



**CAMPBELL RIVER**  
School District 72

MEMO

**Date:** March 13, 2026  
**To:** The Board of Education  
**From:** Kevin Patrick, Secretary-Treasurer  
**Subject:** **PUBLIC BOARD MEETING – March 17, 2026**

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

**Date:** **Tuesday, March 17, 2026**  
**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 March 17 meeting online <https://bit.ly/4o47kIO>

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, March 17, 2026**  
**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 February 24, 2026 ***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 March 17, 2026 Confidential Board Meeting
8. Correspondence
13. Strategic Planning: Student Centred Learning (C Gillis)
9. Public Submissions
10. Agenda Submission
11. Educational Submission
  - A. International programs update (M Hayduk) ***Presentation***
12. Electorate and Board Matters
  - A. Board Governance Policy notice of motion: (C. Gillis) ***Exhibit***  
*Policy 10: Role and Responsibilities of the Superintendent  
Replacing policies 10, 11 and 14)*
  - B. Board governance policy review (C Gillis & K Eddy) ***Exhibit***  
*Draft review of Policy 5: Diversity, Equality and Equity*
14. Educational Issues
15. Business Administration
  - A. 2026-2027 preliminary operating grant comparison (K Patrick) ***Exhibit***

Public Board Meeting March 17, 2026

16. Committee Reports

A. 2026-03-04 City/ SD liaison meeting (C Gillis)

B. 2026-03-06 VISTA spring conference (S Briggs, K Eddy, C Gillis,  
J Gladish, J McMann)

17. Any Other Business

18. Questions from Anyone Present on Agenda Items for This Meeting

19. Adjournment

Kevin W. Patrick, CPA, CGA  
Secretary-Treasurer  
KWP:nc

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Visit the Board's meeting calendar for a link to observe the board meeting online and electronically participate in the question period on agenda items. <https://www.sd72.bc.ca/page/109/calendar>

**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, February 24, 2026**

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

**26-29 Call to Order**

Chair Gillis called the meeting to order at 7:31 pm.

**26-30 District music teachers presentation**

A group of district music teachers and the Carihi secondary choir made a presentation to the board. Teachers spoke about the programs available to elementary, middle and high school students. Two students shared stories of how participating in school music programs had impacted their lives and given them a voice. The presentation closed with a moving performance by the choir.

**26-31 Chair's remarks**

Chair Gillis noted upcoming district music events including the Timberline musical "Big Fish", the Carihi musical "Something Rotten" and the district music showcase.

Gillis shared that in a recent call Board Chairs across the province had expressed their messages of support and concern for the Tumbler Ridge community. School districts will need to look for budget efficiencies as planning begins for the 2026-2027 budget year.

**26-32 Superintendent's remarks**

Superintendent Manning commended the students who participated in the north island regional Skills Canada BC competition held at Timberline on February 20, 2026. Medal winners will advance to the provincial competition on April 15.

He highlighted a number of other events in the district including the Southgate girls' basketball team win at the north islands, the district music showcase on March 5 and Pink Shirt Day on February 25.

**26-33 Approval of the minutes of February 3, 2026**

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

***THAT the minutes of the meeting of February 3, 2026  
are hereby approved as submitted.***

**26-34 Approval of the agenda**

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

***THAT the agenda is hereby approved as submitted.***

**26-35 Report from the February 24, 2026 Confidential Board Meeting**

Vice-Chair McMann 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.

**26-36 Motion to adopt Board Governance Policy 15**

Chair Gillis reported that the following policy has been revised and is ready for adoption:

*Board Governance Policy 15 – Meetings*

It was proposed by K. Eddy, seconded by D. Harper and **CARRIED:**

***THAT Board Governance Policy 15 – Meetings,  
dated February 24, 2026, be given all three readings at this meeting:***

It was proposed by J. McMann, seconded by K. Eddy and **CARRIED:**

***THAT the Board Governance Policy Committee's recommended  
amendments to Board Governance Policy 15 – Meetings  
dated February 24, 2026, be read for the first time.***

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

***THAT the Board Governance Policy Committee's recommended  
amendments to Board Governance Policy 15 – Meetings  
dated February 24, 2026, be read for the second time.***

It was proposed by D. Hagen, seconded by K. Eddy

***THAT the Board Governance Policy Committee's recommended  
amendments to Board Governance Policy 15 – Meetings  
dated February 24, 2026, be read for the , be read for the third time,  
passed and adopted.***

**26-37 Motion to adopt Board Governance Policy 31**

Chair Gillis reported that the following policy has been developed and is ready for adoption:

*Board Governance Policy 31 – Child Care*

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

***THAT Board Governance Policy 31 – Child Care,  
dated February 24, 2026, be given all three readings at this meeting:***

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

***THAT the Board Governance Policy Committee's recommended  
adoption of Board Governance Policy 31 – Child Care  
dated February 24, 2026, be read for the first time.***

It was proposed by K. Eddy, seconded by D. Hagen and **CARRIED:**

***THAT the Board Governance Policy Committee's recommended  
adoption of Board Governance Policy 31 – Child Care  
dated February 24, 2026, be read for the second time.***

It was proposed by S. Briggs, seconded by K. Eddy

***THAT the Board Governance Policy Committee's recommended  
adoption of Board Governance Policy 31 – Child Care  
dated February 24, 2026 , be read for the third time,  
passed and adopted.***

**26-38 Strategic Planning: Honour Indigenous World Views and Perspectives**

Board Gillis noted that the district continues to focus their strategic priority work on Honouring Indigenous World Views and Perspectives.

**26-39 How Are We Doing 2024/2025 report**

Superintendent Manning said that the Ministry of Education and Child Care recently released the Aboriginal Students: How Are We Doing 2024/2025 report. The report is an annual, public-facing report focusing on Indigenous students in BC. The data provides important information on how Indigenous students are developing and identifies. Measures such as school completion rates, numeracy, literacy and attendance are analyzed to identify areas for interventions or further action.

**26-40 Budget Bylaw – Amended 2025-2026 Operating Budget**

Secretary-Treasurer Patrick highlighted the amended 25/26 final operating budget. Changes from the preliminary budget reflect updated expenses, actual revenues based on student enrolment, salary costs from the implementation of labour settlements and cost increases due to inflation.

It was proposed by D. Harper, seconded by D. Hagen and CARRIED:

***THAT the Budget Bylaw for the Amended Annual 2025/2026 Budget in the amount of \$95,588,062 be given all required readings at this meeting.***

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

***THAT the Budget Bylaw for the Amended Annual 2025/2025 Budget in the amount of \$95,588,062 be given first reading.***

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

***THAT the Budget Bylaw for the Amended Annual 2025/2026 Budget in the amount of \$95,588,062 be given second reading.***

It was proposed by D. Hagen, seconded by D. Harper and CARRIED:

***THAT the Budget Bylaw for the Amended Annual 2024/2025 Budget in the amount of \$95,265,816 be given third reading.***

**26-41 2026-2027 Enrolment forecast**

Secretary-Treasurer Patrick shared that the provincial trend is towards declining enrolments in all districts. This is attributed to declining birthrates and restrictions on immigration. Budget planning has started for 2026-2027 with an anticipated deficit of \$2 million.

**26-42 Guiding Principles for Decision Making**

The guiding principles for decision making are a way for the Board to communicate to stakeholders and to represent Board policy in the development of the budget.

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

***THAT the Board adopt the Guiding Principles for Decision Making - Budget Cycle 2026 – 2027 as presented.***

**26-43 Finance Warrant**

It was proposed by D. Hagen seconded by K. Eddy and **CARRIED**:

***THAT the Finance Warrant No. 7, dated January 31, 2026 be accepted as presented.***

**26-44 Committee reports**

**2026-02-04 Vancouver Island School Trustees' Association (VISTA)** branch president Trustee Kat Eddy noted that VISTA met on February 4 and are looking forward to their regional conference March 6-7 in the Cowichan Valley.

**2026-02-04 British Columbia School Trustees' Association Indigenous Education Advisory Council (IEAC)** representative Trustee Jan Gladish shared impressions from the IEAC meeting she attended on February 4 in Vancouver.

**2026-02-09 Board governance policy committee** Board Chair Gillis noted that the committee is continuing their work to review and update the board's governance policies.

**2026-02-09 CORE professional development:** Trustee Hagen highlighted discussions concerning goals and upcoming events at the February 9 pro-d committee meeting.

**2026-02-17 District Parent Advisory Council (DPAC)** Vice Chair McMann noted DPAC's ongoing work to build participation and connect with parents on topics of interest.

**2026-02-20 British Columbia School Trustees' Association (BCSTA) Provincial Council** Trustee Eddy attended the February 20 Provincial Council meeting that was held online. Discussions centred on legislative matters, preparation for the BCSTA AGM in April and BCSTA's role in preparing for the October 17, 2026 municipal election.

**26-45 Questions from anyone present on agenda items for this meeting**

**Question 1** – Debra Coombes, CRDTA President – Question to the Secretary-Treasurer through the Chair: Just wondering if you could share a little bit more about the difference between the two data points that you were talking about like the 105 that we're kind of predicting but that there was a data point that said it might be 180 and that feels like a lot of when you multiply it by the per pupil funding and then with a \$2,000,000 potential deficit that 80 could be really significant can you tell me more about it

Secretary-Treasurer Patrick responded that in 2026 the district projects an exit of 450 graduates from the system and an enrolment of 360 new students across all grades. The demographic forecasts from the Ministry of Education and Child Care and the Baragar software used by school districts in BC indicate some inward migration of students, but it will not be enough to offset outward migration and exits of students who are graduating.

**Question 2** – Debra Coombes, CRDTA President – And do you have a point at which you make the call to you know that we need to budget on 145 instead of 180

Secretary-Treasurer Patrick responded that the district pays close attention to enrolment numbers for staffing purposes. It is disruptive if staffing isn't appropriate. Most of our enrolment gains will be in grades 10-12 for 2026-2027.

**Adjournment**

The meeting adjourned at 9:05 pm



**CAMPBELL RIVER**  
School District 72

12A

MEMO

**Date:** March 13, 2026  
**To:** Board of Education  
**From:** Board Governance Policy Committee  
**Subject:** **Notice of motion**

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The Board Governance Policy Committee recommends revisions to the following policy:

Policy 10 – Role and Responsibilities of the Superintendent

- To combine the policies specific to the Superintendent into one comprehensive policy:
  - o BGP 10: General Expectations of the Superintendent
  - o BGP 11 Role and Responsibility of the Superintendent
  - o BGP 14: Monitoring Superintendent Performance

## ROLE AND RESPONSIBILITIES OF THE SUPERINTENDENT

As per the *School Act sec. 22*, a board must appoint a superintendent of schools for the school district who, under the general direction of the board:

- a) has general supervision and direction over the educational staff employed by the board of that school district
- b) is responsible
  - i. to the board, for improvement of student achievement in that school district,
  - ii. for the general organization, administration, supervision and evaluation of all educational programs provided by the board, and
  - iii. for the operation of schools in the school district
- c) must perform other duties set out in the regulations.

The Superintendent shall operate legally, ethically, prudently, and abide by board policies. The superintendent shall provide and promote a high standard of professional leadership and commitment to continuous improvement in the district.

### General Expectations of the Superintendent

The superintendent is the chief executive officer of the board. The superintendent is accountable to the board for the conduct and operation of the district, for providing leadership in administration and instructional programs for students, and for ensuring compliance with board governance policy and legislative requirements. All board authority delegated to the staff of the district is delegated through the superintendent.

The superintendent shall ensure:

1. All operational practices, activities, decisions and organizational conditions are lawful, prudent, consistent with commonly accepted professional and business ethics, and adhere to board policies.
2. All necessary actions are taken such that the district operates in compliance with provincial requirements.
3. Recognition is given to the inherent dignity and rights of all members of the human family and that the diversity of the school community of students and staff and the larger community it serves is valued.
4. Recognition is given to the rights of Indigenous peoples and the inherent value in maintaining strong relationships and open dialogue
5. Operational practices, activities, decisions or organizational conditions do not place at risk the district's public image or credibility.

## **Specific Areas of Responsibility**

### **1. Student Learning**

- 1.1. Provide educational leadership on behalf of the district;
- 1.2. Maintain exemplary standards of curriculum and instruction;
- 1.3. Monitor and continually evaluate educational practices.

### **2. Student Well-Being**

- 2.1. Consider the impact on the environment in the delivery of programs and services;
- 2.2. Integrate environmental education and environmentally responsible action within the school setting;
- 2.3. Provide a safe and respectful learning environment.

### **3. Operations and Fiscal Responsibility**

- 3.1. Direct the development of an annual operating and capital budget for board approval, and ensure the existence of an effective system of financial expenditure and control;
- 3.2. Ensure that the board is kept appropriately informed of the operation of the district;
- 3.3. Monitor and continually evaluate operational practices.

### **4. Personnel Management**

- 4.1. Ensure the provision of a well-organized program of personnel administration;
- 4.2. Recommend the appointment of the secretary-treasurer and associate superintendent to the board;
- 4.3. Supervise and coordinate the operation of departments and functions in the district, delegating responsibilities as required;
- 4.4. Evaluate, or arrange for, the evaluation of senior management and principals / vice-principals on a regular basis;
- 4.5. Evaluate, or arrange for evaluation of other personnel as required;
- 4.6. Visit schools, maintain effective professional relationships with staff and community and promote good communication with stakeholders and rightsholders.

### **5. Board Governance Policies and Operational Procedures**

- 5.1. Meet the operational expectations of the board through the establishment of operational procedures and implementation of board policies.

## 6. Superintendent/Board Relations

- 6.1. Advise and assist the board in exercising its duties under legislation;
- 6.2. Attend, or arrange for a delegate to attend, all meetings of the board and its committees, except when excused by the board for discussion of the superintendent's performance;
- 6.3. Ensure that, in consultation with the chair and staff as necessary, agendas for board meetings are properly prepared;
- 6.4. Perform such other duties as are assigned by the board, and which are consistent with the above duties, board governance policy, and legislative requirements;
- 6.5. Ensure that the board is consulted and approves of structural changes to the senior management team.
- 6.6. The board and superintendent shall continuously monitor superintendent performance and board-superintendent relations through private briefings and other methods determined by the chair and superintendent.

## 7. Strategic Planning and Reporting

- 7.1. Assist, initiate and direct the planning and development, implementation and evaluation of board governance policy, the strategic plan and district goals.

## Monitoring Superintendent Performance

The purpose of the annual performance review of the superintendent is to consolidate the board's findings arising from its monitoring of district goals and operational procedures during the year and, on this basis, to draw reasonable summative conclusions. In addition, the board may assess superintendent performance related to the achievement of performance objectives and other criteria established jointly and previously agreed to by the board and superintendent.

The board shall adhere to the following schedule and methods for superintendent performance review.

### 1. Schedule

- 1.1. The performance of the superintendent is a formative ongoing process connected to the goals of the Strategic Plan.

### 2. Methods

- 2.1. The superintendent shall provide the Board with an annual report regarding the district's progress on the Strategic Plan. The board shall meet regularly with the superintendent to review the plan. The board may from time to time ask for other meetings with the superintendent to review progress on the Strategic Plan;
- 2.2. The superintendent performance review process shall involve all board members and the superintendent;
- 2.3. The methods of performance review shall be structured so that they lead to strengthening communications and the relationship between the board and superintendent;

- 2.4. Performance review sessions are to be facilitated by the chair and assisted by the superintendent;
- 2.5. Provision may be made for engaging an external facilitator to conduct sessions when the board and superintendent perceive a need or benefit arising from third-party assistance;
- 2.6. The monitoring of the superintendent's performance as outlined in this policy is in addition to the performance review provisions and contractual obligations outlined in the superintendent's contract with the board

Legal References:	<i>School Act Sec. 22, 85</i>
Monitoring Method:	<i>Internal Reports/Board and Superintendent</i>
Monitoring Frequency:	<i>Annual</i>
Adopted:	<i>June 25, 2013</i>
Last Revised:	<i>October 2017</i>
	<i>September 2018</i>
	<i>November 2019</i>
	<i>tba</i>

DRAFT

## EQUITY AND INCLUSION

The board recognizes the inherent dignity and rights of all members of the human family and values the diversity of its community of students, staff and the larger community it serves.

The board is committed to the equitable treatment of all students, employees, Indigenous rights holders and school district stakeholders, regardless of their ancestry, country of origin, ethnicity or cultural background. The board will ensure all students, employees and community facility users are provided with a safe, accessible, inclusive, diverse and respectful environment to work, play and learn.

These values align with the Canadian Charter of Rights and Freedoms, the *Canadian Human Rights Act*, the *Canadian Multiculturalism Act*, the BC Human Rights Code and the Collective Agreements between the Campbell River School District with the Campbell River and District Teachers' Association and with the CUPE Local 723.

### Definitions

"Diversity" refers to the broad range of visible and non-visible differences that characterize people. Some of these qualities include age, ethnicity, colour, disability, sexual orientation, gender identity, spiritual and political beliefs and socio-economic background. Diversity also includes knowledge, skills and abilities of individuals.

"Equality" means providing everyone the same opportunities.

"Equity" means dealing fairly with each person according to their needs.

"Inclusion" means everyone is included and valued with equal access and opportunity, regardless of background, ability or identity.

### Goals

The board is committed to developing and promoting these values by:

- Ensuring inclusion of all students, employees and their respective families and caregivers, regardless of ancestry, country of origin, ethnicity or cultural background, in all aspects of school life;
- Defining appropriate expectations, language, behaviours and actions in order to prevent discrimination or harassment based on ancestry, country of origin, ethnicity or cultural background, gender, sexual orientation or sexual identity;
- Ensuring that complaints of discrimination or harassment based on racism or anti-LGBTQIA2S+ behaviours are taken seriously and dealt with expeditiously and effectively through consistently applied policies and procedures; and
- Raising awareness, offering ongoing learning (including resources) and implementing practices that will support and celebrate the diverse communities within the school district.

Legal References:	<i>School Act Sec. 85</i>
Monitoring Method:	<i>Internal Reports/Board and Superintendent</i>
Monitoring Frequency:	<i>Annual</i>
Adopted:	<i>June 25, 2013</i>
Last Revised:	<i>October 2017</i> <i>tba</i>



## DIVERSITY, EQUALITY AND EQUITY

### Definitions

"Diversity" refers to the broad range of visible and non-visible differences that characterize people. Some of these qualities include age, ethnicity, colour, disability, sexual orientation, gender identity, spiritual and political beliefs, and socio-economic background. Diversity also includes knowledge, skills and abilities of individuals.

"Equality" means providing everyone the same opportunities.

"Equity" means dealing fairly with each person according to their needs.

### Goals

The board recognizes the inherent dignity and rights of all members of the human family and values the diversity of its community of students, staff and the larger community it serves. Within this context, the board affirms its commitment to the principles and values contained in the BC Human Rights Code and actively supports the following goals:

1. Providing and maintaining a physically and emotionally safe learning and working environment which promotes and provides acceptance, fairness, justice and equity for all students and employees;
2. Recognizing and valuing, through articulation and actions, our diversity, including but not limited to ethnicity, spiritual beliefs, sexual orientation and gender identity; and,
3. Encouraging and supporting educational programs that promote an understanding and appreciation of the complexity of diversity.

Legal References:

*School Act Sec. 85*

Monitoring Method:

*Internal Reports/Board and Superintendent*

Monitoring Frequency:

*Annual*

Adopted:

*June 25, 2013*

Last Revised:

*October 2017*

SCHOOL DISTRICT 72 (CAMPBELL RIVER)  
Comparison of Funding Allocation

3/12/2026

15A

	2025/26				2026/27			
	Funding per FTE	FTE	Final Allocation	Prelim to Final	Funding per FTE	FTE	Prelim Allocation	Final to Prelim
Student Base Allocation:								
Total School Age FTE	\$ 9,015	5,485.69	49,453,473	281,877	\$ 9,015	5,392.00	48,608,880	(844,593)
Continuing Ed	\$ 9,015	0.00	-	-	\$ 9,015	0.00	-	-
Online Learning	\$ 7,280	15.00	109,200	(7,280)	\$ 7,280	20.00	145,600	36,400
Alternate Schools	\$ 9,015	197.00	1,775,955	252,420	\$ 9,015	180.00	1,622,700	(153,255)
Number of homeschoolers	\$ 250	20.00	5,000	(250)	\$ 250	20.00	5,000	-
Number of course challenges	\$ 282	3.00	846	564	\$ 282	3.00	846	-
School in the summer			299,761	(28,355)			299,761	-
Con't Ed February Count	\$ 9,015	0.00	-	-	\$ 9,015	0.00	-	-
Con't Ed May Count	\$ 9,015	0.00	-	-	\$ 9,015	0.00	-	-
OL February Count	\$ 3,640	4.00	14,560	-	\$ 7,280	7.00	50,960	36,400
OL May Count		0.00	-	-	\$ 7,280	7.00	50,960	50,960
Additional Operating Funds from Holdback: For Basic Allocation								
Total School Age FTE								
FTE Eligible for Decline Supp								
<b>Total Base Allocation</b>			<b>51,658,795</b>				<b>50,784,707</b>	<b>(874,088)</b>
Supplements for:								
<b>1. Enrolment Decline</b>							219,587	219,587
<b>2. Unique Student Needs</b>								
English as a Second Language	\$ 1,815	396.00	718,740	14,520	\$ 1,815	395.00	716,925	(1,815)
Indigenous Education	\$ 1,790	1,313.00	2,350,270	109,190	\$ 1,790	1,286.00	2,301,940	(48,330)
Special Education								
Level 1:	\$ 51,300	8.00	410,400	-	\$ 51,300	7.00	359,100	(51,300)
Level 2:	\$ 24,340	350.00	8,519,000	316,420	\$ 24,340	351.00	8,543,340	24,340
Level 3:	\$ 12,300	160.00	1,968,000	(393,600)	\$ 12,300	138.00	1,697,400	(270,600)
<b>Equity of Opportunity</b>			<b>372,401</b>	<b>6,059</b>			<b>406,016</b>	<b>33,615</b>
<b>Second Count</b>								
Level 1:	\$ 12,170	10.00	121,700	-	\$ 12,170	5.00	60,850	(60,850)
Level 2:	\$ 6,150	15.00	92,250	-	\$ 6,150	7.00	43,050	(49,200)
Adult Education	\$ 5,755	0.00	-	-	\$ 5,755	0.00	-	-
Adult Education February Count	\$ 5,755	0.00	-	-	\$ 5,755	0.00	-	-
Adult Education May Count	\$ 5,755	0.00	-	-	\$ 5,755	0.00	-	-
<b>Total Unique Student Needs</b>			<b>14,552,761</b>	<b>52,589</b>			<b>14,128,621</b>	<b>(424,140)</b>
<b>3. Salary Differential</b>							1,442,096	(27,255)
Supplied by Ministry of Education			1,469,351	195,174				
<b>4. Unique Geographic Factors</b>			<b>5,926,802</b>	-			<b>6,176,943</b>	250,141
Supplied by Ministry of Education								
<b>7. Funding Protection</b>								
Supplied by Ministry of Education								
<b>8. Supplement for the Education Plan</b>			<b>50,867</b>	-			<b>51,279</b>	412
Supplied by Ministry of Education								
<b>Indigenous Education Councils</b>			<b>122,248</b>	-			<b>45,907</b>	(76,341)
Curriculum Support								
<b>OPERATING GRANT FROM MINISTRY OF EDUCATION</b>			<b>73,780,824</b>	746,739			<b>72,849,140</b>	(931,684)
<b>OPERATING GRANT FROM MINISTRY OF EDUCATION</b>			<b>73,780,824</b>	746,739			<b>72,849,140</b>	(931,684)
Additional Operating Funds from Holdback:								
Administrative Savings								
			<b>73,780,824</b>	<b>746,739</b>			<b>72,849,140</b>	<b>(931,684)</b>