strategies to support student well-being and learning.

**Course Synopsis:** In this student-centered, trauma-informed, neurodiversity affirming course, students actively participate in identifying, understanding, and exploring strategies to support their wellbeing and to foster resiliency. Students will be encouraged and supported in understanding and addressing barriers that impact their socio-emotional and academic success while exploring a variety of options for addressing these barriers. Throughout the duration of the course, students will be encouraged to reflect upon and evaluate various strategies explored as they build a bank of tools that they have intentionally identified as being helpful to their individual needs and circumstances. Students will be supported in implementing these strategies beyond the classroom through the development of advocacy skills, staff support and connecting to community opportunities. Educators can customize the course as needed to meet the specific needs of the students.

**Goals and Rationale:**

This course has been developed to provide direct and experiential instruction for students who experience barriers to their socioemotional, academic, or physical well-being. The aim is to give students the opportunity to be introduced to and consistently practice a variety of trauma-informed wellness strategies, learning strategies and build positive-self-identity through supported learning activities and scaffolded reflective processes. Regular, consistent practice will build new habits to manage stress and reinforce wellness strategies introduced by the students' support team. Students will also be introduced to environmental, physiological, psychological, and social factors that contribute to academic and personal well-being as well as a variety of choices to support growth and development. This course as structured is intended to support students with D, G, H & R designations but can be well-suited to a variety of students.

**Goals:**

1. I can begin to reflect on my academic and personal wellness and identify my strengths and needs for support.
2. I can learn about and try a variety of strategies to support my academic and personal well-being.
3. I can create plans to achieve my academic and personal wellness goals.
4. I can make choices to support my personal and academic well-being.

**Aboriginal Worldviews and Perspectives:**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

### BIG IDEAS

I can begin to **reflect** on my **academic** and **personal well-being** and identify my strengths and needs for support.

With support, I can learn about and try skills and strategies to support my **academic** and **personal well-being**.

I can create plans to achieve my **academic and personal well-being** goals.

I make choices to support my **personal** and **academic well-being**.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>-Identify areas of strength in their personal choices to support their <b>personal</b> and <b>academic well-being</b>.</li> <li>- Identify areas in need of support for their <b>personal</b> and <b>academic well-being</b>.</li> <li>- Begin to reflect on their choices in relation to their well-being and if consequences from choices support, or hinder well-being.</li> <li>-Identify and explore how <b>stress</b> or <b>anxiety</b> may play a role in my life (school, home, socially)</li> <li>-Be aware of strategies to support <b>healthy boundaries</b>.</li> <li>- Attempt a variety of <b>wellness</b> and <b>self-regulation</b> strategies offered.</li> <li>- Reflect on experiences and consider how strategies practiced in class may enhance wellness in their personal life.</li> <li>- Identify at least one or more strategies that they can use to support their academic and personal well-being.</li> <li>- Create a plan to implement at least one strategy for well-being, into daily life.</li> <li>- Begin to cultivate a sense of <b>self-compassion</b>.</li> <li>- Cultivate awareness of their <b>agency</b> and <b>autonomy</b> in relation to their well-being and choices.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>The value of <b>self-advocacy</b> for <b>academic</b> and <b>personal well-being</b>.</li> <li>Several strategies and tools they may try for <b>self-regulation</b>.</li> <li>Several strategies to <b>persevere</b> through identified challenges.</li> <li>How to set short-term and long-term personal goals.</li> <li>What <b>healthy boundaries</b> look like and feel like.</li> <li>An introduction to the connection between mind and body and <b>physiological responses</b> to <b>stress</b> and <b>anxiety</b>.</li> </ul>

## Big Ideas – Elaborations

**Reflect:** means to contemplate, examine, or think deeply about one's thoughts, feelings, experiences, or actions, often with the goal of gaining insight, understanding, or learning from them.

**Personal Well-being:** Personal well-being refers to the overall quality of an individual's life, encompassing their physical health, mental and emotional state, social connections, and sense of purpose and fulfillment.

**Academic Well-being:** Academic well-being refers to the state of thriving and flourishing in one's educational pursuits, characterized by a balance between academic achievement, learning enjoyment, positive relationships with peers and educators, and effective coping with academic stressors.

## Curricular Competencies – Elaborations

**Personal Well-being:** Personal well-being refers to the overall quality of an individual's life, encompassing their physical health, mental and emotional state, social connections, and sense of purpose and fulfillment.

**Academic Well-being:** Academic well-being refers to the state of thriving and flourishing in one's educational pursuits, characterized by a balance between academic achievement, learning enjoyment, positive relationships with peers and educators, and effective coping with academic stressors.

**Stress:** Stress is the body's physiological and psychological response to external pressures or demands, high levels of stress are often characterized by feelings of tension, worry, or overwhelm.

**Anxiety:** is a response characterized by feelings of apprehension, worry, or unease about future events, and can be accompanied by physical symptoms such as increased heart rate or sweating.

**Healthy Boundaries:** refer to clear and respectful limits that individuals establish to protect their physical, emotional, and mental well-being, while also maintaining mutual respect and consideration in relationships.

**Wellness:** refers to the state of optimal health and well-being across physical, mental, emotional, social, and spiritual dimensions, characterized by a balance of lifestyle choices, self-care practices, and positive relationships.

**Self-Regulation:** is the ability to manage and control one's thoughts, emotions, and behaviors in order to achieve goals, adapt to changing circumstances, and maintain overall well-being.

**Self-Compassion:** is the practice of treating oneself with kindness, understanding, and acceptance in times of difficulty or failure, similar to how one would treat a close friend.

**Agency:** refers to the ability of an individual to make choices, take actions, and exert influence over their own life circumstances, often in pursuit of goals and objectives.

**Autonomy:** refers to the capacity of an individual to make independent decisions and act freely, without undue influence or coercion from external sources.

## Content – Elaborations

**To Self-Advocate:** advocating for oneself by expressing needs, requesting supports, asserting rights, and pursuing goals effectively in various aspects of life, such as in education, and personal relationships.

**Personal Well-being:** Personal well-being refers to the overall quality of an individual's life, encompassing their physical health, mental and emotional state, social connections, and sense of purpose and fulfillment.

**Academic Well-being:** Academic well-being refers to the state of thriving and flourishing in one's educational pursuits, characterized by a balance between academic achievement, learning enjoyment, positive relationships with peers and educators, and effective coping with academic stressors.

**Self-Regulation:** is the ability to manage and control one's thoughts, emotions, and behaviors in order to achieve goals, adapt to changing circumstances, and maintain overall well-being.

**Persevere:** to persist or continue in an endeavor despite facing challenges, obstacles, or setbacks, often driven by determination, and commitment to achieving a goal, and with the support of strategies that reduce or remove barriers.

**Healthy Boundaries:** refer to clear and respectful limits that individuals establish to protect their physical, emotional, and mental well-being, while also maintaining mutual respect and consideration in relationships.

**Physiological Response:** refers to any change or reaction that occurs within an organism's body in response to a stimulus, such as an environmental factor or internal condition. These responses can include changes in heart rate, hormone levels, or muscle contraction, among others, and are often essential for maintaining homeostasis and adapting to the surrounding environment.

**Stress:** the body's physiological and psychological response to external pressures or demands, high levels of stress are often characterized by feelings of tension, worry, or overwhelm.

**Anxiety:** is a response characterized by feelings of apprehension, worry, or unease about future events, and can be accompanied by physical symptoms such as increased heart rate or sweating.

**Recommended Instructional Components:**

Explicit Instruction  
Modelling  
Peer teaching  
Reflective Writing  
Discussions  
Small Group Activities  
Individual Activities

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

Journaling  
Self- Assessment tools / rubrics  
Conferencing  
Co-Created Criteria with students' personal goals and review  
Observations from teachers during activities.  
I.E.P Reflection & Review where applicable.

**Learning Resources:**

AIDE Canada  
AnxietyCanada.com  
"Ensouling our Schools" by Dr. Jennifer Katz and Kevin Lamoureux  
Executive Function in the Classroom by Christoher Kaufman  
Local Indigenous Elders and Knowledge Keepers  
"Reclaiming Youth at Risk: Our Hope for the Future" by Martine Brokenleg, Larry K. Brendtro and Steve Van Bockern.  
The Mindful Education workbook by Daniel Rechtschaffen  
TeenMentalHealth.org





# Wellness 11

School District/Independent School Authority Name: Sd 72	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Learning Support Team: Carihi Secondary	Date Developed: March 2024
School Name: Carihi Secondary	Principal's Name: Sean McLaughlin
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Wellness	Grade Level of Course: 11
Number of Course Credits: 4 credits per Semester course	Number of Hours of Instruction:

Board/Authority Prerequisite(s): none.

**Special Training, Facilities or Equipment Required:** Post-graduate coursework in Counselling, or Inclusive or Special Education and an understanding in neurodivergent-informed and neuro-affirming strategies to support student well-being and learning.

**Course Synopsis:** In this student-centered, trauma-informed, neurodiversity affirming course, students actively participate in identifying, understanding and exploring strategies to support their wellbeing and to foster resiliency and perseverance. Students will be encouraged and supported in understanding and addressing barriers that impact their socio-emotional and academic success while exploring a variety of options for addressing these barriers. Throughout the duration of the course, students will be encouraged to reflect upon and evaluate various strategies explored as they build a bank of tools that they have intentionally identified as being helpful to their individual needs and circumstances. Students will be supported in implementing these strategies beyond the classroom through the development of advocacy skills, staff support and connecting to community opportunities. Educators can customize the course as needed to meet the specific needs of the students.

**Goals and Rationale:**

This course has been developed to provide direct and experiential instruction for students who experience barriers to their socioemotional, academic, or physical well-being. The aim is to give students the opportunity to be introduced to and consistently practice a variety of trauma-informed wellness strategies, learning strategies and build positive-self-identity through supported learning activities and scaffolded reflective processes. Regular, consistent practice will build new habits to manage stress and reinforce wellness strategies introduced by the students' support team. Students will also be introduced to environmental, physiological, psychological, and social factors that contribute to academic and personal well-being as well as a variety of choices to support growth and development. This course as structured is intended to support students with D, G, H & R designations but can be well-suited to a variety of students.

**Goals:**

1. I can reflect on my academic and personal wellness and identify my strengths and needs for support.
2. I can learn about and try a variety of strategies to support my academic and personal well-being.
3. I can create and execute plans to achieve my academic and personal wellness goals.
4. I make choices to support my personal and academic well-being.

**Aboriginal Worldviews and Perspectives:**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

### BIG IDEAS

I can **reflect** on my **academic and personal well-being** and identify my strengths and needs for support.

I can learn about and try skills and strategies to support my **academic and personal well-being**.

I can create and execute plans to achieve my **academic and personal well-being** goals.

I make choices to support my **personal and academic well-being**.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>-Identify areas of strength in their personal choices to support their <b>personal and academic well-being</b>.</li> <li>-Identify areas in need of support to support their <b>personal and academic well-being</b>.</li> <li>-Reflect on their choices in relation to their well-being and if consequences from choices support, or hinder well-being.</li> <li>-Identify and describe how <b>stress</b> or <b>anxiety</b> plays a role in my life (school, home, socially)</li> <li>-Be aware of and identify strategies to support <b>healthy boundaries</b>.</li> <li>- Attempt and regularly practice a variety of <b>wellness</b> and <b>self-regulation</b> strategies offered.</li> <li>- Reflect on experiences and consider how strategies practiced in class may enhance wellness in their personal life.</li> <li>- Identify a several strategies that they may use to support their <b>academic and personal well-being</b>.</li> <li>- Create plans to support well-being in their daily school and home life.</li> <li>- Cultivate a sense of <b>self-compassion</b> for themselves.</li> <li>- Cultivate a sense of <b>agency</b> and <b>autonomy</b> in relation to their well-being and choices.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>How to <b>self-advocate</b> for their <b>academic and personal well-being</b>.</li> <li>Which preferred strategies and tools they may use for <b>self-regulation</b>.</li> <li>How to <b>persevere</b> through challenges</li> <li>How to set and monitor short-term and long-term personal goals.</li> <li>How to set <b>healthy boundaries</b> in at least one identified scenario.</li> <li>The connection between mind and body and <b>physiological responses</b> to <b>stress</b> and <b>anxiety</b>.</li> </ul>

## Big Ideas – Elaborations

**Reflect:** means to contemplate, examine, or think deeply about one's thoughts, feelings, experiences, or actions, often with the goal of gaining insight, understanding, or learning from them.

**Personal Well-being:** Personal well-being refers to the overall quality of an individual's life, encompassing their physical health, mental and emotional state, social connections, and sense of purpose and fulfillment.

**Academic Well-being:** Academic well-being refers to the state of thriving and flourishing in one's educational pursuits, characterized by a balance between academic achievement, learning enjoyment, positive relationships with peers and educators, and effective coping with academic stressors.

## Curricular Competencies – Elaborations

**Personal Well-being:** Personal well-being refers to the overall quality of an individual's life, encompassing their physical health, mental and emotional state, social connections, and sense of purpose and fulfillment.

**Academic Well-being:** Academic well-being refers to the state of thriving and flourishing in one's educational pursuits, characterized by a balance between academic achievement, learning enjoyment, positive relationships with peers and educators, and effective coping with academic stressors.

**Stress:** Stress is the body's physiological and psychological response to external pressures or demands, high levels of stress are often characterized by feelings of tension, worry, or overwhelm.

**Anxiety:** is a response characterized by feelings of apprehension, worry, or unease about future events, and can be accompanied by physical symptoms such as increased heart rate or sweating.

**Healthy Boundaries:** refer to clear and respectful limits that individuals establish to protect their physical, emotional, and mental well-being, while also maintaining mutual respect and consideration in relationships.

**Wellness:** refers to the state of optimal health and well-being across physical, mental, emotional, social, and spiritual dimensions, characterized by a balance of lifestyle choices, self-care practices, and positive relationships.

**Self-Regulation:** is the ability to manage and control one's thoughts, emotions, and behaviors in order to achieve goals, adapt to changing circumstances, and maintain overall well-being.

**Self-Compassion:** is the practice of treating oneself with kindness, understanding, and acceptance in times of difficulty or failure, similar to how one would treat a close friend.

**Agency:** refers to the ability of an individual to make choices, take actions, and exert influence over their own life circumstances, often in pursuit of goals and objectives.

**Autonomy:** refers to the capacity of an individual to make independent decisions and act freely, without undue influence or coercion from external sources.

## Content – Elaborations

**To Self-Advocate:** advocating for oneself by expressing needs, requesting supports, asserting rights, and pursuing goals effectively in various aspects of life, such as in education, and personal relationships.

**Personal Well-being:** Personal well-being refers to the overall quality of an individual's life, encompassing their physical health, mental and emotional state, social connections, and sense of purpose and fulfillment.

**Academic Well-being:** Academic well-being refers to the state of thriving and flourishing in one's educational pursuits, characterized by a balance between academic achievement, learning enjoyment, positive relationships with peers and educators, and effective coping with academic stressors.

**Self-Regulation:** is the ability to manage and control one's thoughts, emotions, and behaviors in order to achieve goals, adapt to changing circumstances, and maintain overall well-being.

**Persevere:** to persist or continue in an endeavor despite facing challenges, obstacles, or setbacks, often driven by determination, and commitment to achieving a goal, and with the support of strategies that reduce or remove barriers.

**Healthy Boundaries:** refer to clear and respectful limits that individuals establish to protect their physical, emotional, and mental well-being, while also maintaining mutual respect and consideration in relationships.

**Physiological Response:** refers to any change or reaction that occurs within an organism's body in response to a stimulus, such as an environmental factor or internal condition. These responses can include changes in heart rate, hormone levels, or muscle contraction, among others, and are often essential for maintaining homeostasis and adapting to the surrounding environment.

**Stress:** the body's physiological and psychological response to external pressures or demands, high levels of stress are often characterized by feelings of tension, worry, or overwhelm.

**Anxiety:** is a response characterized by feelings of apprehension, worry, or unease about future events, and can be accompanied by physical symptoms such as increased heart rate or sweating.

**Recommended Instructional Components:**

Explicit Instruction  
Modelling  
Peer teaching  
Reflective Writing  
Discussions  
Small Group Activities  
Individual Activities

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

Journaling  
Self- Assessment tools / rubrics  
Conferencing  
Co-Created Criteria with students' personal goals and review  
Observations from teachers during activities.  
I.E.P Reflection & Review where applicable.

**Learning Resources:**

AIDE Canada  
AnxietyCanada.com  
"Ensouling our Schools" by Dr. Jennifer Katz and Kevin Lamoureux  
Executive Function in the Classroom by Christoher Kaufman  
Local Indigenous Elders and Knowledge Keepers  
"Reclaiming Youth at Risk: Our Hope for the Future" by Martine Brokenleg, Larry K. Brendtro and Steve Van Bockern.  
The Mindful Education workbook by Daniel Rechtschaffen  
TeenMentalHealth.org



# Wellness 12

School District/Independent School Authority Name: Sd 72	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Learning Support Team: Carihi Secondary	Date Developed: May 2024
School Name: Carihi Secondary	Principal's Name: Sean McLaughlin
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Wellness	Grade Level of Course: 12
Number of Course Credits: 4 credits per Semester course	Number of Hours of Instruction:

Board/Authority Prerequisite(s): none.

**Special Training, Facilities or Equipment Required:** Post-graduate coursework in Counselling, or Inclusive or Special Education, and an understanding in neurodivergent-informed and neuro-affirming strategies to support student well-being and learning.

**Course Synopsis:** In this student-centered, trauma-informed, neurodiversity affirming course, students actively participate in identifying, understanding and exploring strategies to support their wellbeing and to foster resiliency and perseverance. Students will be able to identify and address barriers that impact their socio-emotional and academic success while exploring and selecting a variety of options for addressing these barriers. Throughout the duration of the course, students will reflect upon and evaluate various strategies explored as they build a bank of tools that they have intentionally identified as being helpful to their individual needs and circumstances. Students will encouraged to implement these strategies beyond the classroom through the development of advocacy skills, staff support and connecting to community opportunities. Educators can customize the course as needed to meet the specific needs of the students.

**Goals and Rationale:**

This course has been developed to provide direct and experiential instruction for students who experience barriers to their socioemotional, academic, or physical well-being. The aim is to give students the opportunity to be introduced to and consistently practice a variety of trauma-informed wellness strategies, learning strategies and build positive-self-identity through supported learning activities and scaffolded reflective processes. Regular, consistent practice will build new habits to manage stress and reinforce wellness strategies introduced by the students' support team. Students will also be introduced to environmental, physiological, psychological, and social factors that contribute to academic and personal well-being as well as a variety of choices to support growth and development. This course as structured is intended to support students with D, G, H & R designations but can be well-suited to a variety of students.

**Goals:**

1. I can reflect on my academic and personal well-being in a variety of contexts and identify my strengths and needs for support.
2. I can describe and demonstrate a variety of strategies to support my academic and personal well-being.
3. I can create, execute, and monitor plans to achieve my long-term academic and personal wellness goals.
4. I can make choices that support lifelong personal and academic well-being

**Aboriginal Worldviews and Perspectives:**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves patience and time.
- Learning requires exploration of one's identity.



### BIG IDEAS

I can **reflect** on my **academic and personal well-being** in a variety of contexts and identify my strengths and needs for support.

I can describe and demonstrate a variety of strategies to support my **academic and personal well-being**.

I can create and execute and monitor plans to achieve my **academic and personal well-being** goals.

I make choices to support my **personal and academic well-being**.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>-Identify areas of strength in their personal choices to support their <b>personal and academic well-being</b>. In a variety of contexts.</li> <li>-Identify areas in need of support to support their <b>personal and academic well-being</b>.</li> <li>-Reflect on their choices in relation to their well-being and if consequences from choices support, or hinder well-being.</li> <li>-Identify and describe how <b>stress</b> or <b>anxiety</b> plays a role in my life (school, home, socially)</li> <li>-Identify and utilize strategies to support <b>healthy boundaries</b> in a variety of contexts.</li> <li>- Attempt and demonstrate a variety of <b>wellness</b> and <b>self-regulation</b> strategies offered.</li> <li>- Reflect on experiences and consider how strategies practiced in class may enhance wellness in their personal life.</li> <li>- Identify a variety of strategies that they use to support their <b>academic and personal well-being</b>.</li> <li>- Create, implement, and monitor plans that support well-being in their daily life.</li> <li>- Cultivate a sense of <b>self-compassion</b> for themselves and compassion for others.</li> <li>- Cultivate their <b>agency</b> and <b>autonomy</b> in relation to their well-being and choices.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>How to <b>self-advocate</b> for their <b>academic and personal well-being</b> in a variety of scenarios.</li> <li>A wide range of strategies and tools to use for <b>self-regulation</b> in a variety of scenarios.</li> <li>How to <b>persevere</b> through challenges</li> <li>How to set and monitor short-term and long-term personal goals.</li> <li>How to set <b>healthy boundaries</b> in a variety of scenarios and contexts.</li> <li>The connection between mind and body and <b>physiological responses</b> to <b>stress</b> and <b>anxiety</b>.</li> </ul>

## Big Ideas – Elaborations

**Reflect:** means to contemplate, examine, or think deeply about one's thoughts, feelings, experiences, or actions, often with the goal of gaining insight, understanding, or learning from them.

**Personal Well-being:** Personal well-being refers to the overall quality of an individual's life, encompassing their physical health, mental and emotional state, social connections, and sense of purpose and fulfillment.

**Academic Well-being:** Academic well-being refers to the state of thriving and flourishing in one's educational pursuits, characterized by a balance between academic achievement, learning enjoyment, positive relationships with peers and educators, and effective coping with academic stressors.

## Curricular Competencies – Elaborations

**Personal Well-being:** Personal well-being refers to the overall quality of an individual's life, encompassing their physical health, mental and emotional state, social connections, and sense of purpose and fulfillment.

**Academic Well-being:** Academic well-being refers to the state of thriving and flourishing in one's educational pursuits, characterized by a balance between academic achievement, learning enjoyment, positive relationships with peers and educators, and effective coping with academic stressors.

**Stress:** Stress is the body's physiological and psychological response to external pressures or demands, high levels of stress are often characterized by feelings of tension, worry, or overwhelm.

**Anxiety:** is a response characterized by feelings of apprehension, worry, or unease about future events, and can be accompanied by physical symptoms such as increased heart rate or sweating.

**Healthy Boundaries:** refer to clear and respectful limits that individuals establish to protect their physical, emotional, and mental well-being, while also maintaining mutual respect and consideration in relationships.

**Wellness:** refers to the state of optimal health and well-being across physical, mental, emotional, social, and spiritual dimensions, characterized by a balance of lifestyle choices, self-care practices, and positive relationships.

**Self-Regulation:** is the ability to manage and control one's thoughts, emotions, and behaviors in order to achieve goals, adapt to changing circumstances, and maintain overall well-being.

**Self-Compassion:** is the practice of treating oneself with kindness, understanding, and acceptance in times of difficulty or failure, similar to how one would treat a close friend.

**Agency:** refers to the ability of an individual to make choices, take actions, and exert influence over their own life circumstances, often in pursuit of goals and objectives.

**Autonomy:** refers to the capacity of an individual to make independent decisions and act freely, without undue influence or coercion from external sources.

## Content – Elaborations

**To Self-Advocate:** advocating for oneself by expressing needs, requesting supports, asserting rights, and pursuing goals effectively in various aspects of life, such as in education, and personal relationships.

**Personal Well-being:** Personal well-being refers to the overall quality of an individual's life, encompassing their physical health, mental and emotional state, social connections, and sense of purpose and fulfillment.

**Academic Well-being:** Academic well-being refers to the state of thriving and flourishing in one's educational pursuits, characterized by a balance between academic achievement, learning enjoyment, positive relationships with peers and educators, and effective coping with academic stressors.

**Self-Regulation:** is the ability to manage and control one's thoughts, emotions, and behaviors in order to achieve goals, adapt to changing circumstances, and maintain overall well-being.

**Persevere:** to persist or continue in an endeavor despite facing challenges, obstacles, or setbacks, often driven by determination, and commitment to achieving a goal, and with the support of strategies that reduce or remove barriers.

**Healthy Boundaries:** refer to clear and respectful limits that individuals establish to protect their physical, emotional, and mental well-being, while also maintaining mutual respect and consideration in relationships.

**Physiological Response:** refers to any change or reaction that occurs within an organism's body in response to a stimulus, such as an environmental factor or internal condition. These responses can include changes in heart rate, hormone levels, or muscle contraction, among others, and are often essential for maintaining homeostasis and adapting to the surrounding environment.

**Stress:** the body's physiological and psychological response to external pressures or demands, high levels of stress are often characterized by feelings of tension, worry, or overwhelm.

**Anxiety:** is a response characterized by feelings of apprehension, worry, or unease about future events, and can be accompanied by physical symptoms such as increased heart rate or sweating.

**Recommended Instructional Components:**

Explicit Instruction  
Modelling  
Peer teaching  
Reflective Writing  
Discussions  
Small Group Activities  
Individual Activities

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

Journaling  
Self- Assessment tools and rubric  
Conferencing  
Co-Created Criteria with students' personal goals and review  
Interviews  
Observations from teachers during activities.  
I.E.P Reflection & Review where applicable.

**Learning Resources:**

AIDE Canada  
AnxietyCanada.com  
"Reclaiming Youth at Risk: Our Hope for the Future" by Martine Brokenleg, Larry K. Brendtro and Steve Van Bockern.  
"Ensouling our Schools" by Dr. Jennifer Katz and Kevin Lamoureux  
Local Indigenous Elders and Knowledge Keepers  
Registered Yoga Instructor (Yoga Alliance)  
MindfulSchools.org

## PERSONAL DIGITAL DEVICES AT SCHOOL

### Background

The Ministry of Education and Child Care amended the provincial standards for Codes of Conduct Order requiring school districts to have appropriate policies in place to restrict student personal digital device use as of July 1, 2024. This operational procedure is aligned with Ministry guidelines to support the Ministerial Order.

The purpose of this operational procedure is to restrict the use of personal digital devices at school for the purpose of promoting online safety and maintain focused learning environments. There will be a tiered approach to the use of personal digital devices in School District 72 to help ensure an age-appropriate use that is reflective of the students' developmental stage.

### Definitions

Personal Digital Devices For the purposes of this procedure personal digital devices include, but are not limited to smartphones, tablet computers, laptops/netbooks, and gaming devices brought from home.

### Procedures

#### 1. General

- 1.1 At secondary schools, students will be restricted from using personal digital devices during instructional hours unless they have been given permission from their teacher or school principal/vice-principal.
- 1.2 At middle schools, students will be restricted from using personal digital devices during instructional hours and at break times (including lunch and recess). Students will only be allowed to use personal digital devices during instructional hours with the permission of their teacher or school principal/vice-principal.
- 1.3 At elementary schools, students will be restricted from using personal digital devices at school at any time unless they have been given permission from their teacher or school principal/vice-principal.
- 1.4 Specific parameters and guidelines will be established by school codes of conduct.

#### 2. Instructional Purposes

- 2.1 All schools will have digital devices available for instructional purposes and digital literacy.
- 2.2 Schools will use their discretion when allowing the use of personal digital devices for instructional purposes.

#### 3. Accessibility and Accommodation

- 3.1 Accessibility and accommodation needs will be provided for students who need them. The district will work with schools through the Inclusive Education department to ascertain student needs and determine supports.

4. **Medical and Health Needs**

- 4.1 Medical and health needs will be examined, and students will have the access to technology they need in this regard.
- 4.2 The Inclusive Education department will work with schools to ensure that students who need technology for medical or health reasons are identified, and a plan will be established to fulfill these needs.

5. **Equity**

- 5.1 Equity will be considered and students who need access to technology will not be disadvantaged when it comes to technological access.

Reference: Ministerial Order No. M89/24

Related Operational Procedures: [OP 140 Technology and Acceptable Use Guidelines](#)  
[OP 360 Codes of Conduct](#)

Revised: June 2024

DRAFT

# Submission Summary

<b>Submission Summary:</b>	Major 2025/2026   2024-06-30   MAIN - K12 & CC Integrated
<b>Submission Type:</b>	Capital Plan
<b>School District:</b>	Campbell River (SD72)
<b>Open Date:</b>	2024-04-08
<b>Close Date:</b>	2024-06-30
<b>Submission Status:</b>	Draft

Submission Category	Sum Total Project Cost
Replacement/Renovation	\$39,711,996
Addition	\$8,397,628
Seismic	\$25,519,717
<b>Total</b>	<b>\$73,629,341</b>

ADDITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150107	Ripple Rock Elementary	Addition	2 classroom elementary addition	\$3,626,714
2	150095	Ocean Grove Elementary	Addition	2 classroom elementary addition	\$4,770,914
Submission Category Total:					<b>\$8,397,628</b>
REPLACEMENT/RENOVATION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	152358	Cedar Elementary	Full Replacement	Replace Cedar Elementary	\$39,711,996
Submission Category Total:					<b>\$39,711,996</b>
SEISMIC					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150330	Cedar Elementary	Upgrade	Seismic Upgrade of 1 H2 block	\$4,655,974
2	150331	Ecole Des Deux Mondes Elem	Upgrade	Seismic Upgrade of 1 H1 Block and 1 H2 Block	\$4,916,643
3	150445	Robron Middle School	Upgrade	Seismic Upgrade of 2 x H1 Blocks and 3 x H3 Blocks	\$9,717,529
4	150424	Penfield Elementary	Upgrade	Seismic Upgrade of 1 H2 Block and 1 M Block	\$5,867,571
5	152465	Oyster River Elementary	Upgrade	Seismic upgrade of one H1 Block	\$362,000
Submission Category Total:					<b>\$25,519,717</b>

Summary of Accounts	General Operating	Payroll	Summer Savings	Childcare	US Funds	Total
Bank Balance Beginning, Per Statement	6,098,277.61	(3,162,640.28)	1,761,929.01	3,623,365.63	4,142.44	8,325,074.41
O/S Cheques, Prior Month	29,171.24	98,183.22				127,354.46
O/S Deposits, Prior Month	(1,499.75)					(1,499.75)
G/L Balance, Beginning	6,070,606.12	(3,260,823.50)	1,761,929.01	3,623,365.63	4,142.44	8,199,219.70
Deposits						
AR Receipts	608,809.38			46,208.62		655,018.00
Other Receipts	4,574,952.38		7,702.01	4,127,818.00	14.52	8,710,486.91
Total Deposits	5,183,761.76	-	7,702.01	4,174,026.62	14.52	9,365,504.91
Disbursements						
Cheques	52,823.04				1,906.00	54,729.04
Direct Deposits	1,335,590.80	3,440,999.42				4,776,590.22
Direct Payments	3,087,794.64			765.85	35.00	3,088,595.49
Total Disbursements	4,476,208.48	3,440,999.42	-	765.85	1,941.00	7,919,914.75
Account Transfers	204,798.98	3,162,640.28	232,560.74	(3,600,000.00)	-	-
Total Account Activity	912,352.26	(278,359.14)	240,262.75	573,260.77	(1,926.48)	1,445,590.16
G/L Balance, Ending	6,982,958.38	(3,539,182.64)	2,002,191.76	4,196,626.40	2,215.96	9,644,809.86
O/S Cheques	16,113.28	112,939.60				129,052.88
O/S Deposits	(82.50)					(82.50)
Bank Balance, Ending	6,998,989.16	(3,426,243.04)	2,002,191.76	4,196,626.40	2,215.96	9,773,780.24



**Reconciliation Details**

Beginning Balance		\$	8,199,219.70	
Deposits				
Ministry of Education and Childcare	\$	8,084,097.00		
Interest		23,091.54		
GST Rebate		-		
Benefit Payroll		7,818.37		
Other		1,250,498.00		
Total Deposits				9,365,504.91
Disbursements				
Payroll				
Administration		366,485.18		
Support		970,345.35		
Teachers		1,889,812.83		
Teachers On Call		214,356.06		
				3,440,999.42
Service Fees				
US Exchange		-		
RBC Service Charges		677.17		
Moneris Fees		272.01		
Stripe Fees		765.85		
				1,715.03
Direct Payments				
International Wire Payments		17,171.60		
RBC VISA		11,204.73		
BMO Purchase Cards		250,078.52		
Employer Health Tax		-		
Worksafe BC		-		
Canada Revenue Agency		1,673,522.96		
Employee Pension Plans		1,134,902.65		
PST Self-Assessment		-		
Other Direct Payments				
				3,086,880.46
Other Disbursements				1,390,319.84
Total Disbursements				7,919,914.75
<b>Closing Bank Balance, GL</b>				<b>\$ 9,644,809.86</b>

**Reconciliation**

Account Balances, bank statements				
General Operating	\$	6,998,989.16		
Payroll		(3,426,243.04)		
Summer Trust		2,002,191.76		
Childcare		4,196,626.40		
US Funds		2,215.96	\$	9,773,780.24
Outstanding Items				
Deposits		82.50		
Cheques - General		(16,113.28)		
Cheques - Payroll		(112,939.60)		
Cheques - US		-		
				(128,970.38)
<b>Closing Bank Balance, GL</b>				<b>\$ 9,644,809.86</b>

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 (Chairperson of the Board)

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 (Secretary-Treasurer)

Deposits

Type	Reference	Date	Name	Amount (\$)
BENEFIT	30285	5/7/2024	BENEFIT TOC PAYROLL RUN: 30285	426.69
BENEFIT	30286	5/7/2024	BENEFIT CUPE PAYROLL RUN: 30286	2,939.81
BENEFIT	30287	5/7/2024	BENEFIT PAYROLL RUN: 30287	4,451.87
<b>BENEFIT Total</b>				<b>7,818.37</b>
CR	14406	5/1/2024	MELODY BEATTIE	41.25
CR	14412	5/1/2024	WCB	953.70
CR	14413	5/1/2024	WCB	849.60
CR	14414	5/1/2024	CARIHI SECONDARY SCHOOL	100.00
CR	14415	5/1/2024	CARIHI SECONDARY SCHOOL	29,575.69
CR	14416	5/6/2024	CARLY MELTON	41.25
CR	14417	5/6/2024	MEAGHAN LOGUE	41.25
CR	14418	5/6/2024	MEAGHAN LOGUE	40.50
CR	14419	5/3/2024	RIPPLE ROCK ELELMENTARY SCHOOL	1,295.24
CR	14420	5/3/2024	RIPPLE ROCK ELEMENTARY SCHOOL	2,122.99
CR	14421	5/3/2024	ECOLE WILLOW POINT ELEMENTARY SCHOOL	917.80
CR	14422	5/3/2024	MCFD - BC EMPLOYMENT AND ASSISTANCE	1,292.50
CR	14423	5/3/2024	MCFD - BC EMPLOYMENT AND ASSISTANCE	1,292.50
CR	14424	5/7/2024	ABC RECYCLING (CAMPBELL RIVER)	200.46
CR	14425	5/7/2024	JOE SHIELDS	40.50
CR	14426	5/7/2024	JOE SHIELDS	40.50
CR	14427	5/7/2024	JOE SHIELDS	40.50
CR	14428	5/8/2024	WCB	1,207.00
CR	14429	5/8/2024	ECOLE PHOENIX MIDDLE SCHOOL	15,347.28
CR	14430	5/8/2024	SOUTHGATE MIDDLE SCHOOL	5,143.00
CR	14431	5/10/2024	PENFIELD ELEMENTARY SCHOOL	2,279.61
CR	14432	5/13/2024	PINECREST ELEMENTARY	2,829.72
CR	14433	5/14/2024	NIEFS	312.75
CR	14434	5/15/2024	WCB	953.70
CR	14435	5/15/2024	SANDOWNE ELEMENTARY	6,206.44
CR	14436	5/15/2024	GEORGIA PARK ELEMENTARY	519.41
CR	14437	5/1/2024	PROV/LOCAL GOVT PYMT PROVINCE OF BC	0.00
CR	14439	5/1/2024	INTEREST EARNED ON ACCOUNT APRIL 2024	23,091.54
CR	14440	5/2/2024	INTERNATIONAL INV1628 & 1731	11,258.75
CR	14441	5/3/2024	INTERNATIONAL FLYWIRE TEST PAYMENT	2.00
CR	14442	5/9/2024	INTERNATIONAL INV1747	955.00
CR	14443	5/21/2024	CARIHI SECONDARY SCHOOL	16,989.43
CR	14444	5/21/2024	CARIHI SECONDARY SCHOOL	25,519.89
CR	14445	5/22/2024	STEPHANIE NICOLL	41.25
CR	14446	5/22/2024	GEORGIA PARK ELEMENTARY SCHOOL	1,595.78
CR	14447	5/24/2024	LAUREL VALENTLYIK	41.25
CR	14448	5/8/2024	INTERNATIONAL INV1746	955.00
CR	14449	5/13/2024	INTERNATIONAL INV-1763	300.00
CR	14450	5/13/2024	INTERNATIONAL INV-1656	13,093.75
CR	14451	5/14/2024	INTERNATIONAL INV-1707 & INV-1752	28,520.00
CR	14452	5/17/2024	INTERNATIONAL INV-1704	1,600.00
CR	14453	5/23/2024	WCB	1,031.88
CR	14454	5/24/2024	QUADRA ELEMENTARY SCHOOL	281.67
CR	14455	5/24/2024	WCB	232.33
CR	14456	5/27/2024	LIQUOR DISTRIBUTION BRANCH	5,016.30
CR	14457	5/24/2024	ICBC 2024 REBATE	5,060.00
CR	14458	5/24/2024	ROBRON CENTRE	547.78
CR	14459	5/28/2024	MID ISLAND CO-OP	201.35
CR	14460	5/28/2024	JEANNE GORDON	30.00
CR	14461	5/24/2024	INTERNATIONAL INV 1761	26,800.00
CR	14462	5/24/2024	INTERNATIONAL INV1658 & INV1648	11,437.75

Deposits

Type	Reference	Date	Name	Amount (\$)
CR	14463	5/28/2024	GOVERNMENT OF CANADA - GST REIMBURSEMENT	124,214.14
CR	14464	5/29/2024	NIEFS - OCEAN GROVE	277.75
CR	14465	5/28/2024	RIVERCITY INCLUSION SOCIETY	5,968.82
CR	14466	5/29/2024	CARIHI SECONDARY SCHOOL	546.96
CR	14467	5/15/2024	PROV/LOCAL GVT PYMT PROVINCE OF B.C	19,373.00
CR	14468	5/15/2024	PROV/LOCAL GVT PYMT PROVINCE OF B.C	59,061.00
CR	14469	5/15/2024	PROV/LOCAL GVT PYMT PROVINCE OF B.C	62,117.00
CR	14470	5/15/2024	PROV/LOCAL GVT PYMT PROVINCE OF BC	9,555.00
CR	14471	5/15/2024	PROV/LOCAL GVT PYMT PROVINCE OF BC	38,400.00
CR	14472	5/15/2024	PROV/LOCAL GVT PYMT PROVINCE OF BC	40,968.00
CR	14473	5/15/2024	PROV/LOCAL GVT PYMT PROVINCE OF BC	31,921.00
CR	14474	5/15/2024	PROV/LOCAL GVT PYMT PROVINCE OF BC	359,555.00
CR	14475	5/27/2024	INTERNATIONAL INV 1766	200.00
CR	14476	5/27/2024	BMO PAYABLES REBATE APRIL 23 - MARCH 24	16,774.50
CR	14477	5/31/2024	KATE GIGIEL	41.25
CR	14478	5/31/2024	KATE GIGIEL	41.25
CR	14479	5/27/2024	INTERNATIONAL INV 1758	24,817.50
CR	14480	5/28/2024	INTERNATIONAL INV1697/1721/1725	80,850.00
CR	14481	5/29/2024	INTERNATIONAL INV1698 & INV 1720	53,885.00
CR	14482	5/15/2024	PROV/LOCAL GVT PYMT PROVINCE OF BC	25,683.00
CR	14483	5/15/2024	PROV/LOCAL GVT PYMT PROVINCE OF BC	19,095.00
CR	14484	5/15/2024	PROV/LOCAL GVT PYMT PROVINCE OF BC	3,290,551.00
CR	14485	5/30/2024	INTERNATIONAL INV1724 & 1695	53,900.00
CR	14490	5/27/2024	INTERNATIONAL INV-1768	300.00
CR	14491	5/31/2024	INTERNATIONAL INV-1722	750.00
<b>CR Total</b>				<b>4,567,134.01</b>
CRAR	609624	5/1/2024	WARDROPE, TRACEY	525.00
CRAR	609625	5/2/2024	BLACK CREEK PICKLEBALL CLUB	168.00
CRAR	609626	5/3/2024	CR SALMON KINGS	94.50
CRAR	609627	5/3/2024	NORTH ISLAND METIS ASSOCIATION	612.87
CRAR	609628	5/6/2024	DISCOVERY COMMUNITY COLLEGE	1,389.50
CRAR	609629	5/6/2024	DISCOVERY COMMUNITY COLLEGE	455.38
CRAR	609630	5/6/2024	QUADRA RECREATION SOCIETY	84.00
CRAR	609631	5/7/2024	CRDTA	1,393.38
CRAR	609632	5/7/2024	CRDTA	528.84
CRAR	609633	5/7/2024	CRUSH VOLLEYBALL	942.98
CRAR	609634	5/7/2024	CRUSH VOLLEYBALL	942.98
CRAR	609635	5/7/2024	CRUSH VOLLEYBALL	950.10
CRAR	609636	5/7/2024	CRUSH VOLLEYBALL	950.10
CRAR	609637	5/7/2024	CRUSH VOLLEYBALL	777.36
CRAR	609638	5/7/2024	CRUSH VOLLEYBALL	950.10
CRAR	609639	5/7/2024	CRUSH VOLLEYBALL	777.36
CRAR	609640	5/7/2024	CRUSH VOLLEYBALL	820.54
CRAR	609641	5/10/2024	LAICHWILTACH FAMILY LIFE	5,915.00
CRAR	609642	5/10/2024	CUPE 723	41,970.60
CRAR	609643	5/13/2024	SCHOOL DISTRICT NO 64	954.85
CRAR	609644	5/13/2024	CR BAND COUNCIL	229,973.63
CRAR	609645	5/15/2024	CUPE - VIDC	298.96
CRAR	609646	5/16/2024	KLAHOOSE FIRST NATION	11,328.75
CRAR	609647	5/1/2024	JOHN HOWARD SOCIETY	171.13
CRAR	609648	5/1/2024	MULTICULTURAL/IMMIGRANT SERV.	352.54
CRAR	609649	5/1/2024	PACIFICCARE FAMILY ENRICHMENT	130.72
CRAR	609650	5/17/2024	CRMHA	136.50
CRAR	609651	5/21/2024	CUPE BC	896.89
CRAR	609652	5/22/2024	HOMALCO INDIAN BAND	64,196.25

**Deposits**

Type	Reference	Date	Name	Amount (\$)
CRAR	609653	5/7/2024	WE WAI KAI NATION	202,407.00
CRAR	609654	5/9/2024	SCHOOL DISTRICT NO 71	5,729.10
CRAR	609655	5/10/2024	MULTICULTURAL/IMMIGRANT SERV.	49.02
CRAR	609656	5/14/2024	CAMPBELL RIVER AIR YOUTH ASSOC	63.00
CRAR	609657	5/16/2024	BC TEACHERS' FEDERATION	452.35
CRAR	609658	5/17/2024	NORTH ISLAND COLLEGE	222.92
CRAR	609659	5/24/2024	CRDTA	12,069.72
CRAR	609660	5/29/2024	CR COMMUNITY LITERACY ASSOC.	100.98
CRAR	609661	5/30/2024	JOHN HOWARD SOCIETY	171.13
CRAR	609665	5/31/2024	MULTICULTURAL/IMMIGRANT SERV.	352.54
CRAR	609666	5/31/2024	NORTH ISLAND COLLEGE	18,502.81
<b>CRAR Total</b>				<b>608,809.38</b>

Disbursements

Type	Reference	Date	Name	Amount (\$)
CANCK	59427	5/28/2024	CHEQUE NEVER CASHED - ORDER COMPLETE	(3,100.99)
CANCK	59569	5/7/2024	BAMFIELD MARINE SCIENCE CENTRE	4,000.00
CANCK	59570	5/7/2024	BIRKLEARNS EDUCATIONAL CONSULT	7,350.00
CANCK	59571	5/7/2024	CR BASKETBALL REFEREES ASSOC.	4,590.00
CANCK	59572	5/7/2024	CR LAWYERS	112.00
CANCK	59573	5/7/2024	CUPE 723	259.23
CANCK	59574	5/7/2024	GLOBAL EDUCATION EXCHANGE NTWK	1,700.00
CANCK	59575	5/7/2024	LAVOIE, THERESA	700.00
CANCK	59576	5/7/2024	WARRIOR SPIRIT PRODUCTIONS LTD	4,000.00
CANCK	59577	5/22/2024	BOUNCE-A-RAMA RENTALS	500.00
CANCK	59578	5/22/2024	BUREAU VERITAS CANADA 2019 INC	1,365.00
CANCK	59579	5/22/2024	CR LAWYERS	112.00
CANCK	59580	5/22/2024	EMPIRE MUSIC CO. LTD.	101.99
CANCK	59581	5/22/2024	LAICHWILTACH FAMILY LIFE SOCIE	125.00
CANCK	59582	5/22/2024	LEE, BIANCA	350.00
CANCK	59583	5/22/2024	E. MADILL OFFICE CO 2001 LTD.	2,047.25
CANCK	59584	5/22/2024	MISKOLZIE, MNIC	350.00
CANCK	59585	5/22/2024	NICOLAYE, BETTY	600.00
CANCK	59586	5/22/2024	SANDOWNE PAC	7,608.70
CANCK	59587	5/22/2024	SHOICHATE, KRISTA	172.80
CANCK	59588	5/22/2024	STUDIOHUB ARCHITECTS LTD	7,612.50
CANCK	59589	5/22/2024	TRU-VALUE	63.40
CANCK	59590	5/22/2024	VIDULICH, KIRSTEN	350.00
CANCK	59591	5/22/2024	WASTE MANAGEMENT OF CANADA	7,756.34
CANCK	59592	5/22/2024	WOODWARD, MAUREEN	550.00
CANCK	59593	5/17/2024	ENGAGED CONSULTING	3,547.82
<b>CANCK Total</b>				<b>52,823.04</b>
DIRDP	36305	5/7/2024	ABRAHAMSON, KYLEE	68.73
DIRDP	36306	5/7/2024	ADAM'S TARP & TOOL	1,050.16
DIRDP	36307	5/7/2024	AINSWORTH INC	11,359.15
DIRDP	36308	5/7/2024	ANDERSSON, NATASHA L.	47.90
DIRDP	36309	5/7/2024	ANDREW SHERET LTD.	1,806.20
DIRDP	36310	5/7/2024	APPLE CANADA	469.78
DIRDP	36311	5/7/2024	APPLY TO EDUCATION	8,125.95
DIRDP	36312	5/7/2024	BADGER, CHELSEA E.	34.66
DIRDP	36313	5/7/2024	BC SCHOOL TRUSTEES ASSOCIATI	4,615.57
DIRDP	36314	5/7/2024	BC TECHNOLOGY FOR LEARNING	431.25
DIRDP	36315	5/7/2024	BEACH CLUB RESORT	1,537.50
DIRDP	36316	5/7/2024	BELL, ANGIE M.	33.60
DIRDP	36317	5/7/2024	BERES, DEBORAH	195.00
DIRDP	36318	5/7/2024	BEST, PATRICK K.	225.76
DIRDP	36319	5/7/2024	BG DISTRIBUTION	2,023.34
DIRDP	36320	5/7/2024	BILLOWS, VERONICA	74.77
DIRDP	36321	5/7/2024	BLACK, RACHEL	14.87
DIRDP	36322	5/7/2024	BREARLEY, KIANNA S.	45.00
DIRDP	36323	5/7/2024	BRIGGS, SHANNON	513.60
DIRDP	36324	5/7/2024	BROGAN FIRE & SAFETY	3,359.53
DIRDP	36325	5/7/2024	BUNZL CLEANING & HYGIENE	9,876.23
DIRDP	36326	5/7/2024	CAMPBELL RIVER INDIAN BAND	1,067.20
DIRDP	36327	5/7/2024	CAMPBELL, TANYA M.	38.98
DIRDP	36328	5/7/2024	CANADIAN UNION OF PUBLIC	259.23
DIRDP	36329	5/7/2024	CARMAC DIESEL LTD.	10,538.75
DIRDP	36330	5/7/2024	CARRIERE, LORRAINE J.	45.00
DIRDP	36331	5/7/2024	CASSIDY, JACOB A.	1,220.00
DIRDP	36332	5/7/2024	CASSON, CINDY	146.40

Disbursements

Type	Reference	Date	Name	Amount (\$)
DIRDP	36333	5/7/2024	CEDAR GROVE ROOFING SUPPLY	7,834.18
DIRDP	36334	5/7/2024	CITY OF CAMPBELL RIVER	885.00
DIRDP	36335	5/7/2024	CLOVERDALE PAINT	1,946.43
DIRDP	36336	5/7/2024	CLUTCH SOLUTIONS CANADA INC	4,337.48
DIRDP	36337	5/7/2024	COLUMBIA FUELS	11,874.59
DIRDP	36338	5/7/2024	COLUMBIA ICE	36.51
DIRDP	36339	5/7/2024	CONCEPT INTERACTIVE INC.	52,477.94
DIRDP	36340	5/7/2024	CORMACK, GORDON	300.00
DIRDP	36341	5/7/2024	CR FIRE SAFETY SERVICES	9,964.08
DIRDP	36342	5/7/2024	CRAWSHAW, NATALIE	4,672.74
DIRDP	36343	5/7/2024	CRES 1986 LTD.	667.54
DIRDP	36344	5/7/2024	DATURA, MICHAEL D.	578.57
DIRDP	36345	5/7/2024	DECLAN INDUSTRIES INC	77.35
DIRDP	36346	5/7/2024	DISCOVERY FLOORS LTD.	28,064.83
DIRDP	36347	5/7/2024	E.B. HORSMAN & SON	6,002.72
DIRDP	36348	5/7/2024	ECOLE PHOENIX MIDDLE SCHOOL	750.00
DIRDP	36349	5/7/2024	EDDY, KAT	254.68
DIRDP	36350	5/7/2024	EDUCAN INSTITUTIONAL FURNITURE	8,136.66
DIRDP	36351	5/7/2024	EWING, BRENNIA	65.00
DIRDP	36352	5/7/2024	FRASER, CHRISTINE	185.11
DIRDP	36353	5/7/2024	GABEREL, MELINDA	1,067.62
DIRDP	36354	5/7/2024	GILLIS, CRAIG C.	628.10
DIRDP	36355	5/7/2024	GLADISH, JANICE M.	1,388.04
DIRDP	36356	5/7/2024	GORDON, JEANNE M.	42.00
DIRDP	36357	5/7/2024	GORDON, TINA E.	2,683.32
DIRDP	36358	5/7/2024	GUY, JODI	45.00
DIRDP	36359	5/7/2024	HEINRICH, FRAUKE	97.60
DIRDP	36360	5/7/2024	HWANG, NANCY S.	220.01
DIRDP	36361	5/7/2024	INDUSTRIAL PLASTICS & PAINTS	7,123.20
DIRDP	36362	5/7/2024	ISLAND HOME FURNITURE	3,469.76
DIRDP	36363	5/7/2024	ISLAND IMAGING SUPPLIES	257.60
DIRDP	36364	5/7/2024	JEPSON, JOHN	3,400.00
DIRDP	36365	5/7/2024	JOHNSON, SHAYLA	55.50
DIRDP	36366	5/7/2024	KAL TIRE	287.54
DIRDP	36367	5/7/2024	KEEP YOUR SHIRT ON!	5,936.16
DIRDP	36368	5/7/2024	KIRKE, GILLIAN M.	242.98
DIRDP	36369	5/7/2024	KOZUKI, KIMBERLEY A.	860.00
DIRDP	36370	5/7/2024	KYLE, MORGAN L.	10.60
DIRDP	36371	5/7/2024	LA POINTE, KATIE J.	126.88
DIRDP	36372	5/7/2024	LAKELAND AUTOMOTIVE LTD.	213.51
DIRDP	36373	5/7/2024	LANG, JEREMIAH	800.00
DIRDP	36374	5/7/2024	LEGGETT, CLARKE	277.35
DIRDP	36375	5/7/2024	LIFESTYLE METAL VENTURES INC.	45,008.04
DIRDP	36376	5/7/2024	LIND, PETER	100.00
DIRDP	36377	5/7/2024	LONGLAND, WENDY J.	847.85
DIRDP	36378	5/7/2024	LOUTER, LAURA A.	278.96
DIRDP	36379	5/7/2024	MACKENZIE, MARY C.	313.95
DIRDP	36380	5/7/2024	MACLAREN, KERRY A.	168.33
DIRDP	36381	5/7/2024	MANGHILLIS, KATIE L.	365.24
DIRDP	36382	5/7/2024	MANNING, GEOFF	191.24
DIRDP	36383	5/7/2024	MARRIOTT, TRACY L.	52.45
DIRDP	36384	5/7/2024	MAXWELL, SANDRA L.	106.26
DIRDP	36385	5/7/2024	MCCABE, BRIGITTE	113.76
DIRDP	36386	5/7/2024	MCCREITH, TANYA	829.35
DIRDP	36387	5/7/2024	MCCRINDLE, SALLY I.	31.96

Disbursements

Type	Reference	Date	Name	Amount (\$)
DIRDP	36388	5/7/2024	MCMANN, JOYCE I.	524.30
DIRDP	36389	5/7/2024	MESSER CANADA INC.	701.56
DIRDP	36390	5/7/2024	MID ISLAND CO-OP	230.00
DIRDP	36391	5/7/2024	MINISTER OF FINANCE	46,075.00
DIRDP	36392	5/7/2024	MOORE, MATTHEW	1,124.97
DIRDP	36393	5/7/2024	MORELAND, LORRAINE C.	288.05
DIRDP	36394	5/7/2024	MORTON, LINDSEY M.	18.65
DIRDP	36395	5/7/2024	MURPHY, TARA L.	327.61
DIRDP	36396	5/7/2024	NELSON ROOFING & SHEET METAL	392.00
DIRDP	36397	5/7/2024	NOBLE, KYLIE A.	201.60
DIRDP	36398	5/7/2024	NORTH ISLAND GLASS LTD.	681.85
DIRDP	36399	5/7/2024	O'SHANNESY, SARAH L.	211.20
DIRDP	36400	5/7/2024	PACIFIC COASTAL PEST CONTROL	262.50
DIRDP	36401	5/7/2024	PATRICK, JENNIFER L.	776.50
DIRDP	36402	5/7/2024	PATRICK, KEVIN W.	365.18
DIRDP	36403	5/7/2024	PENINSULA CO-OP	49.50
DIRDP	36404	5/7/2024	PENNER AUTOMOTIVE & MARINE LTD	1,022.62
DIRDP	36405	5/7/2024	POINTS WEST AUDIO VISUAL LTD.	5,780.25
DIRDP	36406	5/7/2024	PRAIRIECOAST EQUIPMENT	226.01
DIRDP	36407	5/7/2024	PROFAQUA INC	4,838.44
DIRDP	36408	5/7/2024	QUINSAM RADIO COMMUNICATIONS	2,900.80
DIRDP	36409	5/7/2024	RAVEN HYDRONIC SUPPLY LTD.	2,429.17
DIRDP	36410	5/7/2024	RIVER INK PRINTING & SIGNS LTD	528.98
DIRDP	36411	5/7/2024	ROBINSON, AMBER L.	82.68
DIRDP	36412	5/7/2024	ROSE, ANITA L.	98.60
DIRDP	36413	5/7/2024	ROSS, NICOLE I.	90.00
DIRDP	36414	5/7/2024	SAFRUIK, WENDY L.	75.17
DIRDP	36415	5/7/2024	SHARE CANADA	577.52
DIRDP	36416	5/7/2024	SHEMKO, DANI	90.00
DIRDP	36417	5/7/2024	SIMONUT, ALESSANDRA	100.00
DIRDP	36418	5/7/2024	SMILEY, STEPHANIE	54.46
DIRDP	36419	5/7/2024	SOFTCHOICE CORPORATION	2,028.29
DIRDP	36420	5/7/2024	SPARKS, KELLY E.	126.88
DIRDP	36421	5/7/2024	SPETCH, LINDA	190.32
DIRDP	36422	5/7/2024	SPORTFACTOR	2,189.60
DIRDP	36423	5/7/2024	STAPLES	841.63
DIRDP	36424	5/7/2024	STEPHENS, SANDY	169.59
DIRDP	36425	5/7/2024	STICKNEY, JEN	55.13
DIRDP	36426	5/7/2024	STIX, KIM F.	11.56
DIRDP	36427	5/7/2024	STRATHCON INDUSTRIES	530.80
DIRDP	36428	5/7/2024	SUMMIT CUSTOM BROKERS	37.69
DIRDP	36429	5/7/2024	SUPERIOR PROPANE INC.	8,337.70
DIRDP	36430	5/7/2024	SUPERSTORE	22.36
DIRDP	36431	5/7/2024	SYSCO VICTORIA	903.38
DIRDP	36432	5/7/2024	TECHNICAL SAFETY BC	210.00
DIRDP	36433	5/7/2024	TERAMURA, RHONDA	134.32
DIRDP	36434	5/7/2024	TERREBERRY, CINDY L.	89.11
DIRDP	36435	5/7/2024	THE SHERWIN-WILLIAMS CO.	275.70
DIRDP	36436	5/7/2024	THOMPSON, ALANA	67.71
DIRDP	36437	5/7/2024	TLD COMPUTERS & CUSTOM WORKS	10,574.48
DIRDP	36438	5/7/2024	TYEE CHEVROLET LTD.	289.38
DIRDP	36439	5/7/2024	VINING, LORILL D.	2,411.31
DIRDP	36440	5/7/2024	WARD, KASH A.	45.00
DIRDP	36441	5/7/2024	WESTERN EQUIPMENT LTD.	78.29
DIRDP	36442	5/7/2024	WINDSOR PLYWOOD	1,083.37

Disbursements

Type	Reference	Date	Name	Amount (\$)
DIRDP	36443	5/7/2024	WOLOSHYN, GAYLE	40.26
DIRDP	36444	5/7/2024	WORTHING, ZAHLIA L.	26.95
DIRDP	36445	5/7/2024	WREN, TAYLOR A.	88.66
DIRDP	36446	5/7/2024	WURTH CANADA LIMITED	1,079.28
DIRDP	36447	5/7/2024	ZEMANEK, SHARENE L.	171.41
DIRDP	36448	5/15/2024	AIG INSURANCE COMPANY CANADA	151.06
DIRDP	36449	5/15/2024	BC PRINCIPALS' & VICE-PRINCI	3,552.76
DIRDP	36450	5/15/2024	BC TEACHERS FEDERATION	72,169.88
DIRDP	36451	5/15/2024	BC TEACHERS' FEDERATION	63,108.65
DIRDP	36452	5/15/2024	CANADIAN UNION OF PUBLIC	20,546.26
DIRDP	36453	5/15/2024	CANADIAN WESTERN TRUST	10,217.06
DIRDP	36454	5/15/2024	CR & DISTRICT TEACHERS' ASSOC.	19,074.53
DIRDP	36455	5/15/2024	CR PRINCIPALS & VICE-PRINCIPAL	1,218.00
DIRDP	36456	5/15/2024	DESJARDINS INSURANCE	11,415.42
DIRDP	36457	5/15/2024	INDUSTRIAL ALLIANCE INSURANCE	441.60
DIRDP	36458	5/15/2024	MANULIFE	12,597.90
DIRDP	36459	5/15/2024	PACIFIC BLUE CROSS	169,763.58
DIRDP	36460	5/15/2024	PEBT IN TRUST	103,832.86
DIRDP	36461	5/15/2024	SCHOOL BOARD OFFICE STAFF FUND	255.00
DIRDP	36462	5/22/2024	ABRAHAMSON, KYLEE	23.63
DIRDP	36463	5/22/2024	ANDERSSON, NATASHA L.	21.11
DIRDP	36464	5/22/2024	ARCHIE JOHNSTONE PLUMBING &	26,481.84
DIRDP	36465	5/22/2024	BABB, KATHLEEN	350.00
DIRDP	36466	5/22/2024	BANNISTER, SUSAN A.	160.52
DIRDP	36467	5/22/2024	BC HYDRO & POWER AUTHORITY	75,373.91
DIRDP	36468	5/22/2024	BC TRANSIT	2,900.00
DIRDP	36469	5/22/2024	BEAL, MONIKA	350.00
DIRDP	36470	5/22/2024	BELL, ANGIE M.	33.60
DIRDP	36471	5/22/2024	BERES, DEBORAH	236.96
DIRDP	36472	5/22/2024	BERNIER, ALEXANDRE	350.00
DIRDP	36473	5/22/2024	BERRY, SCOTT D.	696.01
DIRDP	36474	5/22/2024	BEST, PATRICK K.	123.34
DIRDP	36475	5/22/2024	BG DISTRIBUTION	2,944.73
DIRDP	36476	5/22/2024	BIELA, ASHE	350.00
DIRDP	36477	5/22/2024	BILLOWS, VERONICA	142.72
DIRDP	36478	5/22/2024	BIRCHARD, JENNY	127.36
DIRDP	36479	5/22/2024	BLANCHARD SECURITY	57.75
DIRDP	36480	5/22/2024	BREARLEY, KIANNA S.	143.94
DIRDP	36481	5/22/2024	BUNZL CLEANING & HYGIENE	4,819.61
DIRDP	36482	5/22/2024	CAMPBELL RIVER INDIAN BAND	2,446.20
DIRDP	36483	5/22/2024	CANADIAN TIRE ASSOCIATES STORE	22.38
DIRDP	36484	5/22/2024	CARIHI SECONDARY SCHOOL	5,055.68
DIRDP	36485	5/22/2024	CARMAC DIESEL LTD.	7,084.99
DIRDP	36486	5/22/2024	CARRIERE, LORRAINE J.	125.89
DIRDP	36487	5/22/2024	CEDAR ELEMENTARY SCHOOL	111.96
DIRDP	36488	5/22/2024	CITY OF CAMPBELL RIVER	13,527.70
DIRDP	36489	5/22/2024	CLOVERDALE PAINT	1,248.16
DIRDP	36490	5/22/2024	COLUMBIA FUELS	23,030.74
DIRDP	36491	5/22/2024	COLUMBIA ICE	29.22
DIRDP	36492	5/22/2024	COMOX VALLEY REGIONAL DISTRICT	27.08
DIRDP	36493	5/22/2024	CORTES ISLAND ELEM/JR SEC	479.00
DIRDP	36494	5/22/2024	COUTURE, TYLERE M.	655.55
DIRDP	36495	5/22/2024	CR LAUNDROMAT	77.97
DIRDP	36496	5/22/2024	CR METAL FABRICATORS	1,921.92
DIRDP	36497	5/22/2024	CR WHALE WATCHING	7,854.42



Disbursements

Type	Reference	Date	Name	Amount (\$)
DIRDP	36498	5/22/2024	CRAWSHAW, NATALIE	1,049.36
DIRDP	36499	5/22/2024	DATURA, MICHAEL D.	130.37
DIRDP	36500	5/22/2024	DE VITO, DARLANA L.	135.00
DIRDP	36501	5/22/2024	DECLAN INDUSTRIES INC	264.63
DIRDP	36502	5/22/2024	DISCOVERY FLOORS LTD.	4,075.50
DIRDP	36503	5/22/2024	DODGE, TAMMY L.	59.17
DIRDP	36504	5/22/2024	DUKETOW, CHRISTINE M.	102.15
DIRDP	36505	5/22/2024	DUMOUCHEL, ANNIK	172.80
DIRDP	36506	5/22/2024	E.B. HORSMAN & SON	6,882.75
DIRDP	36507	5/22/2024	ECOLE DES DEUX MONDES	1,109.08
DIRDP	36508	5/22/2024	ECOLE PHOENIX MIDDLE SCHOOL	2,171.85
DIRDP	36509	5/22/2024	ECOLE WILLOW POINT ELEMENTARY	201.56
DIRDP	36510	5/22/2024	ETHERIDGE, SHELDON D.	283.69
DIRDP	36511	5/22/2024	EVANS, KAREN L.	386.36
DIRDP	36512	5/22/2024	FOORT, JOHN D.	696.01
DIRDP	36513	5/22/2024	FORTISBC-NATURAL GAS	42,987.10
DIRDP	36514	5/22/2024	FRASER, CHRISTINE	1,002.41
DIRDP	36515	5/22/2024	GABEREL, MELINDA	87.18
DIRDP	36516	5/22/2024	GALE, BREANNE M.	332.96
DIRDP	36517	5/22/2024	GEORGIA PARK ELEMENTARY	412.63
DIRDP	36518	5/22/2024	GORDON, JEANNE M.	217.65
DIRDP	36519	5/22/2024	GUY, JODI	45.00
DIRDP	36520	5/22/2024	HAGEN, CANDACE	30.00
DIRDP	36521	5/22/2024	HANSON, CLAYTON F.	625.92
DIRDP	36522	5/22/2024	HARVEY, RENATE	270.00
DIRDP	36523	5/22/2024	HAYDUK, MERCEDES	5,267.00
DIRDP	36524	5/22/2024	HOLLANDERS, SHEILA	179.40
DIRDP	36525	5/22/2024	HUMPHREYS, RYAN	1,089.76
DIRDP	36526	5/22/2024	HWANG, NANCY S.	1,702.99
DIRDP	36527	5/22/2024	INTROBA CANADA LLP	10,689.00
DIRDP	36528	5/22/2024	ISLAND IMAGING SUPPLIES	112.00
DIRDP	36529	5/22/2024	JOHN A WALLACE ENGINEERING LTD	2,866.50
DIRDP	36530	5/22/2024	JOHNSON, TAMI J.	77.94
DIRDP	36531	5/22/2024	JONES, ASHLEIGH N.	57.65
DIRDP	36532	5/22/2024	KAL TIRE	380.94
DIRDP	36533	5/22/2024	KASDORF, KRISTIN E.	245.00
DIRDP	36534	5/22/2024	KIRKE, GILLIAN M.	96.60
DIRDP	36535	5/22/2024	KNOX, GEORGINA E.	441.54
DIRDP	36536	5/22/2024	KYLE, MORGAN L.	462.52
DIRDP	36537	5/22/2024	LAFFLING, SHERRY	153.57
DIRDP	36538	5/22/2024	LAKELAND AUTOMOTIVE LTD.	4,162.56
DIRDP	36539	5/22/2024	LANE 8 DELIVERY SERVICES	509.25
DIRDP	36540	5/22/2024	LANSDOWNE, NATASHA A.	81.44
DIRDP	36541	5/22/2024	LARMOUR, BRENT T.	35.28
DIRDP	36542	5/22/2024	LEGGETT, CLARKE	92.85
DIRDP	36543	5/22/2024	LESSARD, LINDA T.	227.93
DIRDP	36544	5/22/2024	MACLAREN, KERRY A.	332.33
DIRDP	36545	5/22/2024	MAHER, KARIM	1,025.62
DIRDP	36546	5/22/2024	MARSHALL, TIFFANY J.	103.00
DIRDP	36547	5/22/2024	MCCREITH, TANYA	38.81
DIRDP	36548	5/22/2024	MCLAUGHLIN, SAMANTHA C.	423.83
DIRDP	36549	5/22/2024	MID ISLAND CO-OP	440.00
DIRDP	36550	5/22/2024	MURPHY, TARA L.	140.31
DIRDP	36551	5/22/2024	NEXGEN HEARING	561.75
DIRDP	36552	5/22/2024	NORTH ISLAND COMMUNICATIONS	2,551.85

Disbursements

Type	Reference	Date	Name	Amount (\$)
DIRDP	36553	5/22/2024	NUTTALL, JANE	843.23
DIRDP	36554	5/22/2024	OCEAN GROVE ELEMENTARY	846.38
DIRDP	36555	5/22/2024	OSPREY ELECTRIC LTD	38,795.40
DIRDP	36556	5/22/2024	PACIFIC COASTAL PEST CONTROL	430.50
DIRDP	36557	5/22/2024	PARADIS, JOHANNA	55.72
DIRDP	36558	5/22/2024	PEARSON EDUCATION CANADA	2,631.00
DIRDP	36559	5/22/2024	PENFIELD ELEMENTARY SCHOOL	1,513.64
DIRDP	36560	5/22/2024	PHOENIX POWER-VAC LTD	2,924.75
DIRDP	36561	5/22/2024	PICKERING, ERIN M.	1,021.03
DIRDP	36562	5/22/2024	PINECREST ELEMENTARY SCHOOL	1,532.64
DIRDP	36563	5/22/2024	PIONEER HARDWARE LTD.	2,130.47
DIRDP	36564	5/22/2024	QUADRA ELEMENTARY SCHOOL	1,500.00
DIRDP	36565	5/22/2024	RATHLEF, JESSICA	97.07
DIRDP	36566	5/22/2024	RICHELIEU	445.86
DIRDP	36567	5/22/2024	RICHER, ORYCIA	325.00
DIRDP	36568	5/22/2024	RIPPLE ROCK ELEMENTARY	1,547.33
DIRDP	36569	5/22/2024	RIVER INK PRINTING & SIGNS LTD	2,428.13
DIRDP	36570	5/22/2024	RIVERCITY INCLUSION SOCIETY	384.00
DIRDP	36571	5/22/2024	ROBRON CENTRE	5,623.42
DIRDP	36572	5/22/2024	RUSICK, SCOTT	225.00
DIRDP	36573	5/22/2024	SANDOWNE ELEMENTARY SCHOOL	172.91
DIRDP	36574	5/22/2024	SAYWARD ELEM JR SECONDARY SCHO	335.09
DIRDP	36575	5/22/2024	SCHROEDER, AUDRA L.	2,070.95
DIRDP	36576	5/22/2024	SHARE CANADA	1,247.62
DIRDP	36577	5/22/2024	SHAW CABLE	800.80
DIRDP	36578	5/22/2024	SHEA, JOLIE M.	200.00
DIRDP	36579	5/22/2024	SHEMKO, DANI	41.24
DIRDP	36580	5/22/2024	SHERIFF, SHELLY	65.33
DIRDP	36581	5/22/2024	SMILEY, STEPHANIE	25.80
DIRDP	36582	5/22/2024	SOUCH, DAN	350.00
DIRDP	36583	5/22/2024	SOUTHGATE MIDDLE SCHOOL	1,252.00
DIRDP	36584	5/22/2024	SQUIRREL COVE TRADING	295.98
DIRDP	36585	5/22/2024	ST. JOHN AMBULANCE CR	145.45
DIRDP	36586	5/22/2024	STAPLES	6,854.14
DIRDP	36587	5/22/2024	STEEVES AND ASSOCIATES	236.25
DIRDP	36588	5/22/2024	SUMMIT CUSTOM BROKERS	71.45
DIRDP	36589	5/22/2024	SUPERSTORE	72.37
DIRDP	36590	5/22/2024	SYSCO VICTORIA	671.96
DIRDP	36591	5/22/2024	TECHNICAL SAFETY BC	7,329.00
DIRDP	36592	5/22/2024	TELUS	1,981.55
DIRDP	36593	5/22/2024	TERAMURA, RHONDA	184.28
DIRDP	36594	5/22/2024	THE SHERWIN-WILLIAMS CO.	84.98
DIRDP	36595	5/22/2024	THINKTEL COMMUNICATIONS	1,867.01
DIRDP	36596	5/22/2024	THOMPSON, ALANA	90.00
DIRDP	36597	5/22/2024	TIMBERLINE SECONDARY	6,241.44
DIRDP	36598	5/22/2024	TK ELEVATOR (CANADA) LIMITED	436.62
DIRDP	36599	5/22/2024	TYEE CHEVROLET LTD.	937.99
DIRDP	36600	5/21/2024	DUPLICATE PAYMENT	(18,129.54)
DIRDP	36600	5/22/2024	ULINE	18,129.54
DIRDP	36601	5/22/2024	VAN ROSSEM, LIESA H.	1,129.60
DIRDP	36602	5/22/2024	WAGER, BARBARA L.	56.83
DIRDP	36603	5/22/2024	WARD, KASH A.	91.31
DIRDP	36604	5/22/2024	WEBB, JULIE A.	61.66
DIRDP	36605	5/22/2024	WHITLOCK, SCOTT	442.96
DIRDP	36606	5/22/2024	WILSON, AMANDA	153.36

Disbursements

Type	Reference	Date	Name	Amount (\$)
DIRDP	36607	5/22/2024	WINDSOR MILL SALES	815.17
DIRDP	36608	5/22/2024	WINDSOR PLYWOOD	179.42
DIRDP	36609	5/22/2024	WURTH CANADA LIMITED	879.65
DIRDP	36610	5/22/2024	ZEMANEK, SHARENE L.	90.00
DIRDP	36611	5/22/2024	12729687 CANADA INC.	32,156.25
DIRDP	36612	5/29/2024	ARRUDA, MICHAELA	980.00
DIRDP	36613	5/29/2024	ATKINSON, DEANNA	980.00
DIRDP	36614	5/29/2024	ATKINSON, JENNIFER L.	1,960.00
DIRDP	36615	5/29/2024	BROADLEY, NEIL	1,400.00
DIRDP	36616	5/29/2024	BURGESS, GERRY	980.00
DIRDP	36617	5/29/2024	CHAMBERLAIN, KELTIE	1,381.50
DIRDP	36618	5/29/2024	COWLEY, TRACEY	980.00
DIRDP	36619	5/29/2024	DERKS, SARAH	980.00
DIRDP	36620	5/29/2024	DOHERTY, BRENDA	980.00
DIRDP	36621	5/29/2024	DOLPHIN, KALYAN	2,110.00
DIRDP	36622	5/29/2024	GRANTER, ARLENE	1,960.00
DIRDP	36623	5/29/2024	GREENWOD, DAVID	980.00
DIRDP	36624	5/29/2024	HARBIN, ELIZABETH	2,110.00
DIRDP	36625	5/29/2024	HAUGEN, SHANNON	728.50
DIRDP	36626	5/29/2024	HEADLEY, JENNA LEE	1,130.00
DIRDP	36627	5/29/2024	HINZ, GRACIELA	980.00
DIRDP	36628	5/29/2024	HOBSON, LINDA	980.00
DIRDP	36629	5/29/2024	HONSBERGER, KATRINA	980.00
DIRDP	36630	5/29/2024	HRYNIW, KYLE	1,130.00
DIRDP	36631	5/29/2024	HURD, DUNCAN	980.00
DIRDP	36632	5/29/2024	IRVINE, MEGAN	980.00
DIRDP	36633	5/29/2024	JEWELL, TINA	980.00
DIRDP	36634	5/29/2024	JIANG, HAIRONG (NICOLE)	980.00
DIRDP	36635	5/29/2024	JIWA, JENNIFER	980.00
DIRDP	36636	5/29/2024	KLEBAN, HOLLY	980.00
DIRDP	36637	5/29/2024	KOBAYASHI, JENNIFER OR JEFF	2,110.00
DIRDP	36638	5/29/2024	KOZUKI, KIMBERLEY A.	1,960.00
DIRDP	36639	5/29/2024	KULESH, LELA	560.00
DIRDP	36640	5/29/2024	LANE, DENISE	980.00
DIRDP	36641	5/29/2024	LEE, SOPHIA	1,960.00
DIRDP	36642	5/29/2024	MACDONALD, KIM	1,960.00
DIRDP	36643	5/29/2024	MOIR, MELISSA	980.00
DIRDP	36644	5/29/2024	NESS, LINDSAY	980.00
DIRDP	36645	5/29/2024	NETZEL, MARIA	980.00
DIRDP	36646	5/29/2024	NTALINTUMIRE, MARINA	980.00
DIRDP	36647	5/29/2024	PAKOSZ, DONNA	980.00
DIRDP	36648	5/29/2024	PHIBBS, BLAIR	1,130.00
DIRDP	36649	5/29/2024	RENSBY, KRISTI	980.00
DIRDP	36650	5/29/2024	ROACH, ERIN	980.00
DIRDP	36651	5/29/2024	SIRIGNANO, SERENA	980.00
DIRDP	36652	5/29/2024	ST PIERRE, BEVERLEY	1,960.00
DIRDP	36653	5/29/2024	THOMAS, SARAH	980.00
DIRDP	36654	5/29/2024	THOMPSON, ALANA	980.00
DIRDP	36655	5/29/2024	THOMPSON, ASHLEY Y.	1,960.00
DIRDP	36656	5/29/2024	TURNER, ROSEMARY	980.00
<b>DIRDP Total</b>				<b>1,335,590.80</b>
MABMO	33	5/1/2024	BMO PURCHASE CARD UPLOAD	150,078.52
<b>MABMO Total</b>				<b>150,078.52</b>
MANCK	2619	5/2/2024	ROYAL BANK WIRE TRANSFERS	1,031.25
MANCK	2620	5/2/2024	ROYAL BANK WIRE TRANSFERS	2,062.50

**Disbursements**

Type	Reference	Date	Name	Amount (\$)
MANCK	2623	5/2/2024	ROYAL BANK WIRE TRANSFERS	2,886.60
MANCK	2624	5/2/2024	ROYAL BANK WIRE TRANSFERS	3,093.75
MANCK	2625	5/2/2024	ROYAL BANK WIRE TRANSFERS	6,035.00
MANCK	2626	5/2/2024	ROYAL BANK SERVICE CHARGES	17.00
MANCK	2627	5/3/2024	RECEIVER GENERAL OF CANADA	3,127.70
MANCK	2628	5/3/2024	RECEIVER GENERAL OF CANADA	9,258.42
MANCK	2629	5/3/2024	RECEIVER GENERAL OF CANADA	35,519.32
MANCK	2630	5/3/2024	RECEIVER GENERAL OF CANADA	98,939.91
MANCK	2631	5/3/2024	RECEIVER GENERAL OF CANADA	163,959.91
MANCK	2632	5/3/2024	RECEIVER GENERAL OF CANADA	518,470.36
MANCK	2633	5/3/2024	ROYAL BANK SERVICE CHARGES	3.50
MANCK	2634	5/6/2024	ROYAL BANK SERVICE CHARGES	587.67
MANCK	2635	5/6/2024	COMMISSIONER OF TEACHERS' PENS	24,537.13
MANCK	2636	5/10/2024	RECEIVER GENERAL OF CANADA	40,553.68
MANCK	2637	5/10/2024	COMMISSIONER OF MUNICIPAL	1,867.80
MANCK	2638	5/13/2024	ROYAL BANK SERVICE CHARGES	17.00
MANCK	2639	5/24/2024	ROYAL BANK VISA	11,204.73
MANCK	2640	5/10/2024	COMMISSIONER OF MUNICIPAL	92,279.26
MANCK	2641	5/14/2024	COMMISSIONER OF MUNICIPAL	13,259.28
MANCK	2642	5/14/2024	COMMISSIONER OF TEACHERS' PENS	47,244.25
MANCK	2643	5/24/2024	COMMISSIONER OF TEACHERS' PENS	774,406.34
MANCK	2644	5/16/2024	FLYWIRE CANADA INC	2,062.50
MANCK	2645	5/17/2024	RECEIVER GENERAL OF CANADA	9,537.66
MANCK	2646	5/17/2024	RECEIVER GENERAL OF CANADA	163,010.01
MANCK	2647	5/17/2024	COMMISSIONER OF TEACHERS' PENS	27,903.84
MANCK	2648	5/24/2024	ROYAL BANK SERVICE CHARGES	17.00
MANCK	2649	5/24/2024	RECEIVER GENERAL OF CANADA	6,146.37
MANCK	2650	5/24/2024	RECEIVER GENERAL OF CANADA	100,051.22
MANCK	2651	5/24/2024	RECEIVER GENERAL OF CANADA	524,948.40
MANCK	2652	5/24/2024	COMMISSIONER OF MUNICIPAL	1,865.47
MANCK	2653	5/24/2024	COMMISSIONER OF MUNICIPAL	91,035.75
MANCK	2654	5/29/2024	COMMISSIONER OF MUNICIPAL	13,259.28
MANCK	2655	5/29/2024	COMMISSIONER OF TEACHERS' PENS	47,244.25
MANCK	2656	5/30/2024	BMO PC	100,000.00
MANCK	2657	5/31/2024	ROYAL BANK SERVICE CHARGES	272.01
<b>MANCK Total</b>				<b>2,937,716.12</b>
<b>Grand Total</b>				<b>4,476,208.48</b>

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 DATE - 6/12/24  
 TIME - 10:28:17

SCHOOL DISTRICT NO 72 (CAMPBELL RIVER)  
 Public Disclosure Report Details  
 MAY01/24 to MAY31/24

Page 1

Employee	Vendor	Invoice	Inv Date	Pub Date	P/O	Object	Pub Amount		
Kyle, Morgan L.	19000272	050624	MAY06/24	MAY06/24	PO402	3430	386.62		
		MILEAGE - VICE CONFERENCE							
Kyle, Morgan L.	19000272	050624	MAY06/24	MAY06/24	PO402	3450	76.00		
		MEALS - VICE CONFERENCE							
Kyle, Morgan L.	19000272	052724	MAY27/24	MAY27/24	PO402	3430	163.20		
		MILEAGE TO BCSSA MEETING							
Kyle, Morgan L.	19000272	052724	MAY27/24	MAY27/24	PO402	3450	38.00		
		MEALS BCSSA MEETING							
		Employee Total	663.82						
Manning, Geoff	23000333	051324	MAY13/24	MAY13/24	PO402	3460	522.41		
		FLIGHT TO SAN DIEGO CONFERENCE							
		OCT/24							
Manning, Geoff	23000333	ROYAL BANK VISA	2879284	05317580-GM	MAY21/24	MAY21/24	PO402	99999	2,214.13
		BCSSA- FERRY/AIR/REGISTRATION							
		ACCOMMODATION							
Manning, Geoff	23000333	052724	MAY27/24	MAY27/24	PO402	3430	102.00		
		MILEAGE BCSSA PARKSVILE							
		Employee Total	2,838.54						
Patrick, Kevin W.	50020	ROYAL BANK VISA	2879284	05317235-KP	MAY21/24	MAY21/24	PO401	3410	733.95
		BCASBO AGM REGISTRATION							
Patrick, Kevin W.	50020	052724	MAY27/24	MAY27/24	PO401	3430	78.88		
		MILEAGE TO COMOX RETURN BCASBO							
Patrick, Kevin W.	50020	052724	MAY27/24	MAY27/24	PO401	3450	43.00		
		MEALS - BCASBO AGM KELOWNA							
		Employee Total	855.83						
		Grand Total	4,358.19						