

**MINUTES OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF THE
BATTLE RIVER REGIONAL DIVISION #31, HELD ON APRIL 22, 2004,
COMMENCING AT 9:32 A.M. AT THE FORESTBURG SCHOOL**

PRESENT

BRENDA HERDER
GERRY OBERG
GWENDA POYSER
BILL SEARS
WAYNE THRONDSO (left the meeting at 2:53 p.m.)
PATRICIA ZENIUK

ABSENT

MICHELE MULDER
CHERYL SMITH

ALSO PRESENT

WARREN PHILLIPS, Superintendent of Schools
STEPHEN SMITH, Chief Deputy Superintendent of Schools
TIM CHAMBERLIN, Communications Officer
SYLVIA LAUBER, Recording Secretary

G. POYSER IN THE CHAIR

Tom Midbo, Principal at Edberg School, and Gordon Thompson, Principal at Allan Johnstone School, were present when the meeting was called to order.

ADDITIONS TO THE AGENDA

#89/04 G. OBERG – That the following items be added to the agenda:

- IV. Business Arising Out Of The Minutes
 - 1. Healthy Interactions Program
- V. New Business
 - 15. Monitoring of Professional Staff

CARRIED

ANNOUNCEMENTS

Vice-Principal at Charlie Killam School

Dr. Phillips, Superintendent of Schools, announced that Mr. Tom Midbo, currently Principal at Edberg School, has been appointed as a Vice-Principal at the Charlie Killam School. This is a new position at the School. Trustees extended their congratulations to Mr. Midbo.

Letter of Thanks – Bill Schulte

Chairman Poyser read a letter of thanks from Mr. Bill Schulte, Secretary-Treasurer, who is away recovering from a broken leg.

PRESENTATION OF THE ALLAN JOHNSTON SCHOOL REVIEW

Chief Deputy Superintendent of Schools Smith expressed his thanks to Tom Midbo, Principal at the Edberg School, and Diana White, Vice-Principal at the Bawlf School, who served with Mr. Smith on the review team for the Allan Johnston School.

Mr. Smith presented the commendations and recommendations from the review. These are noted below.

Commendations

The Review team was particularly impressed with the following:

Relationships:

- Staff members show tremendous concern for all students in the school, and work together to try to ensure that each student is successful.
- There are very positive interrelationships between all members of staff. Support staff expressed appreciation for the way that the professional staff values and appreciates their contributions.
- Staff, students, and School Council representatives expressed appreciation for the openness, and receptivity to ideas, of the school principal.
- Students interviewed expressed strong appreciation for the school, its programs, and its staff.

Programs:

- There is strong student involvement in leadership activities such as the Student Association, BLAST, and running the concession.
- There is a full range of extra-curricular opportunities, including six sports, choir, crafts, chess/checkers, and yearbook.
- The intra-mural program provides opportunities for students at each grade level.
- Co-curricular activities include drama (Missoula Children's Theatre) and a variety of field trips.
- Spirit Day activities are held regularly.

- The AISI program involves targeted students in meaningful activities that serve to increase their developmental assets (e.g. community involvement and service).
- There are school-wide character education programs for which students have taken ownership (e.g. Grade 9 play performed at assembly).
- Staff has embraced the Information and Communication Technology (ICT) outcomes, and students at all grade levels use technology to enhance learning.
- The art program in the school is very strong, as made evident by displays throughout the school.
- There is a strong French program at the junior high level, whose influence is felt through signage throughout the school.
- The Early Literacy program for students in Grades 1 and 2 is very strong.
- Junior high students and parents express appreciation for the opportunity to access CTS programs in Sedgewick.
- Students in junior high enjoy an exceptionally strong media literacy program as part of their Language Arts.

Classroom Instruction:

- The Review Team observed some classroom teaching of very high quality.
- Teachers' plans are generally very thorough, and adhere to the Alberta Program of Studies.
- Teachers are cognizant of the requirements for provincial Achievement Tests, and students stated that they felt well prepared for these tests.
- A well-stocked, attractive, welcoming library supports the instructional program.
- Parents are kept informed of what is happening in the classroom through agendas, homework binders, and other forms of home-school communication. Teachers' high expectations of students are communicated through these vehicles.
- All teachers within each division are involved in the analysis of Achievement Test results and the formulation of action plans for improvement.
- Teachers demonstrate commitment to ongoing improvement in their teaching through their thorough Professional Growth Plans.

Communication:

- The school reports regularly to parents about student progress by providing interim reports between the official reporting periods,
- Students are provided with regular, frequent feedback on their progress. Many teachers use assessment to further the learning of their students ("assessment FOR learning") – e.g. through the use of rubrics.
- The Review Team heard many positive comments about the quality of the school newsletter.

Facilities and Resources:

- There is a strong feeling that the resources available to the school are well-managed.
- The custodian is to be commended for the pride he takes in his work, and for improving the general cleanliness and maintenance of the school.

Recommendations

It is recommended that, in its commitment to continuous improvement, the Allan Johnstone School community look particularly at the following areas:

Establishing future directions and priorities:

- Recognizing the changing nature of society and of the education system, the school community should work collaboratively on establishing mission and vision statements that reflect these changes.
- Once established, these statements should be displayed prominently and referred to frequently when making decisions.
- Once there is a shared vision for the school's future, the school community should continue to work collaboratively to establish school goals and priorities for each year.

Expectations regarding student behaviour:

- There is a need for the entire school staff to collaborate and agree on what constitutes appropriate and inappropriate behaviour. Students need to know that there are high expectations, and that these expectations are consistent in every classroom and throughout the school.
- There is much expertise within the school in the area of classroom management. Through mentoring and collaboration, this expertise could be extended throughout the school.
- There should be collaboration and agreement on the procedures to follow when students display inappropriate behaviour. Again, there is a need for consistency.

Communications and community relations:

- The Hardisty community needs to become more aware of the many positive things happening at Allan Johnstone School. This could be achieved by
 - making better use of the local community newspaper;
 - increasing the visibility of staff and students in the community, working positively (e.g. see what the AISI class is doing).

Professional growth of teachers:

- The staff is encouraged to develop a school Staff Development Plan that focuses on collaboratively-determined school priorities.

- Mentoring and inter-class visitations and coaching within the school should be encouraged and facilitated, and should focus initially on
 - classroom management;
 - strategies for differentiated instruction.
- Teachers working outside their areas of expertise should be encouraged to seek assistance, both from within the school and by accessing resources within the region.

Programming:

- The school is encouraged to continue its growth and direction in the Fine Arts (art, music, drama), recognizing the vital role that artistic and cultural activities play in the healthy development of our children and youth.

Mr. Gordon Thompson, Principal at Allan Johnstone School, provided comments, noting that he felt good about the review and that it contained no surprises. He is pleased that the membership in the School Council has grown and that the staff has a focus of what they are trying to achieve. The process for achieving this is currently being worked on.

In response to a question from a Trustee, it was noted that some students who were interviewed as part of the review expressed a concern about the small size of the gym.

Mr. Clayton Roe, Vice-Principal at Tofield School; Mr. Colin Collister, Principal at the Tofield School; Mr. Don Gillies, Assistant Superintendent; and Ms Joannie Zimmer, Division Principal; joined the meeting.

PRESENTATION OF THE TOFIELD SCHOOL REVIEW

The review team for the Tofield School consisted of Mr. Don Gillies; Mr. Jim Rubuliak; Mr Kerry Laberge, Division Principal; Mr. Doug Bowie, Principal at the Bawlf School; and Mr. Gordon Thompson.

Mr. Don Gillies presented the commendations and recommendations from the review. These are noted below.

Commendations

- Tofield School staff, students and volunteers are to be commended for having effective programs, high academic standards and good student achievement.
- Tofield staff is dedicated, provide positive learning opportunities and promote a safe, caring and welcoming school environment. Tofield School has a “staff that cares”.

- Tofield School and community are to be commended for having a Community Response Group that is working on youth initiatives, building relationships and enhancing developmental assets.
- Tofield School has a friendly environment, well-behaved students, healthy school spirit and a high degree of mutual respect between students and staff. The school review team was impressed by the student conduct!
- Tofield School and community are to be commended for supporting student accomplishments with a wide array of student awards, scholarships and recognition. Just recently Tofield School nominated a deserving high schools student for the “Great Kids Award”.
- The administration office is well organized and the staff is especially welcoming, approachable and helpful to students, staff and visitors.
- Teachers, support staff, administration and counselors are to be commended for serving the educational and relationship needs of students and for Tofield School being a “good place for students to be”.
- The custodial and maintenance staff are to be commended as the school is noticeably clean, orderly and well kept.
- There is a sense that Tofield School is growing as a collaborative professional learning community with strong administrative encouragement and support for existing and changing programs to meet the needs of students.

Recommendations

- This would be an excellent opportunity for the entire staff to revisit the visioning process and come up with a uniform vision and mission statement.
- It would be encouraged to see the vision statements as part of the school handbooks as well as being displayed in the school halls.
- Group analysis involving regular grade 6, 9 and 12 core subject teachers with teachers in previous grades with respect to provincial exams would enhance school-wide accountability, team-building and the professional sharing process.
- Additional teacher collaboration, inter-class visitations and in-house mentoring would be beneficial.
- Staff may want to take the opportunity to review student behavioral expectations and practices to monitor these behaviors and policies and communicate these clearly to students.
- It is recommended that the entire staff continue to discuss and gain a better understanding of the Northstar program and to recognize that Northstar is an integral and valuable part of the Tofield School.
- It is recommended that a school-wide review of ICT (Information and Communication Technology) outcomes, expectations and delivery be conducted by the entire teaching staff so that ICT components would be embedded in all core courses at each grade and tracing mechanisms be in place.
- It is recommended that utilization of existing computers, access to labs and scheduling of computers be reviewed.
- It is recommended that Tofield School review the involvement of staff members with respect to extra-curricular activities and community endeavors.

- Continue to communicate clearly and involve teachers and support staff with respect to school policies, professional development, decision-making, new programs and special education.
- The use of two-station gymnasiums and timetabling of physical education needs to be reviewed to try to maximize the use of the gymnasium.
- Continue to investigate the purchase of more science equipment to bring more hands-on activities into the classrooms.
- Continue to investigate the possible improvements to bus lanes, staff and student parking lots and sidewalks to the main entrances so less mud is tracked into the school.

Mr. Gillies thanked the review team for their work and the administration and staff at Tofield School for their welcome and involvement in the review process.

Mr. Collister indicated that he felt the review was a fair representation of the Tofield School and noted that he is pleased to have others see what is going well at the School and where some actions needs to be taken. He further noted that some actions have already been initiated with respect to the recommendations.

Dr. Phillips noted that at the Tofield School the administrators have only been in their position for 2-2.5 years, so there are some changes that are taking place and that it will take some time for these to be recognized throughout the community.

Ms Poyser thanked Mr. Gillies and the review team for their work.

Mr. Gordon Thompson left the meeting. Mr. Ray Bosh, Deputy Superintendent, joined the meeting.

MEETING RECESS

The regular meeting recessed at 10:32 a.m. and reconvened at 10:42 a.m.

PRESENTATION OF EDBERG SCHOOL REVIEW

Trustees were informed that the review team for the Edberg School consisted of Ms Joannie Zimmer and Mr. Clayton Roe.

Ms Zimmer presented the commendations and recommendations from the review. These are noted below.

Commendations

1. Edberg School is to be commended for the positive manner in which school staff, students and other stakeholders worked with the review team and shared important perceptions. The members of the review

team came away with the conclusion that the Edberg School is a good school that operates as a “family unit” and has a huge focus on meeting the educational needs of its students.

2. The entire Edberg School community is to be commended for the way they work together to develop, coordinate and implement programs and activities that model and foster learning. All members of the school team, including colleagues, support staff, administration and school council, work cooperatively to make connections between the school, home and community in order to enhance the relevance of learning and to increase understanding of the knowledge, skills and attributes needed to participate in and contribute positively to society.
3. Upon entering the building, it is evident that Edberg is a safe and caring school with welcoming displays, a warm reception at the school office, student work on exhibit, learning themes, clear school expectations, colorful posters, and a clean environment. During breaks and other non-instructional time, staff members are seen engaging and mixing with students. There is a distinctly positive and caring relationship between students and staff.
4. Healthy relationships exist among students, staff and community. There is a real sense of “Home, Community, School” which are the three pillars of Edberg School. Students and staff have been working hard at accomplishing these components in all aspects of schoolwork. Students generally feel they have a voice and feel they belong.
5. Edberg School staff is to be commended for the collaborative approach used in setting goals, discussing programs, action planning, student achievement, sharing practices, and focusing on students. They reflect on their practices and show a willingness to improve programs and delivery practices.
6. Teachers and support staff are to be commended for being positive role models and providing solid instruction, support for students, safe and nurturing environment and opportunities for extra-curricular student activities. Staff have a willingness to “go the extra mile” for their students.
7. Edberg School community has created a safe and caring learning environment where students feel physically, emotionally, socially, spiritually and culturally secure. A relatively new student to the school expressed this mostly eloquently when asked how Edberg School could be improved. The student’s response was “Make it for grade 9 and high school so we don’t ever have to leave.”
8. The principal is highly supportive of his staff, students and programs and his relationship establishes candid, open and ongoing lines of communication with students, parents, staff and other members of the school community. He applies new learning and information gained into his planning and leadership. The staff and students feel the school is receiving good leadership. The principal is easily accessible to stakeholders and is responsive to the needs of students, staff, parents and community members in the “small school” environment.
9. Teachers and administration take the time to reflect on their teaching and share practices on an informal basis.
10. Many great things are happening at Edberg – it is a top-notch school!

Recommendations

1. We would like to encourage the teachers of Edberg School to continue exploring Differentiated Instruction methods to enhance daily classroom practices. Integrate current learning with prior knowledge and provide every opportunity for students to relate their learning to the home, community and broader environment eg. thematic/concept planning; manipulative/process orientated lessons; use of rubrics and cooperative lesson plans; etc.
2. Seek opportunities to cooperatively plan courses and units with other teachers. Take advantage of every opportunity to learn from colleagues recognizing individual professional needs as well as professional expertise that can be shared to benefit others. Analyze standardized and achievement tests and jointly come up with ways to improve teaching and enhance student learning. Formalize Professional Growth Plans in accordance with BRSD.
3. Continue to implement instructional strategies that further engage students in meaningful activities that motivate and challenge them individually, and are responsive to students' multiple intelligences, learning styles, rates of learning, etc.
4. Explore activities to cross grade students and provide peer teaching/learning opportunities. Consider a more structured effort for asset building.
5. Use a variety of teaching/learning resources, especially emerging technological resources, to develop teacher and student proficiencies in using technology purposefully. A school-wide ICT Outcomes plan should be developed jointly by teachers in order to formalize implementation at each grade level.
6. School administration, staff and community should continue looking at alternate ways of combining classes as grade numbers decline and individual student needs increase. Search for innovative ways to enhance and maintain programs in the school. Be responsive to innovative scheduling, class configuration, program delivery eg. online options, community assisted courses.
7. Develop strong connections with neighboring school communities to enhance program choices and to facilitate smooth transitions for students between schools. Continue to look at ways to broaden the curricular, co-curricular, and extra-curricular fine arts and complementary offerings.

Ms Zimmer thanked Mr. Midbo and his staff for the welcome they received and the assistance provided in the review.

Mr. Midbo thanked the review team for doing the review and noted that some of the recommendations have already been initiated.

Ms Poyser thanked the team for their report.

Mr. Midbo and Mr. Roe left the meeting. Mr. Bowie, Principal at the Bawlf School, joined the meeting.

PRESENTATION OF THE BAWLF SCHOOL REVIEW

The review team for the Bawlf School consisted of Dr. Warren Phillips; Mr. Ray Bosh; Mr. Colin Collister; and Mr. Patrick McFeely, Principal at the New Norway School.

Mr. Bosh presented the commendations and recommendations from the review. These are noted below.

Commendations

- The administrative team provides dynamic and effective leadership. In particular, they are the acknowledged instructional leaders of the staff.
- The students and staff are to be commended for creating a safe, caring and orderly environment that is conducive to very high student achievement. There is a feeling throughout the school that Bawlf School is a good place for students and for staff.
- The administration is to be commended for creating a strong, vibrant and positive school culture.
- The school staff is to be commended for their strong work ethic and for providing additional programs, support and extra-curricular activities for students.
- The school has a high degree of “on task” behaviour in classrooms thus allowing efficient use of instruction time.
- The school has an outstanding reputation for academic success. This success is due to the commitment and hard work of students, parents and staff.
- The effort to accommodate special needs students in junior high is excellent.
- Our review team heard the following comments from staff, parents and students:
 - The staff makes it work—our commitment to a “Team Approach” is what makes Bawlf School a great place to come to each and every day.
 - The relationship that we have with our students and staff makes our job so much easier. We are so lucky to have such great support from our students and parents.
 - I appreciate our admin team. The leadership that they provide for us each and every day does not go unnoticed. They make a point of telling us that we are doing a great job. They think of us as people.

They help develop a great sense of “Team” at Bawlf School. They remind us that students come **first** at Bawlf School.

- I wish that every child could come to Bawlf School to experience the great atmosphere that is provided by both students and staff.
- I appreciate our teachers’ commitment to each other and the support that our admin team provides us with each day.
- The needs of all students are met at Bawlf School—no one is left behind!
- All staff members get along—the teacher’s aides feel appreciated.
- I never hear bad things spoken about students at Bawlf School.
- I appreciate the number of hours our staff volunteers for in the area of extra curricular activities.
- Great communication between staff, administration, students and parents.
- You could not find better role models for your kids than the staff at this school.
- Doug and Diana are excellent managers/leaders—everyone likes and respects them.
- I am always amazed with how quiet it is at this school—students are always working hard in their classrooms.
- I work in a great place with leadership that gives their best each and every day.
- This school has great kids—they are a true blessing!
- Doug trusts and supports us—he has a hidden confidence in us and we are considered more than just employees at Bawlf School—we are also considered friends.
- Strong high school students union.
- Excellent fine arts/academic/athletic program.
- We know that we have teachers who care for us.
- Our teachers make us work hard but we know that they do this for our own good.
- The teachers at this school go beyond the call of duty to provide our kids with a great place to come to each and every day.

Recommendations

- Review the special education program to further enhance the opportunities for special needs students.
- Develop a school technology plan to ensure all technology outcomes are achieved.
- Encourage the use of technology and hands-on activities to enhance teaching and learning.
- Provide a general staff awareness regarding budget and school financial position.
- Investigate the possibilities of utilizing the facilities at the feeder schools.

Mr. Bowie expressed appreciation for the comments provided by the review team and for the re-affirmation of what is good at Bawlf School and for providing some direction for areas of improvement.

Mr. Bowie expressed sincere thanks to Mr. Pat Spelliscy, Director of Operations and Maintenance, for providing an excellent custodian for the Bawlf School.

Chairman Poyser indicated to Mr. Bowie that the Board shares his pride in his school.

Mr. Bowie, Mr. Gillies, Ms Zimmer, Mr. Bosh, and Mr. Collister left the meeting.

The presentations on the school reviews concluded at 11:50 a.m.

HEALTHY INTERACTIONS PROGRAM

Dr. Phillips reminded the Trustees that they have previously heard presentations on the Healthy Interactions Program from an ATA representative and from the Wetaskiwin School Division. Subsequent contact with personnel at the Wetaskiwin School Division reinforced that this program/process is a very good one resulting in improved relationships within the Division and providing valuable tools that enable people to deal with conflict. Dr. Phillips encouraged the involvement of the Board in this program noting that the lead teacher training would be done in the summer.

MEETING RECESS

The regular meeting recessed at 12:13 p.m. and reconvened at 1:26 p.m.

At 1:26 p.m., Mr. Gillies; Mr. Bosh; and Ms Imogene Walsh, Finance Manager; joined the meeting.

HEALTHY INTERACTIONS (continued)

#90/04 W. THRONDSO – That the Board proceeds with the Healthy Interactions Program, and further that the Communications Officer for Battle River School Division #31 and Division Office Administration prepare the promotional material.

CARRIED

CONGRATULATIONS – IMOGENE WALSH

Chairman Poyser extended congratulations to Ms Walsh for her successful completion of the CGA (Certified General Accountant) Program.

IN-CAMERA SESSION (1:29 p.m.)

#91/04 G. OBERG – That the regular meeting recess to permit the Trustees to meet in-camera, and that all persons except Superintendent of Schools Phillips, Chief Deputy Superintendent of Schools Smith, Deputy Superintendent Bosh, Assistant Superintendent Gillies, Finance Manager Walsh, Communications Officer Chamberlin, and Recording Secretary Lauber be excluded.

CARRIED

Trustee Thronson left the meeting at 2:53 p.m.

The in-camera session recessed at 3:31 p.m. and the regular meeting reconvened at 3:31 p.m.

BUDGET MEETING

Trustees will meet on May 5, 2004 at 8:30 a.m. for further discussion on the budget.

Ms Walsh, Mr. Bosh, Mr. Gillies and Mr. Smith left the meeting.

MEETING RECESS

The regular meeting recessed at 3:31 p.m. and reconvened at 3:41 p.m.

PROPOSED AMENDMENT - POLICY IC 'ATTENDANCE AREAS/TRANSPORTATION'

Brenda Johnson, Director of Transportation, joined the meeting for discussion on the proposed amendment to policy IC 'Attendance Areas/Transportation', and outlined some areas of the proposed policy for which she requested further discussion for clarification purposes.

Ms Johnson left the meeting at 4:31 p.m.

SATISFACTION SURVEY RESULTS

Mr. Smith prepared a report on the satisfaction survey results, however this report was not available at this meeting.

CHANGES IN SCHOOL ENROLMENT DURING THE 2003-04 SCHOOL YEAR

Dr. Phillips reviewed a summary of the movement of students within Battle River School Division #31 from September 30, 2003 – March 1, 2004, noting that this summary has been provided to the school administrators at their meeting on April 13, 2004.

SUMMARY OF FEES 2003-04

A summary of fees that are charged at each school was provided to the Trustees as information.

This information was provided by each school and the fees are in addition to the \$50 and \$100 instructional materials fees mandated by the Board.

FEEDBACK FROM CONSULTATIVE PROCESS

Receipt of the feedback from the consultative process this school year was deferred until the regular meeting of the Board on May 13, 2004.

SYSTEMATIC MONITORING OF PROFESSIONAL STAFF

Trustee Oberg expressed some concern with the process that is now in place for the systematic monitoring of professional staff noting that it is his belief that perhaps this will not be consistent across the Division. He noted that, in making his previous motion, he envisioned a system in place that would have each principal in the Division spend 10 minutes each year determining if the curriculum is being taught in each classroom, and if it is being taught in a timely manner. It appears that the current approved practice is part of ongoing supervision, but does not appear to be what he intended with his motion.

Dr. Phillips provided a response outlining the process and expectations in place. Trustee Oberg responded that, after hearing the process and expectations, he felt more positive about the practice in place.

COMMITTEE REPORTS

Student Affairs

Trustee Sears reported that one student was expelled from attendance at a school in Battle River School Division #31 on March 30, 2004, and that a hearing was scheduled for April 23, 2004 for another student.

Negotiating Committee

The Negotiating Committee will be meeting as soon as dates are received from the mediator.

Support Staff Liaison Committee

Dates have been set for the Board Liaison Committee to meet with the support staff.

Small Schools Committee

Vice-Chairman Herder noted that her report on her attendance at the Rural Congress was e-mailed to Trustees. Ms Herder noted that previously the Small Schools Committee talked about providing a Resource Directory that would reflect community resource people which schools feel would be valuable. Ms Herder posed the question of how to proceed with this Directory.

Ms Herder also noted that members of this Committee and a number of school administrators traveled to Strathmore and Granum to review programs in place at those places, and that their observations were shared with other administrators.

Dr. Phillips indicated that Battle River School Division #31 will be providing at least one CTS course in 2004-05 through Battle River Online; and that more schools will be accessing a presentation from the Principal at the Alliance School with respect to multi-age and multi-grade programs.

Capital Planning Committee

Bashaw Corporal Program

Trustees received a recommendation to allow the Corporal Program at the Bashaw School to access the CTS area at the Edberg School for its lab work.

Emergent Funding for Portable for Tofield School

#92/04 B. SEARS – That the Board seeks emergent funding from Alberta Infrastructure to provide an additional classroom at the Tofield School that would be appropriate for a band program.

CARRIED

Battle River Online

#93/04 B. SEARS – That, effective September 2004, Battle River Online, currently located at the Instructional Services Centre, be housed at Camrose Composite High School.

CARRIED

Charlie Killam Traffic Study

Dr. Phillips informed Trustees that the City of Camrose has determined that Battle River School Division #31 at this time will not need to erect flashing crosswalk signals at Charlie Killam School, however this will be reviewed at the end of June 2005.

#94/04 B. SEARS – That the Board provides *funding for* the following upgrade to the 49th avenue pedestrian crosswalk crossing at 46th street: curb extensions and crosswalk signage, and further that this be done prior to the start of the September 2004 school term.

CARRIED

School Reserve Lands – City of Camrose

The Capital Planning Committee is entering into discussions with the City of Camrose with respect to school reserve lands.

ASBA Report

Trustee Oberg reported that the ASBA Zone 4 meeting will be held in Camrose at the Norseman Inn on Monday, April 26, 2004.

Drug Response Task Force

Trustee Zeniuk informed the Board that the Drug Response Task Force will be sponsoring a public forum on June 3, 2004 at Camrose Composite High School.

ADJOURNMENT

All items of business being complete and there being no dissent, Chairman Poyser declared the meeting adjourned at 5:34 p.m.

GWENDA POYSER, CHAIRMAN

WILLIAM SCHULTE, SECRETARY-TREASURER

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