



DPAC MEETING MINUTES FOR MAY 21st, 2020

Held at via Zoom

Members Present:	Diane Braun	DPAC Chair and CMS Rep
	Michelle McGrath	DPAC Vice Chair
	Alicia Fleetham	DPAC Secretary and LME Rep
	Heather Attridge	DPAC Treasurer
	Jessica Clarke	DPAC BCCPAC Rep
	Christine Goodman	DPAC Member at Large and CSS Rep
	Meghan Reid	DPAC Member at Large
	Karen Steinebach	DPAC Rep Rosedale Traditional
	Mallory Tomlinson	DPAC Rep Robertson Elementary
	Jamie Benton	DPAC Rep Cheam Elementary
	Samantha Potts	DPAC Rep Central Elementary
	Karen Layte	DPAC Rep Tyson Elementary
	Jill Luesink	DPAC Rep Sardis Secondary
	Elizabeth Beacom	DPAC Rep Watson Elementary
	Matthew Stevenson	DPAC Rep McCammon Elementary
Guests:	Tanya Rath	Parent
	Jared Mumford	Parent
	David Swankey	Trustee Liaison

1.0 CALL TO ORDER – Via Zoom

1.1 Called to Order

- Diane Braun, Chair, called the meeting to order at 7:03pm.
- Quorum met with 15 DPAC Members Present, 11 of whom are voting members

1.2 Adoption of the Agenda

- Agenda adopted unanimously

1.3 Approval of the Minutes

- Amended by Christine, to replace the first line of the TMP Update to read “The first of two information requests were due May 5th and the written evidence was due June 18th”
- Attendance amended by Jill, there was duplicate entry on the list in attendance
- MOVED by Christine that the minutes be adopted as amended. 2nd Jill. CARRIED

2.0 SPECIAL GUEST Q & A – INTERIM SUPERINTENDENT OF SCHOOLS ROHAN ARUL-PRAGASM

Q: How is the district determining essential workers, and children with disabilities/diverse abilities?



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A: The Assistant Super Intendants will be sending information to schools and ask them to tally the number of students in need of ESW care. The schools will be prioritizing placements for students by tiers as this service is now moving out of GWG and into home schools.

Tier 1: Students whose parents are Tier 1 Essential Service Workers

Tier 2: Students with special needs or who are deemed vulnerable

Tier 3: Students whose parents are employed in all other occupations from the essential worker list not included in Tier 1

The district must also work collaboratively with CUPE and CTA to see if there is sufficient staff to manage the services and supports in schools with the increased demand. This includes being able to accommodate staff that have considerations when it comes to their health and safety. The district will not have this information until the end of May or beginning of June.

The district must also adhere to the ministry restrictions in student volume present in the schools at any given time

Q: Does any child with an IEP qualify for 5 days a week?

A: Correct, after the numbers of students requiring supports have been determined then schools are expected to plan for those supports. It is also a balancing act to look at the number of staff that can provide supports at each individual school

Q: Has the district ordered and received hand sanitizer stations for every portable and were extras put throughout the school?

A: There will be 2-3 spray bottles of hand sanitizer per portable unit as well as 1 bottle of disinfectant and paper towels. The custodian will clean the whole school in morning including the disinfection of frequently touched surfaces, providing a continuous wipe down. A second wipe down of high touch surfaces will occur in the afternoon. After school there will be a general clean, deep clean, and disinfecting. The district has purchased 3 spray machines to spray each room very quickly, 2 are allocated for the schools, and 1 for the transportation department for busses which are disinfected before the start of the next school day.

Q: Will there be hiring of more custodial staff?

A: No, with the restriction in place from the ministry limiting the number of students in each building the district is able to meet the health and safety protocol.

Q: Are tissues being purchased?

A: Tissue not currently being identified as a need from the schools, AI is responsible for the custodial plan and documentation and purchase of supplies so if there is a demand for purchasing tissue this will occur school by school.

Q: How will a full return in September be achieved with physical distancing in place?

A: If, in September, the ministry continues with stage 3 the district would need to continue to manage the school populations in the same configuration as is currently being done. Ensuring there is online as well as face to face learning and prioritizing some students who cannot access online learning. There



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would continue to be a focus on minimizing physical contact for younger students, and there would not be a full return for students due to physical restrictions with space and student volume. It could be possible to increase the density on some level, but physical distancing protocols would need to be strictly managed, particularly at secondary schools which present potential hazards with period changes. If we move to stage 2 for September it will require a lot of planning in the summer months in preparation, especially for grades 6-12

Q: Typically teachers come back into the school only a day or two before the September opening date, if the province is moved to a different phase, who will be doing the planning for class configuration and how will that information roll out?

A: As per the collective language teachers cannot come into school at the end of August. The district will be talking with the CTA executive to discuss potential upcoming plans. Then a message will go out to all staff to reassure them we will have it all planned out. The ministry will have guidelines for us to follow, the district is in regular communication with the ministry and there will be a lot of thoughtful planning around all aspects of opening schools. A key question that came up during a recent conference call was "If districts are required to accommodate staff what happens when we don't have enough staff in schools?"

As per [the ministry document K-12 COVID-19 Health and Safety Guidelines](#) on page 10 "Additional requirements" the guidelines may be amended to respond to an increased risk of transmission. If required, PPE will be provided to teachers through existing WorkSafe processes and in consultation with the union. As the law currently provides, teachers who are immunocompromised, have underlying conditions that put them at greater risk, recovering from or receiving cancer treatment, age 60 or older, will be accommodated"

Balancing the number of teachers able to provide supports and accommodating staff in the district, there is a pressure point. Looking at how many students will be in school at any given point and having sufficient staff to cover that, and if not then looking at the TTOC list as well as casual staff.

Q: What chemicals will be used to disinfect at the schools?

A: AI is responsible for cleaning protocols and is coming up with a fact sheet being provided to schools, I will find out the name of the products so they can be distributed to parents via DPAC

Q: Will children who cannot physically distance be expected to stay home? If yes what supports will be available to them?

A: All students are expected to come to school, with elementary students the priority is reducing physical contact as outlined in the K-12 Restart plan document on page 19 under public health recommendations. Some kids will touch an adult staff member, that is part of who they are, some kids aren't able to self regulate and its important for the school based team to look at the support and safety plans. The district is working hard to reduce the level of anxiety by providing protocols and supporting documentation from the ministry to staff and answering their questions. If a student has an IEP and part of that plan means, there is going to be close physical contact people can wear homemade masks if it helps bring down the level of anxiety working in close quarters. The district is in close contact with public health and when more clarity that information is sought by the district and provided back to the schools.



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Q: How are Kindergarten KLST Screens happening? What communication is happening with parents who have a child entering kindergarten and may be newly entering the district?

A: The Kindergarten visits have been cancelled to avoid adding more anxiety to the situation. In September typical gradual entry is currently planned and KLST screens will take place during this gradual entry time. Principals will communicate the information to parents once there is more clarity for September to ensure a measured approach and timely information as many things are changing around COVID-19.

Q: When can we expect to receive communication with regards to summer learning programs?

A: The plan is to support the graduation program so grades 10-12, it will be both virtual and face to face due to social distancing. Sean Wicker is the District Principal for Alternative Education, Summer Learning and Distance Learning, he will be sending information out to all high school principals around requirements. Information will be sent out to parents at the end of May regarding course offerings, format, etc. There will not be summer learning for middle school and the Sardis Senior Secondary Greenhouse program that typically runs in August will not run. The focus will be to support students through the graduation requirement program

Q: What happens if my 7 year old accidentally runs into a friend?

A: The staff will not be constantly making sure kids do not touch each other, its not feasible, the Provincial Health Officer, would not open up schools if it wasn't thought to be safe. By reducing the number of children in each class and in the school as well as providing more outside time we decrease the chance for kids to bump into each other. Hallways are not always wide enough to manage traffic flow, boarding busses, coming into schools in the morning etc. are all considered because we have an obligation to post our health and safety protocols at each school and as a district.

Q: Is the plan for school learning to focus just on core subjects or also on electives too?

A: Electives will be included based on the planning piece, for example in middle school there will be 2 teachers responsible for a pod of students and elective teachers too. They will come up with a configuration to find opportunities to engage in electives as well as core subjects. In secondary an elective teacher can invite students in to engage on a project, this is left up to the individual classes to manage but keeping in mind adherence to the density rules set by the ministry. The value of providing teachers autonomy is that they are experts in knowing what they have covered and who is online learning, who is struggling and requires additional supports or requires intervention. The flexibility in grades 6-12 is there may be seminars, drop in tutorials etc. but the classroom teacher is able to manage that piece while communicating with school principals to manage density on a daily basis.

Q: Will children have access to the school playgrounds?

A: School district playgrounds will be open for students and do not need to be cleaned. AI will have a protocol around cleaning. City playgrounds are under different direction which comes from city council.

Q: Will the district be releasing a more detailed plan with regards to the return to school so parents can make an informed decision on whether or not they feel it is in their child's best interest to return on June 1st?



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A: A communication will go out to parents the week of May 25th, so principals are aware of the collective plans at the school board office. Today an extensive plan for teachers was released, this week there is also the co-constructing of plans around health and safety, entry, supports for students, space allocation, seating plans etc. An email will be sent out by principals either this Friday or next Monday or Tuesday. The reason this district chose not to send a survey out to parents to determine the numbers of students expected to return to school is because the plan is to accommodate the return of all students. With the survey sent at the end of March, many parents changed their minds after responding.

Q: Will the message be consistent across all schools in the district? There has been a noted disparity in information between schools with some administrators sending a lot of information and some very little.

A: If you see a plan that is not sufficient or missing information parents should connect back with the principal to ask for them to elaborate. Principals are to communicate what to expect and the health and safety protocols as well as answer questions before the June 1st return. Too much information is acceptable but not too little. Kirk and Janet will be reminded to let their schools know that parents need be communicated with, to ensure those who should be included in the 5 day a week priority tiers are identified to plan accurately for capacity

Q: How are students with seasonal allergies, for example, going to be handled when entering school? Will they be told to stay home until they are allergy free?

A: On May 15th, the province released updated guidelines indicating you need to be symptom free to come into school. If you have symptoms such as a runny nose and sneezing, it could also be that you have a cold or allergies. The provinces recommendations have asked that staff and students stay home 10 days **OR** until symptoms free. See Page 4 and 6 of this document:

<https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/office-of-the-provincial-health-officer/covid-19/covid-19-pho-guidance-k-12-schools.pdf> Staff will be relied upon to know students and families really well and support students appropriately, the response should not be black and white, there are grey areas.

Q: If a student has a COVID-19 positive household contact will they be allowed to attend school if asymptomatic?

Page 4 "A student may still receive in-person instruction if another person in their household has symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease but they remain asymptomatic"

A: There has been no concrete scientific evidence of young students transmitting COVID-19 to another student or adult. If someone in the household has COVID-19 symptoms but the student doesn't have any symptoms they can attend school. If there is a confirmed case in the community Fraser Health will contact the school district regarding that particular family. "All students and staff who have symptoms of COVID-19 OR identified as a close contact of a confirmed case or outbreak must stay home and self-isolate including children of essential service workers who are ill."

Q: If a family opts to voluntarily keep their child at home will the online instruction be reduced from the current levels? Will students who opt to stay home essentially be penalized for doing so?



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A: Elementary teachers will be busy teaching in class Monday to Thursday and therefore unable to teach online those days, Friday's will be the online day and many teachers are providing a full weeks plan in advance for students to follow and some may record the class lessons and upload onto teams.

At the elementary level for the month of June there will be instruction around the new health and safety guidelines and adjusting to the new learning environment. At the middle and secondary level the focus is on students who need extra supports to succeed, students who cannot complete standard outcomes of the school year will need to be supported and it is up to the classroom teacher to ascertain who those students are and provide those supports.

Q: Is there an expectation that there will be work to take home for elementary students who attend the 2 days a week or is it only 2 days a week of work?

A: Generally, this last month of the school year there is typically a weekly lesson design with some reading, numeracy, play based activities, the workload will be similar. Teachers will ensure students have access to the information online and/or in person so they can complete the work either way.

Q: There has not been consistency in home learning the last while will there be consistency going forward

A: This is expected due to teacher autonomy and each coming up with their own plans and each teachers personal circumstance in their life being different. There was a minimal expectation that teachers connect with kids to provide supports. The consistency will improve now that teachers are back in class and the expectations will match closer to what they were prior to March break.

Q: [The provincial education restart plan](#) states that 5 days a week in class instruction is available for children with disabilities/diverse abilities in stage 4 and 3 however; the district communication sent out says "students with disabilities/diverse abilities and students needing additional supports may be provided with extra opportunities". Why is there a difference between the district plan and the provincial restart plan? What type of extra opportunities will be offered?

A: There is an expectation from the ministry for the district to provide this, part of the reason that language was chosen is the piece of the puzzle of staffing. Five days may not be feasible due to staffing accommodations and relying on TTOCs and casual staff to fill vacancies, the district is planning to provide 5 days a week if possible. The number of ESWs needing to access support is also expected to increase significantly compared to the numbers that accessed the GWG program. Specific to the stage 4 access to supports for students the district has been spending time working with the union to ensure staff are feeling secure with the health and safety measures.

Q: What options are available for parents who wish to enrol their children in distance education

A: The district has changed the distance learning model due to the program not meeting expectations supporting students so we no longer have a distance learning environment, students will need to enroll in Abby virtual school or Ebus. The ministry has moved away from offering a large scale DL environments and is moving toward one DL environment only which will take time. DL in the past has been where students are provided information and they work in collaboration with the teacher, the new model will look different, there will be a coordinator/teacher position, that will line up bell schedules so that



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students from any of the 3 secondary schools will have the opportunity to take courses that interest them from any of the 3 secondary schools in a virtual environment.

Q: Could you please provide more information on the transportation plan; how will the district be managing social distancing on the busses? Will all classes be full days to ensure students aren't sitting a half day waiting for a bus home?

A: AI developed a prototype for plexiglass safety shields well in advance of the ministry safety protocols being released which enabled our district to have them quickly. Regular buses can take 84 passengers with 3 students to a seat, with 28 seats, as per the ministry document, each seat is not limited to 1 child per seat and they must sit on the window side of each bench, children from the same family can share a seat so the minimum of children per bus is 28. A plexiglass safety shield and sneeze guard are being installed to protect the driver and students where the driver's seat is located. When boarding the bus, once the first student reaches the top of the staircase that is when the next student is allowed to start to enter the bus, the bus is filled from back to front, children will have pre assigned seating with signage and seat themselves. The bus will unload in the reverse order from front to back. The bussing schedule will not change for all students, running the regular start time in the morning and returning at 2:15pm. After each morning run, the driver will have gloves on and disinfect all the touch surfaces, after the afternoon run, the same process will happen and the bus will be sprayed down using one of the new machines. Middle and secondary school will not be full days, those students may attend tutorials, do project work or ask for help and questions to their teachers. The busses will only run on a schedule for regular full days which means while these students can access the bus it is not planned for them to be in school the full day.

Q: Why are plexiglass shields and sneeze guards required for bus drivers but not other staff?

A: The bus driver is in close contact with all students, they cannot social distance in their work environment because they are immobile and must remain in their seat. The shield also protects students from the driver. In a school setting staff can social distance because there is space to move away from others, the volume of students will be kept low therefore also providing additional room within the school buildings for staff to move more freely

Q: If a grade 6-12 student needs to attend school but does not live within walking distance or have a parent that can transport them for a short session, yet they are also limited in the time they are allowed to be in the school due to capacity, how does that work?

A: There will be a greeter at the secondary school to keep track of the number of students in the school at any given point. Teachers will be scheduling students that will be coming into the school, who need additional face to face supports. If the student needs support in multiple courses this could be coordinated with classroom teachers to extend the length of time in the school. It will be an important piece for the student, parents, teachers, and school to work on together, to plan for the necessary arrangements and accommodations. Some students will have to wait for the bus until the end of the day if there are no other options.

Q: Will there be adult supervision during lunch for elementary schools, rather than other students providing supervision?



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A: There is heightened awareness around health and safety protocols, which are to minimize contact as much as possible, so noon hour supervision will be done by adult staff and not other students. This is important to prepare for staff for September as well.

Q: Will the district budget take into consideration that many students may need additional supports to catch up in September and therefore adjust the budget to allot additional EA hours?

A: If there is a demand, yes, part of the responsibility of staff is to ascertain, have there been students who have been negatively impacted because of the time away from school and what are the lagging skills that we need to address. If schools request additional support then the district will need to provide that and it will impact the district budget and it may require a reallocation of funds. Many parents have questions such as: Has the learning of my student been impacted negatively? How will you know? What will you do about it in September? It's important for staff to be in tune with their students, especially on the social emotional level, the longer some students are not in school they become more vulnerable because they require the supports schools typically provide, the district will have to figure out what additional supports will be needed.

Q: Can students and staff wear a mask voluntarily?

A: Yes, the school will be a safe environment but for those who feel safer wearing a mask they can. The only consideration is for staff working with a student in close proximity and the student has to be able to observe the oral language being used, then there would be a conversation about why a mask would not be needed, principals have been asked to address this with staff in these situations.

Closing remarks: Thank you for the opportunity, collectively we must reassure staff, students, and families, that schools are a safe place.

PACs should have conversations and if there are questions and concerns parents are encouraged to also contact their principal. If there are continued questions or concerns, please contact the district.

CTA and CUPE want kids to come back, they have a deep moral obligation to students, but also there is some anxiety around health and safety. Schools will publish their documentation so parents can feel comfortable sending their students to school.

Parents are encouraged to have their students return for June, however it's understandable if families feel unsafe, that is a personal choice.

3.0 REPORTS

3.1 Trustee Report – David Swankey

- The board met April 28th and May 12th via zoom, members of the public can register on the School Districts website to watch and submit questions
- The updates to the school site acquisition charge have been passed
- The 2020/2021 school calendar has been passed
- The new school sites have been named: Imagine High Integrated Arts and Technology Secondary School (9-12) to open for September 2021 and Stitó:s Lá:lém Totí:lt (K-8) to open for September 2022
- The first reading of 2020/2021 budget was passed



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- The second and third reading of the budget will be included in the upcoming meeting May 26th along with an update on the COVID-19 restart plan

3.2 Committee Reports

CYC Committee

- Diane was unable to attend, due to not being sent the link for the virtual meeting. The meeting notes summarize the online services the agencies on the committee are making available to their clients

CHC Committee

- The April 28th meeting provided information on various community programs providing access to food hampers for those in need including bowls of hope.
- The mental health awareness component of the meeting focused on a large increase in domestic violence calls, and Ann Davis is trying to meet the needs of the community and provide services
- A [Six page brochure](#) has been released, the first page is attached to the minutes, entitled; The Elements of Mental Wellness Guide, designed for all age groups and contains activities that help maintain a healthy mind.

Inclusive Education Committee

- The next meeting is upcoming on May 25th and will be held via zoom with a shorter meeting time just 1 hour instead of the usual 1.5 hours
- The Agenda includes a 20 minute presentation on an introduction to psychological first aid, 20 minutes allocated for a ministry of education update and district update and a 20 minute opportunity for questions
- Parents are encouraged to let Christine know if there are any questions or concerns to be brought forward through DPAC

Budget Committee

- The first reading of the budget has been completed, the second and third readings will occur at the upcoming school board meeting on May 26th

Nominations Committee

- Elizabeth, Matthew, and Samantha, will arrange for a request to be sent out at the beginning of September for members to submit nominations for the DPAC Executive positions. Anyone else who is interested in participating in the committee can let Diane know

3.3 BCCPAC Report – Jessica Clarke

- May 2nd was the BCCPAC AGM which was held virtually with 300 attendees and 47 districts represented
- There is a BC COVID-19 Survey designed to help inform the governments response to the pandemic and British Columbians have the resources and information they need



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3.4 Treasurer's Report – Heather Attridge

- As of April 30, 2020
 - Gaming Account Balance, after commitments: 6033.98
 - General Account Balance, after commitments: 1482.84

3.5 Chair's Report – Diane Braun

- PACs can access Zoom pro accounts via their SD 33 email login, as well as Office 365. Diane will send out instructions on how to access these features. The Zoom pro provides the ability to do polling which can function as anonymous voting at a virtual PAC meeting and/or AGM. The poll must be set up before the meeting starts or if you minimize the screen and go to the landing pad you can set up a poll during your meeting.
- Diane thanked all the DPAC executive members for their work with DPAC for the past year, with special thanks to Christine who will not be on the executive next year due to no longer having a SD 33 student

4.0 UNFINISHED BUSINESS

4.1 Transmountain Pipeline Expansion Update

- Christine provided a summary of DPACs involvement in the Transmountain Pipeline Expansion Projects regulatory process over the past year
- The last stage of the approval process is detailed route hearings requiring TM to demonstrate their proposed route is the best possible one in terms of location, timing and method of construction
- The scope of DPACs hearing is limited to the location and timing of the project through the Watson Elementary School grounds.
- DPACs hearing has been combined with School Districts which was previously limited to location only but can now address timing as well as due to DPACs broader scope
- Normally in person hearing, now changed to info requests
- Typically, hearings would include an oral component to cross examine evidence but due to COVID-19 these have been replaced with written information requests
- DPAC has the opportunity to submit two information requests and TM can do one
- Waterwealth has prepared a letter on behalf of DPAC to file a motion to address the CERs removal of the need to sign an affidavit oath or affirmation that the evidence submitted is accurate which lessens the standard of evidence within the hearing
- DPAC has submitted and received a response from the first information request however the response has been felt to be incomplete. Ian is drafting a letter for DPAC to file a motion to the CER to compel TM to provide sufficient answers
- implying info request outside of scope
- The TM response to the School Districts information request provided more content but still did not address critical issues of decision making in the route selection and emergency planning to which TM decided those items fell outside the scope of the hearing. David has been notified the School District can also file a motion to the CER to compel TM
- The second information request is due May 27th and written evidence is due on June 18



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- Should DPAC receive an information request from TM, their due date to submit one is June 26 and DPACs due date to respond is July 9
- Subsequently there will be a reply evidence and argument phase, but details have not been announced at this time
- Currently TM plans for construction at the Watson Elementary site during July and August 2021

5.0 NEW BUSINESS

5.1 Correspondence to the Minister of Education

- 17 of 22 schools eligible voted in favour of sending the letter. In addition, 2 schools who were not eligible voted in favour as well as 1 school that responded after the deadline
- 1 DPAC representative did not receive the email sent by DPAC requesting a vote

5.2 New Ideas or Concerns

- Some parents are finding their children who are vulnerable learners are unable to access supports. Insufficient staffing levels have been proposed as a possible barrier and staffing and supports seem to vary greatly between schools.
- Schools and teachers are both reaching out to parents at different times with varied plans and information creating inconsistency and confusion across the district

6.0 DATE OF NEXT MEETING: SEPTEMBER 24TH AT 7:00PM VIA ZOOM

7.0 AJOURNMENT: 9:14pm



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**CHILLIWACK SCHOOL DISTRICT
PARENT ADVISORY COUNCIL
STATEMENT OF REVENUES AND EXPEDITURES
JULY 1, 2019 - JUNE 30TH, 2020**

	Gaming Account 1465970		General Account 1465954
Bank Balance as at July 1st, 2019	3,900.90		1,318.20
2018/19 CSS School Contribution BCCPAC AGM	-		486.29
BCCPAC Mileage from 2019 AGM			107.00
2019/20 Province of BC DPAC Grant	2,500.00		
2019/2020 DPAC Membership			425.00
BCCPAC Mileage from 2019 SUMMIT			106.00
DPAC Member Donation			500.00
Interest	1.09		0.35
Total Funds Available	6,401.99		2,942.84
Expenditures Paid			
<u>BCCPAC Membership Fees</u>			
BCCPAC DPAC Membership <i>Cheque #75</i>	150.00		
Jessica Clarke BCCPAC Membership <i>Cheque #55</i>			1,350.00
<u>BCCPAC Summit & AGM & Conference</u>			
Diane Braun Travel Subsidy Summit <i>Cheque #56</i>			106.00
<u>DPAC Workshop Costs</u>			
Michelle Mcgrath PAC 101 <i>Cheque #76</i>	200.21		
Heather Attridge PAC 101 <i>Cheque #77</i>	17.80		
<u>Miscellaneous Expenses</u>			
Bank Stmt Fee			4.00
Total Expenditures	368.01	-	1,460.00
Closing Bank Balance April 30, 2020	\$ 6,033.98		\$ 1,482.84
<u>Expenditures Committed:</u>			
Total Commitments on Account	-		-
NET Adjusted Bank Balance	\$ 6,033.98		\$ 1,482.84

THE ELEMENTS OF Mental Wellness

