

**Ed as Researcher: Book Club
Funding Purchase Notification**

Please send to Carolyn Ablitt @ SBO

Submitted by: Sarah Windle
School: Keating

DATE: February 2, 2022

LIST ALL EXPENSES BELOW

Book Club funds can be utilized for book orders, and light snacks. Funds cannot be used for purchase of meals, equipment or student resources.

(ATTACH copies of all RECEIPTS)

write a brief description explaining expenses

	<u>INVOICE TOTAL</u>	<u>GST</u>
<u>Snacks (Pay to S. Windle)</u> <small>ESS</small>	\$ <u>147.15</u>	<u>2.60</u>
<u>Books (Pay to School)</u>	\$ <u>523.18</u>	<u>23.62</u>
_____	\$ _____	_____
TOTAL EXPENSES	\$ <u>670.33</u>	<u>26.22</u>

Please Reimburse:

EITHER

1: School GL account #: 00 102 341 000 007

~~OR~~ And

2: Staff member Signature: S. Windle

Learning Services Only:	
TOTAL REIMBURSEMENT	\$ _____ GST _____
GL	_____

SARAH WINDLE
 2125 KEATING CROSS ROAD
 SAANICHTON, BC, V8M 2A5
 CA

Paid / Payé

Sold by / Vendu par Amazon.com.ca, Inc.
 GST/HST # 85730 5932 RT0001
 PST # PST-1017-2103

Invoice date / Date de facturation: 08 December 2021
 Invoice # / N de facture: CA12B8ALVACII
 Total payable / Total à payer: \$160.85

For questions about your order, visit www.amazon.ca/contact-us / Pour toute question concernant votre commande, visitez le site www.amazon.ca/contact-us

Billing address / Adresse de facturation	Delivery address / Adresse de livraison	Sold by / Vendu par
Sarah Windle 2125 Keating Cross Road Saanichton, BC, V8M 2A5 CA	Sarah Windle 1667 BARKSDALE DR VICTORIA, British Columbia, V8N 5A8 CA	Amazon.com.ca, Inc. 40 King Street West 47th Floor Toronto, ON M5H 3Y2 Canada

Order information / Information sur la commande

Order date / Date de commande	02 December 2021
Order # / Commande #	702-4476740-1455465
Shipment date / Date d'expédition	08 December 2021
Shipment # / Expédition #	95723914141301

Invoice details / Détails de la facture

Description	Qty / Quantité	Unit Price / Prix à la pièce	Discount / Remise	Federal Tax / Taxe Fédérale [GST/HST/TPS/TVH]	Provincial Tax / Taxe Provinciale [PST/RST/QST/TVP/TVD/TVQ]	Item subtotal / Sous-total de l'article
Teachers These Days: Stories and Strategies for Reconnection ASIN: 1948334364	5	\$30.64	\$0.00	\$1.53	\$0.00	\$160.85
Shipping charges / Frais d'expédition		\$13.70	-\$13.70	\$0.00	\$0.00	\$0.00

**Invoice Subtotal / Total partiel de la
facture \$160.85**

Item subtotal / Sous-total de l'article (excl. Tax)	Discount / Remise	Federal Tax / Taxe Fédérale [GST/HST/TPS/TVH]	Provincial Tax / Taxe Provinciale [PST/RST/QST/TVP/TVD/TVQ]	Tax subtotal / Sous-total de la taxe
Total	\$166.90	-\$13.70	\$7.65	\$0.00

SARAH WINDLE
 2125 KEATING CROSS ROAD
 SAANICHTON, BC, V8M 2A5
 CA

Paid / Payé

Sold by / Vendu par Amazon.com.ca, Inc.
 GST/HST # 85730 5932 RT0001
 PST # PST-1017-2103

Invoice date / Date de facturation: 28 September 2021
 Invoice # / N de facture: CA11G6GWGACII
 Total payable / Total à payer: \$225.19

For questions about your order, visit www.amazon.ca/contact-us / Pour toute question concernant votre commande, visitez le site www.amazon.ca/contact-us

Billing address / Adresse de facturation	Delivery address / Adresse de livraison	Sold by / Vendu par
Sarah Windle 2125 Keating Cross Road Saanichton, BC, V8M 2A5 CA	Sarah Windle 6843 Central Saanich Road Victoria, British Columbia, V8Z 5V4 CA	Amazon.com.ca, Inc. 40 King Street West 47th Floor Toronto, ON M5H 3Y2 Canada

Order information / Information sur la commande

Order date / Date de commande	24 September 2021
Order # / Commande #	702-5142530-1173857
Shipment date / Date d'expédition	28 September 2021
Shipment # / Expédition #	77961920586301

Invoice details / Détails de la facture

Description	Qty / Quantité	Unit Price / Prix à la pièce	Discount / Remise	Federal Tax / Taxe Fédérale [GST/HST/TPS/TVH]	Provincial Tax / Taxe Provinciale [PST/RST/QST/TVP/TVD/TVQ]	Item subtotal / Sous-total de l'article
Teachers These Days: Stories and Strategies for Reconnection ASIN: 1948334364	7	\$30.64	\$0.00	\$1.53	\$0.00	\$225.19
Shipping charges / Frais d'expédition		\$17.60	-\$17.60	\$0.00	\$0.00	\$0.00

**Invoice Subtotal / Total partiel de la
 facture \$225.19**

Item subtotal / Sous-total de l'article (excl. Tax)	Discount / Remise	Federal Tax / Taxe Fédérale [GST/HST/TPS/TVH]	Provincial Tax / Taxe Provinciale [PST/RST/QST/TVP/TVD/TVQ]	Tax subtotal / Sous-total de la taxe
Total	\$232.08	-\$17.60	\$10.71	\$0.00

Expense Reimbursement Authorization

Attached Documents

Review all sections of the form and then complete the last section at the bottom of the page.

MISCELLANEOUS EXPENSE CLAIM

Task ID: 0000017404 - Created: 02-Dec-2021 03:27.34 PM - By: Sarah Windle - Processed: 02-Dec-2021 03:27.34 PM - By: Sarah Windle



MISCELLANEOUS EXPENSE CLAIM

00102341000007

Name: Windle, Sarah G (12778)
Position: Continuing Teacher
School/Dept: Keating Elementary (0007)
Date: 02-Dec-2021

Table with 6 columns: Date, Description of Expenses, Vendor Name, GL Account # (Optional), Total Amount, GST Clear. Row 1: 14-Aug-2021, Professional Book Club Book, Amazon, 26.69



Total Claim: 26.69

Internal Comments: (Not a mandatory field. Include any desired notes to the Approver or to Accounts Payable here.)

Please attached original detailed itemized receipts.

Certification: By submission of this claim, I certify that all expenses incurred above are related to Board business, that none have been claimed from other organizations, all expenses comply with Board policy and procedures and that I personally paid for them.

GL DISTRIBUTION ENTRY SECTION

Task ID: 0000017404 - Created: 02-Dec-2021 03:27.34 PM - By: Sarah Windle

Expense Reimbursement Authorization

Attached Documents

Review all sections of the form and then complete the last section at the bottom of the page.

MISCELLANEOUS EXPENSE CLAIM

Task ID: 0000017390 - Created: 02-Dec-2021 12:34.54 PM - By: Stephanie Lord - Processed: 02-Dec-2021 12:35.12 PM - By: Stephanie Lord



MISCELLANEOUS EXPENSE CLAIM

Name: Lord, Stephanie Vm (12572)
Position: Continuing Teacher
School/Dept: Keating Elementary (0007)
Date: 02-Dec-2021

Table with 7 columns: Date, Description of Expenses, Vendor Name, GL Account # (Optional), Total Amount, GST, Clear. Row 1: 12-Aug-2021, Teachers These Days Book, Amazon, book club, 25.59, 1.22

Handwritten number: 0010234100000



Total Claim: 25.59

Internal Comments: (Not a mandatory field. Include any desired notes to the Approver or to Accounts Payable here.)

This book is for our school book club.

Please attached original detailed itemized receipts.

Certification: By submission of this claim, I certify that all expenses incurred above are related to Board business, that none have been claimed from other organizations, all expenses comply with Board policy and procedures and that I personally paid for them.

GL DISTRIBUTION ENTRY SECTION

Task ID: 0000017390 - Created: 02-Dec-2021 12:35.12 PM - By: Stephanie Lord

Expense Reimbursement Authorization

Attached Documents

Review all sections of the form and then complete the last section at the bottom of the page.

MISCELLANEOUS EXPENSE CLAIM

Task ID: 0000017405 - Created: 02-Dec-2021 04:01.32 PM - By: Breagh Mason - Processed: 02-Dec-2021 04:01.32 PM - By: Breagh Mason



MISCELLANEOUS EXPENSE CLAIM

00102341000007

Name: Mason, Breagh (15846)
Position: Continuing Teacher
School/Dept: Keating Elementary (0007)
Date: 02-Dec-2021

Table with 6 columns: Date, Description of Expenses, Vendor Name, GL Account # (Optional), Total Amount, GST Clear. Row 1: 18-Sep-2021, Teachers These Days, book for book club, Amazon, 32.17, 1.53



Total Claim: 32.17

Internal Comments: (Not a mandatory field. Include any desired notes to the Approver or to Accounts Payable here.)

This is a receipt for the book club book, thanks Rosemary!

Please attached original detailed itemized receipts.

Certification: By submission of this claim, I certify that all expenses incurred above are related to Board business, that none have been claimed from other organizations, all expenses comply with Board policy and procedures and that I personally paid for them.

GL DISTRIBUTION ENTRY SECTION

Task ID: 0000017405 - Created: 02-Dec-2021 04:01.32 PM - By: Breagh Mason

Expense Reimbursement Authorization

Attached Documents

Review all sections of the form and then complete the last section at the bottom of the page.

MISCELLANEOUS EXPENSE CLAIM

Task ID: 0000017520 - Created: 06-Dec-2021 03:19.26 PM - By: Julie Jorgensen - Processed: 06-Dec-2021 03:20.01 PM - By: Julie Jorgensen

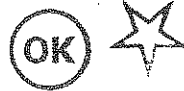


MISCELLANEOUS EXPENSE CLAIM

0010234100007

Name: Jorgensen, Julie A (14336)
Position: Continuing Teacher
School/Dept: Keating Elementary (0007)
Date: 06-Dec-2021

Table with 6 columns: Date, Description of Expenses, Vendor Name, GL Account # (Optional), Total Amount, GST Clear. Row 1: 02-Aug-2021, Teachers These Days Book, Amazon, 26.00, 1.24



Total Claim: 26.00

Internal Comments: (Not a mandatory field. Include any desired notes to the Approver or to Accounts Payable here.)

Professional Book Club

Please attached original detailed itemized receipts.

Certification: By submission of this claim, I certify that all expenses incurred above are related to Board business, that none have been claimed from other organizations, all expenses comply with Board policy and procedures and that I personally paid for them.

GL DISTRIBUTION ENTRY SECTION

Task ID: 0000017520 - Created: 06-Dec-2021 03:20.01 PM - By: Julie Jorgensen - Processed: 09-Dec-2021 11:39.39 AM - By: Rosemary Harrison

Action Taken: No Objection

Expense Reimbursement Authorization

Attached Documents

Review all sections of the form and then complete the last section at the bottom of the page.

MISCELLANEOUS EXPENSE CLAIM

Task ID: 0000017555 - Created: 07-Dec-2021 08:52.35 PM - By: Alison Lomas - Processed: 07-Dec-2021 08:52.35 PM - By: Alison Lomas



MISCELLANEOUS EXPENSE CLAIM

0010234400007

Name: Lomas, Alison (15735)
Position: Continuing Teacher
School/Dept: Keating Elementary (0007)
Date: 14-Aug-2021

Table with 6 columns: Date, Description of Expenses, Vendor Name, GL Account # (Optional), Total Amount, GST Clear. Row 1: 07-Dec-2021, Prof. book club Book - Teachers these Days, Amazon, 26.69, 1.27



Total Claim: 26.69

Internal Comments: (Not a mandatory field. Include any desired notes to the Approver or to Accounts Payable here.)

school funds for professional book club

Please attached original detailed itemized receipts.

Certification: By submission of this claim, I certify that all expenses incurred above are related to Board business, that none have been claimed from other organizations, all expenses comply with Board policy and procedures and that I personally paid for them.

GL DISTRIBUTION ENTRY SECTION

Task ID: 0000017555 - Created: 07-Dec-2021 08:52.35 PM - By: Alison Lomas

Book Club Snacks
Sarah Windle
GREAT CANADIAN
DOLLAR STORE

Market
et
1 73

Book Club Snacks
5147.15

5.29 G
3.00 G
2.99
3.00 G
7.29
7.29
3.99
4.99

11.29 GST 5% 37.84
TOTAL 38.40
CREDIT CARD 38.40
CHANGE 0.00

You Saved \$1.98
Item Count 8

VISIT @
WWW.MTDOUGMARKET.COM

Mount Douglas Market
4101 Shelbourne Street
Victoria, B.C. V8N 3E8

Jan 26 2022 04:37 pm

TRANSACTION RECORD

Card:*****7029
A0000000031010 Card Type: VI
SCOTIABANK VISA
Trans Type : PURCHASE
Card Entry : RF
Auth # : 435063
Sequence # : 001001088
Merchant ID : 23878025
Terminal # : KC2387802501
Date : 01-26-2022
Time : 16:37:02

Amount : \$38.40

00 APPROVED - THANK YOU

Retain this copy for your records
*** CUSTOMER COPY ***

Date Time Lane Clerk Trans #
01/26/22 04:37 PM 1 2 73

Member Number #53513
Today You Saved \$3.26

C0207 #8158 15:32:00 26JAN2022
S01995 R003

VISIT OUR WEBSITE TO SEE FLYERS:
www.peninsulaco-op.com

STORE HOURS
MONDAY - FRIDAY 8:00AM - 8:00PM
SATURDAY & SUNDAY 8:00AM - 8:00PM

Ask about becoming a Co-op Member!

Sarah Windle

ctions Inc.

quare <receipts@messaging.squareup.com>

is.ca>

rom a sender outside the organization. Do not open attachments, reply, or
ntent and sender are legitimate.

@

Submitted for

Payment through ESS

on January 28th

- Sarah

Toff

a.)

ε ε

b.)

\$23.62

RockCoast Confections Inc.
107-1753 Sean Heights
Saanichton, BC V8M0B3

Teachers These Days

Keating's professional book club Padlet

STEVE MACGREGOR OCT 02, 2014 09:33PM

Re-centering

I'm not sure if "re-centering" is a word but that is my biggest takeaway from this book.

So many of what happens on a day to day basis affects how I react to a situation or student behaviours, often not for the better. Taking a step back to remember that showing up for kids, and modeling self-regulation is key helps me re-center. The endless "to do/to teach" list doesn't seem as daunting afterwards.

To echo many others, thinking of kids has connection seeking was enlightening. Having read "Kids these days" last year, I was able to start off this year by intentionally building connections with a few challenging students in different ways. That relatively tiny amount of time spent upfront made such a huge difference! I've come to think about building connection a bit like an emergency savings fund. You never know when you'll need it, but when that event happens you feel unprepared for, connection is what will carry you through to the other side.

Reading a book that put into words the parts that I find most difficult about teaching (along with strategies to manage those stressors), and highlighting the parts that I love was a much needed boost during these dark winter months filled with covid stresses

-Adele

Team work, connection and passion

I really enjoyed reading this book and wish that I could have been there for the discussion but your comments are amazing. As an itinerant I always struggle to feel part of a team at my schools as I am not always there. This month has been one of my roughest month's of my life and I truly feel honoured to be a part of the Keating team and feel gratitude to all of you who reached out and cared. I experienced personally what it felt to have you give me your light-ups and it truly made me feel appreciated and valued at Keating, so thank you. I am going to continue to make the effort to pay-this - forward because it is so important.

I also enjoyed reading the book because I had previously read Dave Siegal's book and it just reinforced how to look at a flipped-lid and how we react to these situations truly do matter. I also appreciate that this takes time and patience and that if we can do it 30% of the time then we can make a difference.

I also really enjoyed the chapter on passion and purpose. I think that is the main reason I got into my role and what continues to drive me when things get low so thank you for hearing out my passions and supporting our students. Keating is a fantastic team!

- Allison F

I thought the book was an easy, quick read, and a good reminder for us as educators as to why we are in this profession. It's easy to forget about connection, when we ourselves are feeling overwhelmed. I enjoyed the expression of lid-flip, as well as to re-frame "bad" behaviour as the student seeking connection. I think ultimately, we would all want our children to be treated with respect, and to know that they are cared about. The same can be said for the students in our class. I appreciated Chapter 7 which talked of repairing relationships: "We will flip our own personal lids... apologies are by far the most important ingredient for human connection" (p. 147). I like the idea that we must model those apologies for our students.

Thanks for a good discussion! I listened mainly, as I appreciated others sharing and hearing what they had to say. But I absorbed a lot of information.

-Breagh

Not your job

"The goal isn't necessarily to equip you with the skills to "fix" trauma. That, sweet teachers, is not your job... What's so critically important to know is that empathy is created when we understand the meaning of the behaviour."

As teachers we are fixers by our very nature, it is something we pride ourselves on, we even have little sayings (no problem so big that we can't fix) about it. This is an important lesson for all of us to recognize. We are not trained counselors or psychologists, and therefore we have no business trying to fix trauma. It is simply our job to provide a safe and caring place for those in our charge, so that they can be open and connected to the professionals that can help.

I got a lot out of this book (lid flipping as opportunities, light ups can be different, attention seeking is really connection seeking, etc.), but this one was the most profound for me. I feel like this book will be one that gets revisited year after year, there are so many timeless messages that have such value and impact potential.

Sarah W

"You have to sit with the winners-those who also want to be great - if you want to change the conversation" p.8 ...

What a privilege it is to sit with the winners day in and day out at Keating. I'm am so grateful for those with whom I get to laugh, learn and play each day. I am eagerly looking forward to warmer days where we can spend more time on the front lawn reconnecting.

I have been a big Jody fan for a few years now and have felt that she has been a dominant voice in my mind to help guide me through the challenges of this work (especially with the extra layers of the pandemic!)

Some of my favourite quotes that had me saying HECK YA! as I highlighted them and added stars to the page:

1. "this calling isn't about the methods we were taught but about the relationships we can form." p.8
2. Emotional regulation "not a single one of us is born with the capacity to regulate emotion well. We have to be shown how to do it, again and again and again." p.16
3. "Our learners...they are someone's everything." p.44
4. "There's very little discussion around what happens when teachers experience trauma as a result of teaching." p.87
5. "We get tired when we forget how much we matter, when others don't or aren't able to acknowledge us." p.150

I also loved the following concepts:

- light-up
- lid-flip
- attention seeking is connection seeking
- mad is sad's bodyguard
- name it to tame it
- burnout

Julie

as a team

It was great to come together as a team around the theme of connection - with each other, with the kids, with our joy (of teaching) and ... sorrows seems strong ... but for sure frustrations, challenges, and sometimes walking the frontiers of burnout. So this book does keep it real. Lots resonated, and I loved being able to connect and share ideas with a caring teacher community. Inspiring:)

Joan

Patience

When reading this book, patience kept reiterating itself. For me, this word was an overarching virtue throughout and offered ways in which giving patience can ground me in my practice. The top 3 for me include:

-Patience for myself for when I have my moments of frustration: Know that it is normal and that no teacher is perfect or makes perfect choices every time in every situation. Doing my best when my bucket is full and also taking it easier on myself when I'm not at my best or make less favorable choices.

-Patience with students when they're flipping their lids: Reminding myself that this is a normal and important part of their development, and part of my role as an educator is to do my best in that moment (see above) to model how to bring ourselves back to the present.

-Patience with students when they're seeking connection: Often as educators we find ourselves feeling overburdened by the multitude of emails, plans, marking, prep, organization, meetings, IEPs, etc., that we sometimes brush off innocent attempts from students to connect. I'm working on giving myself and my students permission to connect in those brief moments by considering the bigger picture - Will this 1 minute of connection really interrupt all the other tasks so much that I won't get them done, or will this simple but meaningful chance to connect lead to a better sense of wellbeing for both of us?

Helena

A fantastic read...

I thought this book was a fantastic read and I really enjoyed hearing others' perspectives during the book club meeting. I really believe that since reading this book, I have changed how I react to situations involving big emotions, not only in the classroom, but in my personal life as well. Here are my biggest

take-aways:

- Attention seeking is connection seeking. With this lens, I have transformed the way I respond to this type of behaviour. I connect. (e.g. ask a question about something I know they're interested in)
- "never in the history of telling someone to calm down has anyone actually calmed down." I take a read on the given situation and base my response on that. There is a great possibility that the person will need to regulate (whether co or self) first before they will be able to have a meaningful conversation and learn from the experience.

I am excited to see how I continue to grow as an educator as I practice these strategies more and more.

Alison L

I thought the book was great and an easy read. There were a lot of things that resonated with me and affirmed my beliefs, as well as some ideas that hadn't occurred to me or that I hadn't really thought about, but now seem so obvious!

Quotes that affirmed what I already believe:

1. "Compliance is very different from growth or respect". p. 34
2. "A dysregulated adult can not regulate a dysregulated child". p 41
3. "There's very little discussion around what happens when teachers experience trauma as a result of teaching"
4. "Reconnecting with your body via physical exercise...is the hands-down best way to survive the hard things." p.153

Quotes that made me stop and think:

1. "Lid-flips are not mistakes; they are learning opportunities." p.43
2. "My light-up doesn't resemble hers, but that doesn't mean it's wrong or even less effective." p.49
3. "Attention seeking is Connection Seeking" p.61
4. "Empathy is created when we understand the meaning behind behaviour". p.86
5. "holding space-trying, for as long as humanly possible, to not offer strategies or solutions.....to not fix." p.131

There's many more, but I will stop now before I fill up the padlet!! :)

-Nayda

There was a lot about this book that really gave me pause for thought. While I didn't speak yesterday during our book club meeting, I was very focused on intently listening to what others had to say without sharing my own version of their thoughts or offering solutions. This is something I am working hard at... being a listener. Things that resonated for me while reading this book were:

1. "The only way you can learn emotional regulation is for somebody to show you how to do it. You can't practice when you are calm." p. 17
 2. The idea of attention seeking vs connection seeking. I am thinking of both my students and my own kids here.
 3. Lid flips are not mistakes but rather learning opportunities.
 4. "Mad is often sad's bodyguard." page 110...this blew my mind!
 5. The importance of acknowledgement for both our students and us!
 6. The general burnout for people in our profession. I am seeing now like I have never seen it before...pandemic not helping obviously...but it's an indescribable experience to watch people around you not coping, feeling like they aren't enough and that they just can't give any more to their job. Society asks a lot of those working in education and I think we may very well be at the point that people just can't give anything else...it's just too much for many :(
- ~ Steph

"Passion rides shotgun to Purpose" p.10

The first chapter about passion and purpose really resonated for me. I know that I have found teaching the most challenging when I had nothing new to focus on, or to be passionate about. When you have passion, it gives you a turbo boost of energy and the people around you feel that energy. You approach everyday with the mindset that today you get to try something different to continue to foster that passion. When you have done all that you can to nourish that passion and it starts to wain, it's time to find a new focus. I really appreciated that reminder!

Sarah B.

The resource was great, but the discussion that it spurred amongst the group was so valuable. For me the points that stood out were the emphasis on relationship as foundational, and the notion of OUR kids. The importance of the word 'our' here seems a good reminder that we are not in this by ourselves, but also that we are not always the best or only

person to support a particular child at all times. We may have a colleague or community member that has a special connection or experience that might make them best suited to help.

~Steve

Biggest Take Aways

For me the one idea that resonated the most is "attention seeking is connection seeking". Keeping that in mind puts a whole new spin on how I will aim to react. Building the relationship has to be the biggest piece if we want to change behaviour. The challenging boy who thought he was the favourite student really hit home too.

Michelle

"Burnout is what happens when you avoid being human for too long." (p. 162) I enjoyed the discussion about how to take care of ourselves as teachers and how we can stay connected as a staff, even in a pandemic.

Lisa
