

**School District #75 (Mission)  
Public Meeting of the Committee of the Whole  
Agenda**

**February 5, 2019, 3:30 pm  
District Education Office, 33046 4th Avenue, Mission, BC**

		<b>Pages</b>
<b>1. CALL TO ORDER</b>		
	<i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i>	
<b>2. ADOPTION OF AGENDA</b>		
<b>3. DELEGATIONS/PRESENTATIONS</b>		
3.1	Field Trip Application, London and France	1 - 12
<b>4. CURRICULUM</b>		
	No curriculum update. The next update will be provided in March.	
<b>5. UNFINISHED BUSINESS</b>		
5.1	Seat belts on School Buses	Information 13 - 14
5.2	Long-Range Facility Plan	Action 15 - 16
5.3	Stave Falls School Opening	Information 17 - 18
<b>6. STAFF REPORTS</b>		
6.1	Cedar Valley OCP Plan	Action 19 - 36
<b>7. NEW BUSINESS</b>		
7.1	Funding Model Review	Discussion 37
7.2	Trades Training Committee	Action 38
<b>8. MINUTES OF PREVIOUS MEETINGS</b>		
8.1	Committee of the Whole meeting minutes, January 8, 2019	Action 39 - 44
<b>9. INFORMATION ITEMS</b>		
<b>10. ADJOURNMENT</b>		

**ITEM 3.1      Action**

TO:                Committee of the Whole  
FROM:            J. Pearce, Principal  
SUBJECT:        Field Trip Application for travel to London and France

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**Recommendation:**

**THAT the International Travel Application be reviewed and forwarded to the Public Board Meeting on February 19, 2019 for consideration.**

**Summary:**

Sponsoring school: École Mission Senior Secondary

Destination(s): London and France

Travel Dates: The trip will be held over the dates scheduled for Spring Break 2020

Number of Students: Approximately 36 students from grades 11 and 12

Purpose of Travel: Educational Travel

Students will have the opportunity to work with and observe leading industry professionals as they explore relevant applications of Science, Technology, Engineering and Mathematics in innovative settings. They will employ S.T.E.M. principles in project-based, experiential learning situations as they explore mathematical topics including the history of mathematics, forensic sciences, astronomy, geometry, physics, and cryptology.

**Attachments:**

- a. International Travel Application Form
- b. Trips Rules and Standards

## Extended or International Travel Application Form

**1. Sponsoring School(s):**

Mission Senior Secondary

**2. Destination:**

London, England (9 days) and Paris, France (2 days)

**3. Departure and arrival times:**

Spring Break 2020 (Precise dates will coincide with those announced by SD75 for the 2019-2020 school year). We will have all students meet at MSS for departure to YVR via chartered bus. A chartered bus will also return the entire group from YVR back to MSS for parent pick-up.

**4. Dates of Excursion and Number of Instructional Days Used (if any):**

- a. Dates: "Spring Break 2020"
- b. The trip will be held over the dates scheduled by SD 75 for Spring Break 2020. It is anticipated that no instructional days will be missed.

**5. Description of activity:**

Science, Technology, Engineering, and Mathematics (S.T.E.M.) trip with EF Tours. Further explanation is provided under Section 17, as well as in the attached itinerary provided by EF Tours. This is a private tour and our group will not be combined with groups from other schools. Please see the [STEM Discovery Itinerary](#) attached.

**6. Number and Grade Level of Students:**

36 students from grades 11 and 12. This number is currently comprised of 20 girls and 16 boys. Please see the attached [list of students](#) who have paid a \$300 refundable deposit.

**7. Plans for curricular/instruction/assignment make-up:**

N/A. No instructional time will be missed.

**8. Names of Supervisors (names and indicate whether parent or teacher):**

Christina Lauze	Teacher (Mathematics)
Kevin Gill	Teacher (Mathematics)
Gurchanan Bring	Teacher (Mathematics)
Dildeep Dhillon	Teacher (Mathematics)
Ryan McCarty	Teacher (Mathematics)
Gina McCarty	Spouse of Ryan, MPSD employee

**9. Outline past experiences of supervisors/coaches:**

Kevin Gill is experienced, having accompanied a major school tour to Europe during Spring Break 2018, as well as numerous school tours within Canada. Christina Lauze will have completed a 5-day International travel training seminar in Summer of 2019, at the expense of EF Tours (contingent upon a formal deposit being received by EF Tours on or before March 15, 2019). Please see the **International Training Tour sample itinerary** attached.

**10. Method of Travel and Name of Carriers:**

EF Tours will organize all aspects of the trip. All flights will be booked on a major Canadian airline, departing from and returning to the Vancouver International Airport. Please see the description of services included in the attached **EF'S Booking Conditions** as well as the **Sample Flights and Hotels** attached.

**11. Appropriate Funding Practices:**

**a. What is the total per pupil cost for the excursion?**

At the current enrollment of 36 students, the total cost for this private tour will be approximately \$4278/student. This includes all expenses, fees, insurances, taxes and gratuities. This does NOT include baggage fees, travel documentation, beverages and lunches, and/or spending money. As well, a \$40 per night supplement will be required for those wishing to book double occupancy hotel rooms (as opposed to 3-4 students per room, based on gender).

**b. Of the total per pupil cost, how much is each pupil required to pay?**

Each student is responsible for 100% of the cost. Manual and automatic payment plans will be made available through EF Tours. Payment in full must be received no later than 110 days prior to departure. Please see **EF'S Booking Conditions** attached.

**c. What is the source of funds when there is a difference between a and b?**

Parents and students may organize fundraising events outside of school time. A list of possibilities will be provided.

**d. How much is each supervising staff required to pay?**

At the current enrollment of 36 students, six chaperones will travel at no cost. Each staff member will be responsible for their own spending money, lunches, extra baggage and travel documentation.

**e. What is the total cost of the excursion?**

For the current enrollment of 36 students, the total cost is estimated at \$150 048.00 (excluding the optional double occupancy supplement, as well as the exclusions listed in 11a).

**f. If a tour or travel agency has been used to assist in the arrangements, what is the name of that agency? Who is the contact person?**

Educational First (EF) Tours.  
Tour Number: 2174929TN  
Contact: Yasmine Mehtadi  
1-800-387-1460  
Yasmine.mehtadi@ef.com

**g. If other agencies are contributing to costs of the excursion, please identify agencies and their estimated contributions.**

NA

**12. Appropriate Liability Coverage:**

- a. Have arrangements been made to assure that all students and supervising staff have:**
- i. Accident insurance?**
  - ii. Health insurance?**
  - iii. Cancellation insurance?**

Included in the total price at a cost of \$189 per person are the following insurances:

- 1. Medical and Accident coverage
- 2. Baggage and Property coverage
- 3. Tour Cancellation and Interruption coverage
- 4. 24-hour Emergency Assistance
- 5. EF's *Peace of Mind Program* (Please see **EF'S Booking Conditions**)

A description of the **Global Travel Protection Plan** is included with this application.

**13. Appropriate Accommodation Arrangements:**

**Describe the accommodation arrangements.**

EF Tours will arrange hotel accommodations with private bathrooms for all participants based on occupancy of 3-4 students per room, based on gender. Students will be housed on a single floor where possible. There is an optional additional fee of approx. \$40 per night for those wishing to ensure double occupancy with separate beds. There is no additional charge for housing families in one room (ex. A parent with two enrolled children).

Chaperones will be housed based on double occupancy, based on gender. There is no additional charge for housing married chaperones sharing one room. Please see the [Sample Flights and Hotels](#) attached.

#### **14. Appropriate Supervision Arrangements:**

**a. What is the ratio of supervisor/student?**

1 supervisor per every 6 students

**b. What strategies have the supervisors/coaches planned to assure the safety and appropriate supervision of the students?**

The ratio of teacher to student is excellent. Each chaperone will be specifically responsible for six students, as well as assisting with the entire group.

Each chaperone teacher will be equipped with an International cell -phone or cell-phone plan supplement, to help facilitate effective communication.

Three male and three female teachers will chaperone what is currently a relatively even ratio of boys to girls. All of the teachers are experienced, with over 110 years of combined service.

Students will have a private tour director, available 24 hours per day.

Students are housed on private floors of hotels in rooms with private bathrooms. They will not be permitted in or out of their rooms without direct supervision.

24-hour emergency assistance is included with the tour package.

Any major violation of the *MSS Math Dept. Rules of Travel* (developed by the MSS Math dept.) will result in the student involved being sent home, along with a guardian at the expense of their parent or guardian/s. Please see the attached [MSS Math Dept.'s Rules of Travel](#) as well as the [Release and Agreement](#) document provided by EF Tours. Please also see the attached [Risk Assessment and Safety Plan](#) provided by EF Tours.

**15. If travelling out of the country, what provisions have been made regarding proof of citizenship or immigration status?**

Students must bring with them a Canadian passport that is valid for at least 6 months past the scheduled return date. Non-Canadian citizens will be required to contact the Embassy or Consulate of ALL destination countries they will enter to ensure that they meet specific entry requirements. This includes any possible airports of transfer. All documentation must be verified by EF Tours and by their group leaders no later than 110 days prior to departure. All travel documentation must be valid for at least 6 months past the scheduled return date. Failure to comply with this requirement will result in cancellation of their trip. Standard cancellation fees will apply. Please see the **MSS Math Dept.'s Rules of Travel** as well as **EF'S Booking Conditions** documents attached.

**16. Appropriate Parent Input:**

**a. Have parents been surveyed regarding their support for this trip? Give details.**

Yes. A parent info meeting was held on Wednesday November 7, 2018 at 6:30 pm in the MSS library. More than 100 parents attended with an overwhelming positive response. 36 students signed up by the next day with another 8 students on the wait list. Another parent information meeting is tentatively scheduled for Monday, March 4, 2019 at 6:30 pm in the MSS library. Please see the attached **Parent Letter #2** for details regarding this meeting.

**b. Will parents be asked to contribute either time or funds? (Please explain)**

Parents/guardians will be responsible for the entire cost of the trip, as well as for any parent-driven fundraising efforts.

**17. Appropriate Use of Instructional/Learning Time:**

**a. What specific section of the curriculum is related to this excursion?**

Related mathematical topics include: the history and development of mathematics, forensic sciences, cryptology, geometry, physics, and astronomy, as well as discussions involving mathematical art and polymath personalities (ex. Leonardo DaVinci).

**b. What are the learning outcomes planned for this excursion?**

This international experience will immerse students in a “global classroom” setting and help them to develop with respect to six areas of competency that are relevant to a 21<sup>st</sup> Century education:

1. Creative and Critical Thinking and Problem Solving

2. Communication & Collaboration
3. Personal, Social & Cultural Education

It is expected that students who participate in educational travel will enhance their ability to become effective communicators, reflective thinkers, lifelong learners, and responsible global citizens. Educational excursions to international destinations situate students in a global classroom; this helps them to value diversity as they develop their confidence and leadership skills.

Specifically, the trip is curriculum enrichment intended to inspire a sense of appreciation and wonder for mathematics, its impact on history, and to provide students with perspective and insight into modern, mathematically oriented professions and opportunities. Students will have the opportunity to work with and observe leading industry professionals as they explore relevant applications of Science, Technology, Engineering and Mathematics in innovative settings. They will employ S.T.E.M. principles in project-based, experiential learning situations as they explore mathematical topics including the history of mathematics, forensic sciences, astronomy, geometry, physics, and cryptology. Specific excursions include but are not limited to:

- i) A tour of the London Science Museum or the Natural History Museum.
- ii) A Jack-the-Ripper walking tour involving crime-scene assessment and real archival evidence, followed by a full-day forensics workshop.
- iii) A tour of the Royal Observatory at Greenwich
- iv) A visit to Stonehenge followed by a workshop in which participants will attempt to create their own version, as they learn about the engineering challenges involved in moving these monumental stones.
- v) A visit to Bletchley Park and the National Museum of Computing. Students will participate in an interactive code-breaking workshop.
- vi) Paris excursions include visits to the Eiffel Tower, Notre Dame and the Louvre. While visiting these iconic destinations, students will learn about the work of famous polymaths, as well as admire and discuss architectural and engineering marvels.

For more details, please see the attached [STEM London/Paris Itinerary](#).

**c. How will the students' success in achieving the outcomes be measured?**

Students will be required to formally reflect upon, share and discuss their experiences in a daily journal, using hardcopy, video, photo and/or Microsoft Forms (or a similar vehicle). The reflection materials will be developed by the MSS Math dept. prior to departure as well as on location. During the trip, students will help to develop extensions to the reflection materials. By allowing these materials to remain flexible and open-ended, students will be invited to evolve the format of their reflections and to develop and employ the curricular competencies of collaboration, communication and critical thinking. These activities will encourage students to employ their personal and social



abilities in both individual and group formats. Open-ended questioning will be used to help students interpret, explain, recount and reflect upon their experiences. As a result, students will be required to employ both creative and critical thinking while they explore S.T.E.M. connections in a global context.

**d. Describe the educational preparation students will receive prior to the excursion.**

During the 2019/2020 school year, students are required to be enrolled in grade 11 or 12 and must be on track to successfully meet their math graduation requirements. A series of mandatory preparation meetings will be held to discuss and explain both educational and conduct requirements and expectations. A multiple-choice assessment based on the Rules and Expectations will be administered to each student prior to departure, with a score of 100% as a requirement. Both students and parents/guardians will be required to sign off on the rules and regulations, as well as to accept the cost and consequence of any possible infraction.

In anticipation of the scheduled excursions and the daily reflections and discussions that will “book-end” each outing, students will be expected to investigate and develop inquiry questions with a focus on S.T.E.M. in a global context. Collaboration, social responsibility, effective communication, creativity and critical thinking will be emphasized and encouraged, with a macro focus on personal, social and cultural awareness.

**e. What follow-up educational activities are planned for the students?**

A recap meeting will be held after the trip and students will be invited to prepare, share and discuss the highlights of their experiences during a scheduled parent night. The daily journals, along with parentally approved student photos and video journals will provide the raw material for this presentation. The presentation may take form as posters, videos, speeches, etc. The MSS Math dept. will preview and approve each presentation.

From this, input, we will be able to incorporate improvements for possible future S.T.E.M. related trips, as well as to generate interest and excitement for this experience in general.

**f. What monitoring activities are planned during the excursion to assure that students are achieving the educational experience intended?**

The generous teacher/student ratio combined with an intense S.T.E.M. related itinerary will keep students focused on the intended outcomes. Interactive workshops involving S.T.E.M. professionals will help focus students on the S.T.E.M. related aspects of each excursion. Daily discussions and reflections will “book end” each experience, and daily journals including reflections on S.T.E.M. related questions will be kept by each student, which will keep them busy during their evening hours. It is expected that the daily reflections will be submitted in a digital format and chaperones will monitor their completion.

**18. Appropriate Use of Staff Time:**

- a. What evidence is there that the supervising staff has the expertise to assist the students in the educational outcomes intended?**

Five of the six teachers are senior Math teachers at MSS. Of these, all five are Math specialist teachers with degrees in Mathematics (or S.T.E.M. related areas). The combined Math teaching experience of this cohort exceeds 110 years, with additional areas of competency including Engineering, Physics, Business, Art and Literature. None of the teachers has less than 7 years of experience, with an average experience level of almost 22 years.

- b. If students regularly assigned to supervising staff will not be participating in the excursion, what measures have been taken to assure that the quality of instruction these children will receive during staff absence is suitable?**

N/A

**19. Appropriate Student Access:**

- a. What are the qualifying factors (if any) required of participating students?**

During the 2019/2020 school year, students must be on track to successfully meet their math graduation requirements. These students must not have severe discipline or attendance issues during the time span leading up to the departure date. To assist with this, the MSS Admin must accept and approve each student based on their confidence level that the individual can meet the expected behavioral and educational outcomes intended for this trip.

- b. Have any students been excluded because of an inability to pay?**

No, there have been no concerns regarding this issue as this is an optional enrichment activity.

- c. What arrangements have been made for students who require financial assistance?**

NA

- d. If substitute time is required, how will the cost be borne?**

NA

## Trip Rules and Standards

1. Tour chaperones are to be given immediate, courteous and friendly cooperation at all times.

\_\_\_\_\_ (initial here)

2. Students are not to take or post on social media any image of a tour chaperone without their express permission.

\_\_\_\_\_ (initial here)

3. Any illness or injury must be reported to a chaperone immediately. Should the need for emergency medical treatment arise during this trip, any or all of the guardians are empowered to engage medical personnel and to authorize treatment.

\_\_\_\_\_ (initial here)

4. Chaperones will not be expected to supply, regulate or administer any required medication/s. Students will be responsible for supplying and administering their own medications, and must possess a sufficient amount of the required medication on their person at all times as necessary to their medical needs. Except in case of emergency, prescription medication will not be sought or purchased while abroad.

\_\_\_\_\_ (initial here)

5. Students and accompanying parents/guardians are expected to be ready, willing and able to participate in every scheduled excursion **without exception**.

\_\_\_\_\_ (initial here)

6. Punctuality is expected at all times. Students are expected to be knowledgeable of all itinerary items and any changes that are announced. Students are expected to be present at all designated meeting places **10 minutes BEFORE** the appointed time and to be ready to travel.

\_\_\_\_\_ (initial here)

7. At no time will students be permitted to travel unchaperoned and their location must be known by their designated chaperone at all times.

\_\_\_\_\_ (initial here)

8. Students may, at their own expense, purchase an international travel plan for their cell phone. If this is the case, chaperones are to be provided the valid students' cell phone numbers prior to travel.

\_\_\_\_\_ (initial here)

9. Students will not be permitted out of their hotel rooms before the scheduled wake-up call or after the scheduled evening quiet time, under any circumstances. In case of emergency, the designated chaperone will alert their group and gather them at the appointed meeting place.

\_\_\_\_\_ (initial here)

10. The possession, intent to purchase/acquire, and/or the use of alcoholic beverages, tobacco products, vapes, non-medical drugs, etc., will result in serious disciplinary action both by the chaperones at the time of the incident and by the school administration upon the student(s) return to Canada. Possession of drugs is a very serious offence and could result in imprisonment. In such a case, the student (s) involved would be beyond the jurisdiction and help of the chaperones and would have to be left behind to be prosecuted according to the laws of the country in question.

\_\_\_\_\_ (initial here)

11. Students are not permitted to bring with them or purchase while on the trip, any item deemed to be a weapon. This includes any type of ceremonial, decorative or souvenir item which may be construed as a potential weapon. Purchase of such an item will be reported to Customs and the student will face disciplinary action by the school administration upon return to Canada.

\_\_\_\_\_ (initial here)

12. Students must familiarize themselves with Canadian regulations about what items they may bring back into Canada with them. A full and honest declaration must be made upon returning to Canada. Failure to do so may result in detainment or fines imposed by Canadian Customs

\_\_\_\_\_ (initial here)

13. Students must bring with them a Canadian passport that is valid for at least 6 months past the scheduled return date. Non-Canadian citizens will be required to contact the Embassy or Consulate of ALL destination countries they will enter to ensure that they meet specific entry requirements. This includes any possible airports of transfer. All documentation must be verified by EF Tours and by their group leaders no later than 110 days prior to departure. All travel documentation must be valid for at least 6 months past the scheduled return date. Failure to comply with this requirement will result in cancellation of their trip. Standard cancellation fees will apply.

\_\_\_\_\_ (initial here)

14. In the case of any serious breach of behavior, the student (s) involved will be returned to Canada at their parent's expense. A chaperone would accompany the student(s) home, which would also be at the expense of the parents of the student(s) involved. Further disciplinary measures may be carried out at that time, upon their return to Canada.

\_\_\_\_\_ (initial here)

*Please contact your group leader at school if you have any questions regarding these rules and standards.*

I have read the rules and standards listed above and have discussed them with my son/daughter who is participating in the trip. These rules have been agreed to by both the student and his/her parents/guardians. This document constitutes a legal and binding agreement and I am willing and prepared to accept the financial and/or legal consequences of any breach of behavior.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Print full name of Parent/Guardian

\_\_\_\_\_  
Print full name of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**ITEM 5.1      Action**

TO:                Committee of the Whole  
FROM:            A. Wilson, Superintendent  
SUBJECT:        Seat belts on School Buses

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**Background:**

The Board of Education requested that Staff research the costs, timeline, and feasibility of installing seat belts on the school district bus fleet and present the findings to the Committee.

**Options:**

Below is Questions and Responses from ASTSBC (Association of School Transportation Services of British Columbia) on common bus seat belt issues.

**Question: To add belts to new busses costs, according to the Fifth Estate report are \$7-10K. Is this something that is available for new bus purchases?**

ASTSBC: The figure quoted are very realistic and achievable at this price, depending on the size of the bus. This is an available option from all vendors and can be easily added to our options list in future purchases. The bigger question that will need to be addressed is the current legislation regarding the use of seatbelts.

**Question: Can existing buses be retrofit with seat belts?**

ASTSBC: First off retrofits are only available from one manufacturer that has supplied buses to BC, and only from model year 2014 and newer at a cost of approximately \$850/seat back. The other manufacturers would have a very complicated task to comply to current laws as the seating plan and spacing would have to be re-engineered and signed off by the OEM (Original Equipment Manufacturer). There would end up being issues around structural integrity due to more holes being put in the floor and side walls. The cost of this retrofit if it could be signed off on would be in excess of \$30,000.00 for a full-size bus. In addition to cost and engineering, we still have a legislation issue in BC that puts the responsibility on the driver for all passengers under the age of 16 for seat belts, the majority of riders in BC are under the age of 16. This would create another huge liability issue for employees at districts, and one that ICBC has already pushed away when the use of child seats came into effect a number of years ago.

**Question: Apart from the liability issues arising from using a bus that has been modified by a seat belt installation, there are also liability and public relations issues from doing nothing after being made aware of potential danger?**

ASTSBC: Portions of these concerns have already been addressed above. As for being made aware of the potential dangers from the media, there is just as much data and information supporting the non-use, as there is supporting the use of 3 point belts. Although we would all agree the safety of students would improve in a roll over crash or severe sides impact (these are the two types of accidents with school buses that are the least frequent) in the case of a fire or emergency evacuation due to an accident we would actually see more injuries and fatalities over all. NHTSA (the National Highway and Traffic Administration in the US) has ran statistics on types of crashes and the risk vs. benefit has not been proven, and this is why the issue continues to be debated. TC (Transport Canada) takes it's lead from NHTSA and over the past 20 year has continued to mirror their laws for Canada. We are all about improving safety of the children in our care, there is many ways of doing this and seat belts may not be the best utilization of resources.

There is a good probability we would save more lives if we invest in more training for our drivers, bus safety education for students, reduced walk limits, public education campaign – to stop for school buses with red lights flashing, increased fines and enforcement for red light runners, electronic stability control and collision mitigation technology on school buses, 360 degree outside camera views for drivers and more buses transporting more children in the safest mode of transportation to get to school, The Black and Yellow School Bus.

It is also worth noting that the black and yellow school bus is the only over the road vehicle in Canada that is constructed to a construction safety standard, and one of those standards ensures the seats are actually bolted through the steel cross members attached to the frame rails under the bus, unlike most other buses that are put in with wood screws into the plywood floor. Children be transported to and from school in a school bus are 18 times safer than in a passenger vehicle statistically.

**Analysis and Impact:**

While the cost of seat belts in a new bus is relatively inexpensive, retrofitting is extremely expensive in addition to legal considerations. The requirement of the operator to manage the children’s use of the belts is worthy of further exploration and perhaps adjustments at the legal level.

**ITEM 5.2      Action**

**File No.    11200.40**

TO:                Committee of the Whole  
 FROM:           C. Becker, Secretary Treasurer  
 SUBJECT:        Long-Range Facility Plan

**Recommendation:**

**THAT the Draft Long Range Facility Plan be reviewed and forwarded the Ministry Planning Officer for concurrence.**

**Executive Summary:**

The draft Long Range Facility Plan is presented to the Board for a preliminary review in September 2017. A few minor changes to the plan were recommended. Once preliminary review is approved by the Committee, the document must be submitted to the Province for approval, prior to being returned to the Board for approval. The Ministry requires the opportunity to review and approve the plan prior to the Board approving the plan. A Long-Range Facility Plan is required to support submissions for Capital Funding. A draft of the plan was provided to the Ministry in 2017 for capital budget purposes.

**Background:**

In the fall of 2016, staff initiated the process of engaging consultants to create a Long-Range Facility Plan for Mission Public Schools. The report details the requirements for creating the plan, reviewing existing infrastructure, and making recommendations for facility improvements considering the projected needs of the school district. Staff anticipate revising and updating this plan in 2020 or 2021 once the boundary review is complete.

**Analysis and Impact:**

The report makes a number of recommendations. Prior to Board approval, the options will need to be prioritized for action. These priorities will form the basis for submitting the annual capital budget requests.

Page 39 of the report summarizes the options analyzed.

	<b>Option</b>	<b>Consideration</b>
4.2.1	Return to 3 secondary schools	Not recommended
4.2.2	Expand Mission Secondary	Recommend considering
4.2.3	Replace Mission Secondary with a Larger School	Recommend considering
4.2.4	Add Grade 10 to the Middle Schools	Not recommended
4.2.5	Change Secondary to Heritage Park	Not recommended
4.3.1	Add Grade 6 to the Middle Schools	Not recommended
4.3.2	Re-Open Fraserview as an Elementary School	Recommend considering
4.3.3	Replace Hatzic Elementary with a larger building	Recommend considering
4.3.4	Addition to Albert McMahon Elementary	Recommend considering
4.3.5	Open a New School at 9136 Cedar Street	Recommend considering
4.3.6	Re-Open Ferndale as an Elementary School	Not recommended
4.3.7	Re-Open Stave Falls Elementary School	School opening in progress
4.3.8	Re-Open Durieu Elementary School	Not recommended at this time
4.3.9	Adjust Catchment Boundaries	



**Strategic Priority:**

The review aligns with the direction of the Strategic Plan to maintain a healthy financial position and at the same time provide the resources necessary to support student learning and School District Operations. It also aligns with ensuring the School District assets are readily available to support student learning.

The Strategic Plan specifies the action of developing short and long-term plans for the optimal use of School District assets and resources, including identifying emerging demographic changes. This plan assists the School District in achieving these objectives and delivering a long-term plan.

**Policy, Regulation, Legislation:**

The Ministry provides direction and instructions on the development and use of a Long-Range Facility Plan. A Long-Range Facility Plan will be required to support any significant Capital programs in the next few years.

**Public Consultation:**

To-Date no public consultation process has been initiated. The Stave Falls School review was completed during the delay in bringing this plan back to the Committee for consideration. Consultations will be initiated once the planning officer has reviewed the draft document and provided concurrence.

**Implementation:**

Ministry Review and Concurrence – February 2019

Committee of the Whole – March 2019

Public Consultation – March – April 2019

Committee of the Whole – May 2019

Board Approval – May 2019

**Attachments:**

A. Draft Long Range Facility Plan – January 28, 2019

The plan will not be attached to the printed agenda but will be available on the district website.

**ITEM 5.3 Information**

TO: Committee of the Whole  
FROM: S. McLeod, Principal  
SUBJECT: Stave Falls Update

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**2018-19 YTD Operating Expenses - Stave Falls**  
**Jan 31, 2019**

	<u>2018-19 YTD</u> <u>Jan 31, 2019</u>
Salaries	69,863.43
Benefits	12,173.85
Services	1,893.29
Supplies	57.17
Utilities	5,513.05
<b>Total</b>	<b>89,500.79</b>

Facilities progress report:

1. Interior Lighting Control is 90% complete.
2. Building Automation Controls Version 3 Hardware Upgrade and VAV Rebuild 85% complete
3. IT communication room preparation 30%
4. Interior Painting 10%
5. Interior Cleaning 40% complete
6. Gym clean up and storage removal 45%
7. Flooring preparation and carpet removal 65%
8. Exterior Lighting Replacement 75% complete
9. Ventilation System Cleaning at 85% complete
10. Grounds (Site Preparation) 25% complete

Future Work to be completed:

1. Hazardous Material Report – planning complete site work starting soon
2. Heating Control Valves all will be replaced.
3. All Roofing Repairs are underway and ongoing.
  - a. Replacement of rotten fascia boards is 80%
  - b. A new snow and ice stop system to be installed
  - c. Gutters and Downpipes
  - d. Some new fascia boards to be installed where needed.

Completed work:

1. Exterior Painting 100% complete
2. Ventilation System cleaning 100% complete.
3. Removal of rotten roof decking is 100% complete
4. Suspended ceilings reinstalled

## FEBRUARY UPDATE from the Principal:

- 3 Grants have been written for Stave Falls. Two for the cost of an outdoor learning centre and one to engage middle and high school students in a trail building and clean up with the community. I hope to know if we are successful by April 2019.
- 2 parent meetings/registration sessions have been held for Stave Falls and other families at Fire Hall #2 on Jan 14 and Albert McMahon on January 16, 2019. Minutes were emailed to email list; Newsletter updates have gone out as well as Twitter reminders.
- Preliminary discussions and scheduling in progress with Diane McCall regarding K orientation and early learning programs.
- A poster was distributed in areas in Mission, Maple Ridge and on several social media sites.
- An ad was taken out for two weekends in the Mission Record and for 3 months in the "What's On in Mission" e-magazine.
- An ad is being placed in the Mission Leisure Centre Spring Magazine and will run for 6 months.
- We have chosen the owl (CHIT MEXW) as our mascot. Orange and Grey as school colours. Kwantlen First Nations also supported the owl and said it represents teacher. We are considering Chit Mexw as the name for the outdoor learning centre.
- I met with KFN and talked about collaborating with educational opportunities and teaching.
- Another teacher training session has been provided in outdoor learning.
- Tours have been arranged for Stave West as requested, Mission Leisure centre and district staff as requested for room set up and needs (i.e. club kids, library,).
- The website should be live by Feb 8<sup>th</sup>, although we will still be adding to it.

## REGISTRATION REPORT AS OF 2:15pm Jan 30, 2019

- **28 confirmed registrations**
- 3 more anticipated based on conversation as of today (one is out of district, 2 are attending school in MR but are catchment Grade 1,2,4)
- 5 students out of district from Maple Ridge
- 2 students from Home Learners
- 2 catchment students currently attending school in MR
- 10 students from other MPSD schools
- 13 total catchment students (including the 4 students not attending MPSD schools that are returning)
- 10 Kindergartens
- 5 Grade 1s
- 3 Grade 2s
- 5 Grade 3s
- 3 Grade 4s
- 2 Grade 5s
- 2 being transitioned with support from student services
- 1 aboriginal student

Anecdotally – Some parents of current MPSD schools have expressed to myself or to their principal that attendance is dependent on the results of the boundary review and bussing decisions.

**ITEM 6.1      Action**

**File No.    1230.20**

TO:                    Committee of the Whole  
FROM:                C. Becker, Secretary Treasurer  
SUBJECT:            Cedar Valley Official Community Plan Update – Comment Referral from District of Mission

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**Recommendation:**

**That the following resolution be forwarded to the February 19, 2019 Board Meeting for consideration:**

**That the following comments be submitted to the District of Mission regarding the referrals to the School District as per sections 475 and 476 of the Local Government Act for the Cedar Valley OCP amendment:**

- 1.
- 2.
- 3.

**Background:**

In accordance with the Local Government Act, when a municipality amends its Official Community Plan (OCP), the municipality must consult with the local school district to ensure it considers the school district's needs for schools. The District of Mission has referred to the School District the proposed revisions for the Cedar Valley plan. As this document includes significant narrative on the schools in Mission, and plans for two new school sites, this plan amendment is being brought to the Board for further consideration. The plan can be located at <https://www.mission.ca/wp-content/uploads/2018-12-10-Special-Council.pdf>:

**Analysis and Impact:**

The Official Community Plan should align with the School District's long-range facilities plan. The long-range facility plan currently considers the smaller parcel on Cedar Street that is owned by the School District. At this point, the other site is not considered in the long-range plan.

**Strategic Priority:**

Long-range planning for school sites is a requirement of the community planning process. The District of Mission included school district staff in the development of the revised Cedar Valley Plan to ensure school site planning perspectives were included. Identifying spaces for future school use is included within the Cedar Valley Plan, as this area is expected to grow significantly over the next few years.

**Policy, Regulation, Legislation:**

Sections 475 and 476 of the Local Government Act require Municipalities to consult with school districts within their boundaries, regarding official community plan changes.

**Attachments:**

- a. DOM Referral – Section 475 Local Government Act
- b. DOM Referral – Section 476 Local Government Act
- c. Cedar Valley Plan – Staff Report to Council – December 2018
- d. Schools Section – Cedar Valley Plan
- e. Map 03 – Land Use Designations



DEVELOPMENT SERVICES DEPARTMENT

FILE: 6970-20-01

January 14, 2019

The Board of School Trustees of  
School District #75 (Mission)  
Attention: Corien Becker  
33046 4<sup>th</sup> Ave.  
Mission, BC V2V 1S5

Email: [Corien.Becker@mpsd.ca](mailto:Corien.Becker@mpsd.ca)

Dear Ms. Becker:

**Re: Official Community Plan Amending Bylaw 5807-2018-5670(8) – Cedar Valley Local Area Plan**

In compliance with Section 475 of the *Local Government Act* (copy attached), please advise whether the Mission Public Schools has any information or comments with respect to proposed Official Community Plan (OCP) Amending Bylaw 5807-2018-5670(8). Background information is enclosed to assist your assessment of this proposal.

Please provide your comments by 4:00 p.m. on Wednesday, February 20, 2019. Should no response be received by this date, the District will assume you have no comments on the proposal.

Please forward your comments to Ken Bourdeau, Manager of Long Range Planning, via email at [kbourdeau@mission.ca](mailto:kbourdeau@mission.ca). If you require further information I can be contacted via email or at 604-820-3730. Including the District of Mission file reference number and the Official Community Plan amending bylaw number in all related correspondence would be greatly appreciated.

Yours truly,

Ken Bourdeau  
MANAGER OF LONG RANGE PLANNING

## Consultation during development of official community plan

475 (1) During the development of an official community plan, or the repeal or amendment of an official community plan, the proposing local government must provide one or more opportunities it considers appropriate for consultation with persons, organizations and authorities it considers will be affected.

(2) For the purposes of subsection (1), the local government must

(a) consider whether the opportunities for consultation with one or more of the persons, organizations and authorities should be early and ongoing, and

(b) specifically consider whether consultation is required with the following:

(i) the board of the regional district in which the area covered by the plan is located, in the case of a municipal official community plan;

(ii) the board of any regional district that is adjacent to the area covered by the plan;

(iii) the council of any municipality that is adjacent to the area covered by the plan;

(iv) first nations;

(v) boards of education, greater boards and improvement district boards;

(vi) the Provincial and federal governments and their agencies.

(3) Consultation under this section is in addition to the public hearing required under section 477 (3) (c).



DEVELOPMENT SERVICES DEPARTMENT

FILE: 6970-20-01

January 14, 2019

The Board of School Trustees of  
School District #75 (Mission)  
Attention: Corien Becker  
33046 4<sup>th</sup> Ave.  
Mission, BC V2V 1S5

Email: [Corien.Becker@mpsd.ca](mailto:Corien.Becker@mpsd.ca)

Dear Ms. Becker:

**Re: Official Community Plan Amending Bylaw 5807-2018-5670(8) – Cedar Valley Local Area Plan**

In compliance with Section 476 of the *Local Government Act*, please advise whether the School District #75 Board or others at the School District, have any information or comments with respect to proposed Official Community Plan (OCP) Amending Bylaw 5807-2018-5670(8). Background information is enclosed to assist your assessment of this proposal.

Please provide your comments by 4:00 p.m. on Wednesday, February 20, 2019. Should no response be received by this date, the District will assume you have no comments on the proposal.

Please forward your comments to Ken Bourdeau, Manager of Long Range Planning, via email at [kbourdeau@mission.ca](mailto:kbourdeau@mission.ca). If you require further information I can be contacted via email or at 604-820-3730. Including the District of Mission file reference number and the Official Community Plan amending bylaw number in all related correspondence would be greatly appreciated.

Yours truly

A handwritten signature in black ink, appearing to read "Ken Bourdeau".

Ken Bourdeau  
MANAGER OF LONG RANGE PLANNING

cc: Ray Siefert  
Manager of Maintenance  
33046 4<sup>th</sup> Ave.  
Mission, BC V2V 1S5

## Consultation on planning for school facilities

476 (1) If a local government has adopted, or proposes to adopt or amend, an official community plan for an area that includes the whole or any part of one or more school districts, the local government must consult with the boards of education for those school districts

(a) at the time of preparing or amending the official community plan,  
and

(b) in any event, at least once in each calendar year.

(2) For consultation under subsection (1), the local government must seek the input of the boards of education on the following:

(a) the actual and anticipated needs for school facilities and support services in the school districts;

(b) the size, number and location of the sites anticipated to be required for the school facilities referred to in paragraph (a);

(c) the type of school anticipated to be required on the sites referred to in paragraph (b);

(d) when the school facilities and support services referred to in paragraph (a) are anticipated to be required;

(e) how the existing and proposed school facilities relate to existing or proposed community facilities in the area.



File Category: 6970-20-01

**DATE:** December 10, 2018  
**TO:** Mayor and Council  
**FROM:** Ken Bourdeau, Manager of Long Range Planning and Special Projects; and Mike Dickinson, Planner  
**SUBJECT:** **Cedar Valley Local Area Plan (CVLAP)**  
**ATTACHMENTS:** **Appendix A** – Draft of the Cedar Valley Local Area Plan (CVLAP)  
**Appendix B** – Draft of the Cedar Valley Engineering Plan  
**Appendix C** – Traffic Assessment  
**Appendix D** – Staff Report for the Cedar Valley Local Area Plan, November 6, 2017

This report details the Official Community Plan (OCP) amendment to add the Cedar Valley Local Area Plan to the OCP.

Staff supports the OCP Amending Bylaw moving forward to first reading and as such have listed the Bylaw under the “Bylaws for Consideration” section of the Council agenda.

Subject to Council approval, a public information meeting will be scheduled to gather feedback from the community. After the public information meeting, Council may consider second reading of the Bylaw and schedule a public hearing.

**RECOMMENDATION: Council consider and resolve:**

That, upon due consideration of Section 475 of the *Local Government Act*, consultations go forward in accordance with Policy LAN.47 Official Community Plan Referral, and that the persons, organizations and authorities receiving those consultation referrals are considered, for the purposes of the section, to be those affected.

**PURPOSE:**

The purpose of this report is to present to Council the final draft of the Cedar Valley Local Area Plan (CVLAP) and to recommend that Council direct staff to initiate the Official Community Plan (OCP) amendment process, as per LAN.47 Official Community Plan Referral. While the CVLAP is considered an update the 1996 Cedar Valley Comprehensive Development Plan (CVCDP), the purpose of the Amending Bylaw is to formalize and incorporate both the CVCDP and CVLAP into the OCP.

**BACKGROUND:**

Council’s 2016-2018 Strategic Plan identified the need for area specific neighbourhood planning, specifically planning for the Hatzic, Cedar Valley and Stave Falls neighbourhoods. Neighbourhood planning typically takes the form of either a “Neighbourhood Plan” or “Local Area Plan”. Neighbourhood Plans are comprehensive plans where everything from servicing, road layouts, land

uses, densities and design guidelines are planned. Local Area Plans, on the other hand, are generally, less specific and look primarily at roads, pedestrian corridors, utility corridors and other related servicing infrastructure with less of an emphasis on land use.

Given the immediate and longstanding need to revisit the planning objectives of the 1996 Cedar Valley Comprehensive Development Plan (CVCDP) and the limited resources currently available to undertake a full comprehensive review, staff reviewed the CVCDP with a focus on preparing a Local Area Plan for Cedar Valley thereby leaving the lands as they are currently designated within the OCP with minor changes. While it might appear that the draft CVLAP goes beyond infrastructure and servicing planning as it includes land use policy language typically found within a Neighbourhood Plan, these policies are largely those carried forward from the current CVCDP. As noted, the proposed CVLAP is an update to the CVCDP where further review of the land use policies will likely be initiated after the adoption of the CVLAP into the OCP.

This report presents the final draft of the CVLAP (Appendix A) also appended are the draft Cedar Valley Engineering Plan (CVEP) (Appendix B) and Traffic Assessment (Appendix C). Details of the project objectives, plan review history, challenges and opportunities, work program and financial implications are shown in the staff report, dated November 6, 2017 as shown in Appendix D.

#### **SUMMARY:**

Council's 2016-2018 Strategic Plan directed staff to review the existing 1996 CVCDP with the purpose of providing a renewed vision, updated objectives and policies in coordination with detailed engineering and technical guidance for development within Cedar Valley. From this directive, staff prepared the CVLAP. Preparation of the Plan included a review of existing municipal bylaws, strategic plans and policies, including:

- Official Community Plan;
- Cedar Valley Comprehensive Development Plan (CVCDP) (1996);
- Cedar Valley Environmental Management Plan (CVEMP) (2005);
- Zoning Bylaw (2009 with a new bylaw in 2019);
- Floodplain Management Bylaw (2007);
- Development and Subdivision Control Bylaw (2017);
- Transportation Master Plan (2016); and
- Parks, Recreation, Arts & Culture Master Plan (2018).

The review also included on-going consultation and collaboration with the following departments and external agencies:

- Development Services (including Inspection Services) ;
- Engineering (including Environmental Management);
- Parks, Recreation and Culture;
- Fire/Rescue Service;
- Forestry;
- Civic Engagement;
- Mission RCMP;
- Economic Development; and
- School District 75 (Mission Public Schools).

The review also included contracted work conducted by an environmental consultant and parks planning consultant.

The CVLAP supports the OCP and provides a renewed vision, principles, objectives, policies and strategies for future land development, environmental protection, servicing infrastructure, transportation, development phasing, park, school and community facility locations, and other requirements for the future development of Cedar Valley. Although the CVLAP is an update to the 1996 CVCDP, it maintains substantial content from this Plan. The following parts of this report provide highlights of the key sections of the draft CVLAP which will be incorporated into the District's OCP.

## **Environmental Management**

Section 4.0 'Environmental Management' includes policies and strategies for the protection of natural areas and guidance for environmentally sound development.

### Protected Natural Assets

The 1996 CVCDP identifies areas warranting environmental protection and preservation. Staff worked with a qualified environmental consultant (i.e., QEP) who prepared the "Natural Infrastructure Collaboration Resource Report" that provided insights for the preparation of the plan's environmental protection/management strategies. The recently adopted OCP designates these areas as Environmentally Sensitive Areas (ESAs). To avoid confusion with Riparian Area Regulation (RAR) terminology that focuses on watercourses only, the proposed plan refers to these lands as Protected Natural Assets (PNA) instead. PNA designated areas may include ESAs, but can physically extend beyond ESA boundaries. To implement the CVLAP, an OCP amendment is required to re-designate lands currently designated ESA to the new designation PNA. It is noted that the redesignation to PNA from ESA does not propose an expansion or reduction on lands currently designated ESA and therefore should not reduce the current developability of a parcel. PNA areas could include terrestrial or aquatic wildlife habitat including critical habitat: watercourses, wetlands, headwaters water retention or recharge areas and other ecological, natural capital or connectivity functions. In certain areas, limited development may be considered for:

- the provision of pedestrian trails (also functioning as wildlife corridors) and green or natural infrastructure for storm water management facilities (e.g. detention ponds, bio-swales); and
- limited passive recreational uses, such as wildlife viewing and walking locations deemed suitable by a QEP.

### Environmental Management Approach

The environmental protection objectives and strategies of this plan build upon the CVCDP, the 2005 CVEMP and the OCP's Natural Environment Development Permit Area guidelines. Within this scope, setbacks are required for different forms of development from the top-of-bank or ravine. A setback of 15 metres is required for single family development (Suburban to Compact Residential designations) and 30 metres for development in Neighbourhood Centre, Attached Multi-unit Residential, Employment Lands and Institutional designated areas.

The principle objective is to guide development to minimize negative effects upon environmentally sensitive and significant areas. To achieve this, developers are required to conduct a bio-inventory of development sites and adjoining areas before designing a site plan. A preliminary bio-inventory involves a literature review and high-level ground assessment to determine what species and environmentally valuable resources may be present on or within 100 metres of a proposed development site. In some cases, a detailed bio-inventory may be required. If development is planned to avoid negative impacts on areas of environmental value, a detailed bio-inventory may not be required.

## Other Environmental Management Provisions

Invasive species, including noxious weeds, can cause economic and environmental harm, pose health and safety risks and reduce a site's development potential. This plan requires developers to provide a noxious weed assessment and management plan for development sites.

The plan proposes an extensive network of pedestrian trails to make Cedar Valley a more connected community. In some areas, trails and walkways could be integrated with the riparian corridors and PNAs. In these areas, trail development would be assessed by a QEP.

Increasing the impervious surface of a development site can alter hydrology and water quality, which can negatively affect local watercourses and fish habitat. The plan calls for employing integrated rainwater management practices that will guide project design to mimic the pre-development water balance for surface water and groundwater. Rainwater must be managed in accordance with the Development and Subdivision Control Bylaw.

The Gaudin Creek Diversion is designed to replace the ditch along Tunbridge Avenue to provide a new watercourse that will sustain a vigorous population of resident cutthroat trout. The District owns land set aside for this new fish and wildlife habitat and is working with private property owners to acquire additional land for a 40m wide riparian zone. Within this diversion area, there will be space for a walking trail and unobtrusive public wildlife viewing, based upon a QEP's review.

The plan explains the significance of natural capital and green infrastructure, and how these networks of forests and wetlands work with other open spaces to benefit residents. Engineered/constructed elements of green infrastructure include such features as bio-retention facilities, bio-swales, constructed wetlands, green roofs, permeable pavements and stream restoration initiatives. Tree retention is another natural capital opportunity as trees reduce the urban heat island effect by providing shade, evapotranspiration and air movement. Retaining natural features on development sites can be balanced with development intensification (e.g. development clusters or density bonusing and averaging) to provide environmental protection and economically successful development.

## **Healthy and Safe Community**

Section 5.0 'Lifestyle' of the CVLAP provides an overview of Cedar Valley's community profile, and policy guidance for health and social services, recreation and leisure services, culture and heritage issues, education facilities and community safety. Some policy highlights include:

- Provide for physical well-being by encouraging the location of housing close to parks and trails to enable residents to walk, hike, run and cycle, engaging in active recreation pursuits;
- Recognizing that Cedar Valley's population growth will exceed projections of the 1996 CVCDP, additional active park space is required and shall be provided in alignment with the objectives of the OCP and the Parks, Recreation Arts and Culture Master Plan;
- Public schools in Cedar Valley shall be developed to meet the needs of a growing population ahead of the projected growth and in coordination with servicing phasing;
- Require a Crime Prevention Through Environmental Design (CPTED) analysis as an integral part of development applications to create a more secure and livable community;
- Develop a fire/rescue hall in a central location with minimal environmental impact.

## **Transportation**

Section 6.0 'Transportation' provides for a comprehensive multi-modal transportation system with policies focused on guiding development of the system elements including; the road network, transit service, cycle route system, pedestrian mobility (sidewalks and paths) and on-street parking.

Additionally, a detailed traffic assessment is included with the draft CVLAP (Appendix C) that includes an in-depth review of traffic counts at key intersections and projected traffic generation that will require road widenings and traffic signals to be developed.

The CVLAP addresses transportation related policies, while the draft Cedar Valley Engineering Plan addresses the infrastructure requirements address the future growth in Cedar Valley. The CVLAP specifies different road categories, on-street parking, boulevard design and provision for safe cycling on all roads. Among the transportation network requirements are 'complete streets' designed to provide safe passage for all users, particularly young and elderly residents. Most significantly, transportation planning for Cedar Valley emphasizes the need for connectivity, allowing residents to walk, cycle, drive and take transit to destinations within Cedar Valley. Currently there are gaps in the road, cycling and pedestrian network (e.g. the absence of sidewalks along arterial roads such as Cherry Street). The transportation policies and initiatives aim to correct these network deficiencies and resolve safety risks in a timely and cost-effective manner.

## **Infrastructure**

Section 7.0 'Infrastructure' provides a brief overview of the proposed engineering services - road, water, sanitary sewer and storm sewer alignments - and infrastructure phasing strategy, items which are detailed in the draft Cedar Valley Engineering Plan. The 1996 CVCDP discussed the general servicing needs of the area and did not provide substantial detail or accurate specifications of the needs of Cedar Valley. During the work program for the CVLAP, Engineering staff conducted a detailed infrastructure analysis using 3-D modelling and GIS information that forms the draft Cedar Valley Engineering Plan (Appendix B). This analysis provides sanitary sewer and road alignments. The work on this aspect to preparing the CVLAP cannot be overstated. The increase in confidence and certainty that the CVLAP will bring with respect to servicing will prove extremely useful for both staff, and the development industry. To date, uncertainties and lack of planning with utility service capacities and routing have made it difficult for staff to evaluate development proposals and difficult for developers to gauge the potential of their site thereby inadvertently increasing the financial risk for the developer and the municipality.

The road system was developed from this review and is illustrated in maps appended with the CVLAP. The road and servicing layout was designed in coordination with the OCP land use designations and their associated zones and potential density to provide accuracy for development block configurations, road and lane spacing (taking into account lot areas, widths, depths). This in-depth analysis provides greater clarity and certainty for development to proceed.

This analysis prompted the requirement for minor adjustments in servicing phasing boundaries which are discussed in further detail in the Development Phasing section below. Some infrastructure requirements trigger the need for OCP land use designation amendments which are highlighted in the CVLAP document and in the accompanying Engineering Plan. These changes to the land use designations are considered critical from an engineering and infrastructure perspective and are needed to ensure the current designations of the CVCDP are viable as initially envisioned in 1996.

The Engineering Plan makes provision for 'green infrastructure' particularly for rainwater management. In certain locations, rainwater detention ponds are proposed that will provide an engineering infrastructure service for Cedar Valley as well as an aesthetic parks and recreation resource. Joint infrastructure/parkland development will occur in a few locations to provide integrated services for the community.



## **Urban Structure and Land Use**

Section 8.0 'Urban Structure and Land Use' provides a clear approach to Cedar Valley's urban structure and proposed growth. Cedar Valley is designed as a compact, complete and resilient community that will provide for a variety of housing and affordability options. This community is anticipated to accommodate a maximum population of approximately 18,000 to 22,000 residents (compared with the projected 10,000 – 12,000 residents noted in the 1996 CVCDP). The plan's land use designation map utilizes OCP designations with exceptions explained in the next section (see Map 3a). The designations in the new OCP allow for more density and therefore a higher projected population.

## **Land Use Designation Changes**

This plan document includes a land use designation map that reflects the OCP land use designations with a few strategic exceptions. A small number of OCP designation amendments are required to implement this plan, as shown within the plan (Map 3a). As noted, these OCP land use designation changes are required in order to fulfill strategic requirements for engineering servicing (for cost and operational efficiency) for a fire hall site and land acquisition for parks and establishing the new PNAs. All properties currently designated ESA will be re-named "Protected Natural Assets" (PNA) within Cedar Valley to coordinate with and implement the environmental management policies of this plan. As stated, the redesignation to PNA from ESA does not propose an expansion on lands currently designated ESA and therefore does not reduce the current developability of a parcel.

## **Housing**

The 1996 CVCDP identified seven residential land use designations in Cedar Valley, namely: Suburban Single Family, Single Family, Compact Single Family, Cluster Compact Single Family, Townhouse Multiple Family, Garden Apartment Multiple Family and Institutional Residential. The goals, objectives and policies for each of these designations are no longer compatible with the OCP.

While largely a renaming exercise to harmonize designations, the incorporation of the CVLAP into the OCP proposes to eliminate the CVCDP specific land use designations, and replace them with OCP land use designations: Suburban Residential, Urban Residential, Urban Compact, Attached Multi-unit Residential, and Mid Rise Multi-unit Residential. The land use characteristics, height and density contained in the OCP shall be the land use designations for the purposes of the plan, except the proposed plan shall provide additional direction and policy.

- On large parcels designated Attached Multi-Unit Residential and comprehensively planned, density averaging is permitted provided any one parcel or building within the comprehensively planned development does not exceed six (6) stories in height and 1.5 floor space ratio (FSR). For developments that are not using density bonusing, the maximum permitted height is four (4) stories and maximum permitted height is 1.5 floor space ratio (FSR).

## **Parks, Open Space and Trails**

Cedar Valley is a growing community endowed with parkland and natural areas. Planning for parks and open space is guided by the OCP and Parks, Recreation, Arts & Culture Master Plan. Considering the additional number of residents who will live in Cedar Valley, over the population projected in the 1996 CVCDP, a shortfall in active park area would occur if action is not taken. The CVLAP recommends acquisition of additional parkland for active recreation. A general premise of the plan is for residents to live within close walking distance of all neighbourhood parks and trails. Parks

policies note that:

- Pedestrian trails need to be defined to show that they are different from park dedication areas and not part of the 5% parkland dedication. This implies that developers will be responsible for trail area contribution and development.
- Trails shall be planned in conjunction with requirements applying to PNAs and rights of way for trails should be wide enough to protect mature trees and other natural features.

### **Neighbourhood Centre**

The 1996 CVCDP identified three commercial land use designation in Cedar Valley, namely: Neighbourhood Commercial Centre, Local Commercial Centre and Mixed Use Commercial/Residential. The goals, objectives and policies for each of these designations were very similar.

As a result, the CVLAP consolidates these three designations into one. In line with the OCP, these areas are designated Neighbourhood Centre. Since the adoption of the OCP, planning staff has received numerous inquiries regarding properties designated Neighbourhood Centre. Specifically, the inquiries are related to the minimum amount of commercial floor space required for a building to be considered 'mixed-use residential and commercial', and the maximum height permitted within the designation. The OCP currently does not specify a minimum amount of commercial floor space. Furthermore, the CVCDP identifies one maximum height and the new OCP identifies another. The CVCDP states the maximum building height shall not exceed two stories; however, the OCP states that building heights are initially limited to four (4) storeys; however, taller and varied building heights may be possible in areas where a neighbourhood plan is in place.

The proposed plan provides additional policies to clarify the minimum amount of commercial floor space required, and the maximum allowable height, for properties designated Neighbourhood Centre. These policies are:

- the minimum amount of commercial floor space on a property that's less than, or equal to 0.2 hectares (0.5 acres) shall be a minimum 465 square metres (5,000 square feet);
- the minimum amount of commercial floor space on a property that's greater than 0.2 hectares (0.5 acres) shall be a minimum 930 square metres (10,000 square feet);
- the minimum amount of commercial floor space shall not be less than 930 square metres (10,000 square feet) on a property greater than 0.2 hectares (0.5 acres);
- a building that contains a commercial use shall not exceed two (2) storeys;
- a building that contains a commercial and residential use shall not exceed four (4) storeys;
- a building that contains a residential use only shall be permitted, provided it is comprehensively developed along with a building that contains commercial uses. The residential only building shall not exceed four (4) storeys.

### **Future Employment Lands**

The vision for Cedar Valley's designated Future Employment Lands is to create employment opportunities for Mission residents. The properties in this area occupy approximately 11.1 hectares (27.5 acres) and are well suited for hi-tech, green and small-scale industries. This area is too small, and is not well suited for large-scale, transportation-related industries (e.g., trucking and open storage). Key objectives for the Employment Lands include: opportunities for residents to live close to work; economic development enhancement; appropriate development scale; opportunity for live-work space. Key policies include:

- Develop the Future Employment Lands with appropriate zones within the Zoning Bylaw

including a Comprehensive Development Zone.

- Ensure a compatible interface between the Future Employment Lands and adjacent residential areas and develop live-work units along the periphery opposite residential areas.

## **Implementation**

Section 10.0 'Implementation' provides that the strategies and policies of the CVLAP will be implemented by various means including compliance with the District's bylaws including the OCP, Zoning, Development and Subdivision Control, Development Cost Charge bylaws, Strategic Plans and municipal policies. Together with the CVLAP, the Cedar Valley Engineering Servicing Plan will provide clear guidance for land development of this community, including the orderly progression of growth through a comprehensive development phasing strategy. To implement the CVLAP, a selection of land use designation amendments are required to implement the plan.

The CVLAP is proposed to be adopted by Council as a bylaw amendment to OCP Bylaw 5670-2017. The Cedar Valley Engineering Plan will be endorsed by a vote of resolution when the CVLAP receives final bylaw adoption. Following adoption of the CVLAP the various OCP designation amendments will be presented to Council in a separate process for review and consideration.

## **Development Phasing**

The 1996 CVCDP states that an important component of growth management within Cedar Valley is to ensure an orderly staging of development. This strategy has been reviewed through the work program that yielded the draft CVLAP. In total there are four development phase areas identified within Cedar Valley. Before development can occur in a successive phase certain conditions are required. In general they are:

- Completion of development of 75% of the land area for residential uses in the previous development phase. This has been accomplished for phase 1. Upon adoption of this Local Area Plan, development in phase 2 could commence.
- Prior to development starting in Phase 3: 50% of the Neighbourhood Centre properties at Cedar Street and Tunbridge Avenue should be complete (to provide the community with a much needed commercial and social focus). Construction of the fire/rescue hall should be completed. Neighbourhood parks and Protected Natural Asset properties should be acquired. Pedestrian trails and the cycle route system should be completed.
- Similar growth management conditions should apply before development could proceed in phase 4. One exception to this would be to allow the development of the Employment Lands to commence during phase 2 or 3 if servicing is available (in order to provide for local employment).

Staff believe that the criteria have been met to allow development in Phase 2 of Cedar Valley to commence following adoption of the CVLAP.

## **PUBLIC CONSULTATION:**

If Council approves 1<sup>st</sup> reading of the OCP Amending Bylaw, staff would then schedule public consultation meetings to gather feedback from the public and key groups. (e.g., developers, First Nations). Staff will then review and incorporate relevant feedback into the CVLAP. It will then be presented to Council for the formal approval process (i.e. 2<sup>nd</sup> reading/Public Hearing).



**FINANCIAL IMPLICATIONS:**

The review of the CVCDP resulted in the preparation of the CVLAP. The project was budgeted at \$75,000. Within this budget, the following expenditures have been made for consultants: (i) parks consultant \$5,000 (ii) environmental consultant (\$30,000). The residual funding was used for internal staff work, including overtime and staff seconded from other departments for work associated with the production of this plan. A provincial grant was secured in the amount off \$10,000 as a contribution towards the environmental analysis for this plan.

Should the proposed CVLAP be adopted, it would then inform future engineering plans for related infrastructure, which would ultimately inform a future update to the District's Development Cost Charge Bylaw. As the engineering plan is currently under development, it is difficult at this time to estimate the potential impact to the District's Financial Plan, and the impact on Development Cost Charge rates; having said that and as noted in the draft Engineering Plan, preliminary indications are that additional infrastructure would be required to achieve the vision of the revised CVLAP.



I have reviewed the financial implications  
Kris Boland, Director of Finance



Ken Bourdeau, Manager of Long Range Planning  
and Special Projects



Reviewed by:  
Dan Sommer, Director of Development Services



Mike Dickinson, Planner



Tracy Kyle, Director of Engineering and Public  
Works

Comment from Chief Administrative Officer  
Reviewed

## 5.5 EDUCATION AND INSTITUTIONAL

Cedar Valley has quickly become a neighbourhood of young families. Prior to 2015, School District 75 had been experiencing a decline in enrollment. The increased number of young families have in turn reversed the enrollment numbers. Currently the Cedar Valley student population is supported by one elementary school.



**Albert McMahon Elementary School**

There is a private school (Valley Christian School) which offers classes from kindergarten to high school. The increased enrollment projections have lead School District 75 to select two new locations within Cedar Valley for elementary schools (see Map 03, Parks, Schools, Pedestrian & Cyclist circulation). The two proposed elementary school sites are located within the north-west sector (in servicing phase 2) north of Laminman Street, and in the north-east sector (phase 3) at the east end of Rosetta Avenue. These school sites are strategically located to serve the next growth phases in Cedar Valley.

**Table 5; Projected Student and Community Populations for Undeveloped Areas of Cedar Valley**

enter units based on Dev Type	Estimated under 18 population based on number of projected units of new construction						Enter the average population per housing unit type (census data average)					
	pre school	School Aged Elementary K-6	Middle 7 - 9	High 10 - 12	Sub total School Aged	Total	preschool	Students	over 18	per household	Total new residents	
3,577	930	1,198	447	429	2,075	3,005	0.26	0.58	1.96	2.80	10,016	
265	72	80	28	25	133	204	0.27	0.50	2.03	2.80	743	
1,062	106	133	46	45	223	329	0.10	0.21	2.49	2.80	2,972	
28	3	2	1	1	5	7	0.10	0.16	2.54	2.80	79	
113	6	4	2	2	8	14	0.05	0.07	2.68	2.80	316	
0	0	0	0	0	0	0	0.03	0.03	1.94	2.00	0	
	1,116	1,417	523	502	2,443	3,559					14,126	
												<b>2016 Pop. 7,975</b>
												<b>Estimated Total 22,101</b>

The Mission Public School District (School District No. 75) supports 12 elementary schools, two middle schools, one secondary school, an alternate school, a distance education school, and a trades college. The School District offers a number of specialty programs including French immersion, arts and traditional based elementary schools, outdoor classrooms, international education, and home and virtual education options. In addition, Riverside College offers grade 12 credits and post-secondary education for those seeking a career in the trades through apprenticeship, practical job training, or upgrading. Mission Public Schools, through the Aboriginal Education Department (Siwal Si'wes), provides support for the integration of Aboriginal perspectives within the Mission School District, respectful of aboriginal culture.

**Table 6: Schools Within Cedar Valley and Mission**

Institution Type	Within Cedar Valley		Within District of Mission	
	Current	Projected	Current	Projected
Elementary	1	2	8	
Middle	0		1	
Secondary/High	0		1	
Private	1*		1**	

\*Valley Christian School (Kindergarten to High school) \*\*Seminary of Christ the King (High School only)

After approximately 15 years of declining enrolment and the closure and consolidation of schools, the School District enrolment has increased each year since 2015. The School District expects this enrolment growth trend to continue for a few years, due to the increased development activity in the community, and the influx of young families. In addition to planning for expansion of urban elementary schools and the high school, the School District is planning for the reopening of the Stave Falls Elementary School in September 2019.

Mission provides close access to a number of post-secondary education facilities. Most central is the Mission Campus of the University of the Fraser Valley. This campus is the result of a partnership among the District of Mission, School District 75, and the University. Other regional post-secondary campuses are located in Abbotsford, Chilliwack, Hope, and Agassiz. Mission is also within commuting distance to the BC Institute of Technology, Simon Fraser University, and the University of British Columbia.

Several private post-secondary facilities in Mission provide job search services or skills training to the unemployed and/or underemployed. As a result of community partnerships between public institutions and volunteers, a variety of basic literacy initiatives continue to improve the lives of Mission children and adults through both classroom and individual tutoring. Future elementary and secondary school sites are designated in the OCP. The School District wants to work more closely with the District to plan for anticipated growth and future school development.

In addition to the Park policy 5.4.2 and Education policies 5.6.1 to 5.6.7 and Institutional policy 8.1.43 of the OCP, the following policies apply to Cedar Valley:

- 5.5.1 Public schools in Cedar Valley shall be developed to meet the needs of a growing population ahead of the projected growth and in conjunction with servicing phasing established in this plan;
- 5.5.2 The Mission School District is encouraged to consider use of elementary schools as community hubs for adult continuing education in support of the educational and cultural needs of this community;
- 5.5.3 Where schools are located next to Protected Natural Asset (PNA) areas, buffer areas shall be designed in keeping with the Environmental Management policies of this plan. In certain cases, trails or passive recreation areas may be considered on school sites located adjacent to PNAs

## 5.6 COMMUNITY SAFETY

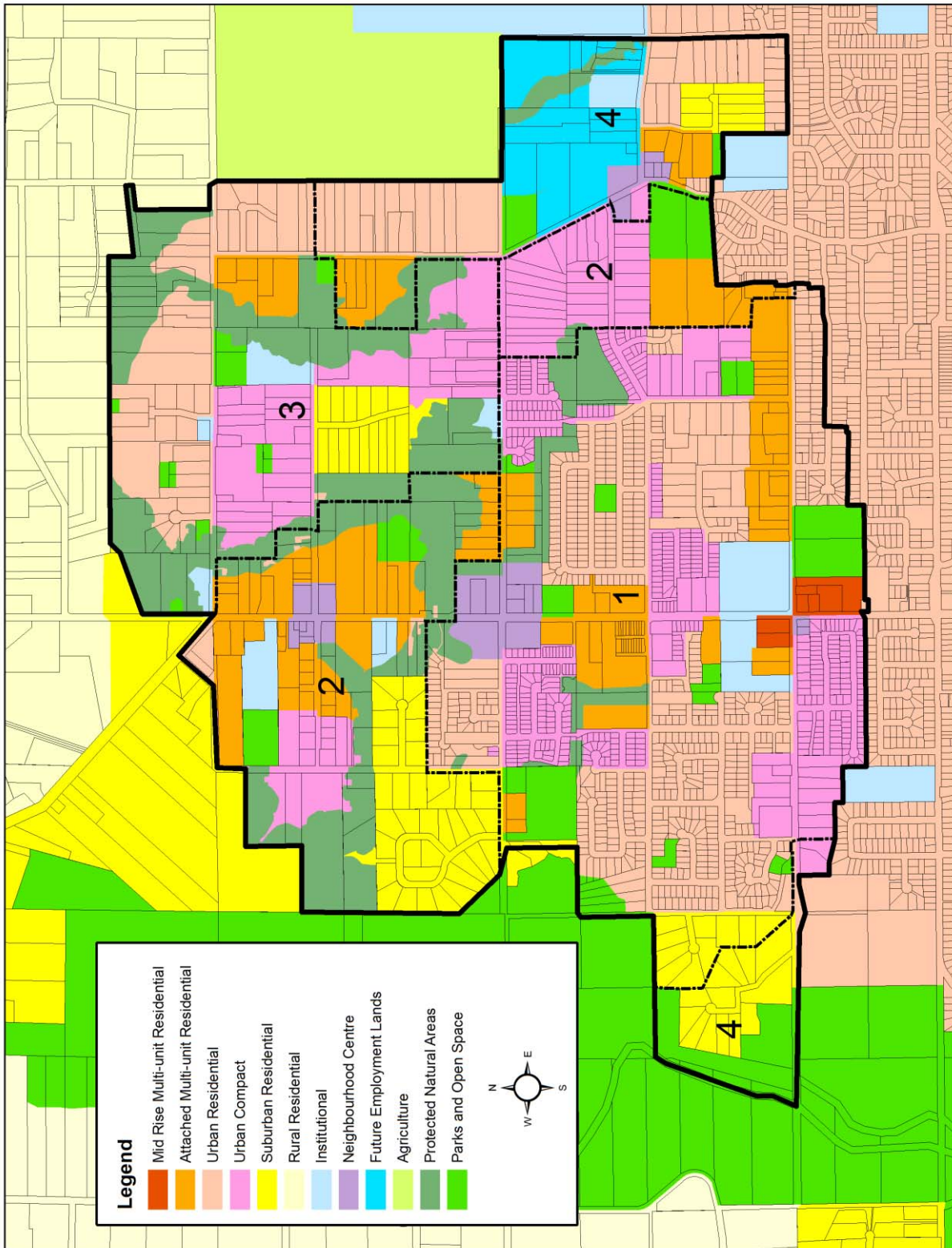
As the Cedar Valley community continues to grow, it is important that community safety is addressed by the proactive and coordinated initiatives of safe community and infrastructure design, community policing, fire prevention and rescue services. Cedar Valley should be designed in accordance with the principles of Crime Prevention through Environmental Design (CPTED) which is a proactive approach that aims to reduce crime opportunities before development occurs. CPTED principles include:

- Territoriality and Defensible Space: The physical environment can be designed to create a sphere of influence or ‘territory’, where people can take ownership of their surroundings by adopting proprietary attitudes towards outdoor spaces.
- Hierarchy of Space: Design developments to show clear transitions/delineation between public, semi-public, semi-private and private space.
- Natural Surveillance: Design developments to enhance people’s ability to casually observe and monitor activities in their environment by siting buildings in relation to each other and the street. Maximize opportunities for ‘eyes on the street’ to overlook common open space. Balance needs for surveillance with residents’ need for privacy. Provide clear sightlines in pathways and intersections.
- Access Control: Design entry and exit points to naturally maximize control, surveillance and ‘ownership’ by desirable users.
- Image and Landscaping: Enhance and maintain the physical appearance of developments to encourage users of the area to respect their surroundings.

By incorporating principles of Crime Prevention Through Environmental Design (CPTED) new development can contribute to the safety and security needs of Cedar Valley residents. CPTED can be used for all types of projects including: parks, natural areas, multi-unit residential, commercial, industrial and institutional. Providing a visible street and well-lit trail along the edge of a Protected Natural Asset area makes for a safe and walkable community. Another vital



Map 03b – OCP Land Use Designation Amendments for Cedar Valley



**ITEM 7.1      Discussion**

TO:                Committee of the Whole  
FROM:            T. Loffler, Board Chair  
SUBJECT:        Funding Model Review

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**Summary:**

The Ministry of Education initiated a review of the K-12 public education funding formula in 2017. An independent panel was appointed to review and provide recommendations to the way funding is allocated. The Panel's review included meetings with all 60 school districts and stakeholders, as well as reviewing over 100 written submissions. A new implementation team was formed in late 2018.

On December 19, 2018, the Ministry of Education released an update regarding the Funding Model Review. [Click here to view the release.](#)

**Attachments:**

The Final Report prepared by the Independent Review Panel will be available on the district website or it can be viewed by clicking [here](#). The report will not be included in the printed agenda.

**ITEM 7.2      Action**

**File No.    1120.42**

TO:                Committee of the Whole  
FROM:            R. Cairns, School Trustee  
SUBJECT:        Trades Training Committee

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**Recommendation:**

**THAT the following resolution be reviewed and forwarded to the Public Meeting on February 19, 2019:**  
**THAT the Board of Education consider developing a Terms of Reference for the committee to provide options and advise the Board on Trades Training opportunities.**

**Rationale:**

There was a previous Trades and Training Committee that was held at Riverside. It lacked a defined terms of reference or a defined Chairperson and was somewhat narrow in scope. It should include trades at Riverside, MSS, HPMS, and HMS. It should involve different partners and embrace opportunities for students and adults in all stages of trades development and training. Having the current BoE and Staff develop a current committee with a regular meeting schedule will benefit the continued promotion of trades opportunity within Mission Public Schools.

**School District #75 (Mission)**

**Public Meeting of the Committee of the Whole Minutes**

**January 8, 2019, 3:30 pm**

**District Education Office, 33046 4th Avenue, Mission, BC**

**Members Present:** Board Chair, Tracy Loffler  
Trustee, Shelley Carter  
Trustee, Randy Cairns  
Trustee, Rick McKamey  
Trustee, Julia Renkema

**Staff Present:** Superintendent of Schools, Angus Wilson  
Secretary Treasurer, Corien Becker  
Assistant Superintendent, Larry Jepsen  
K-12 District Virtual Teacher Librarian, Jennifer Lane  
Director of Student Services,Carolynn Schmor  
District Principal of Aboriginal Education, Joseph Heslip  
Executive Assistant, Aleksandra Zwierzchowska (Recorder)

**Others Present:** Acting VP Kristen Beeby, Diane McCall, MTU Vice President  
Ryan McCarty, MTU President Janise Nikolic, DPAC Co-  
Chair Chantel Morvay-Adams, Principal Susan McLeod, and  
Laura Wilson.

**1. CALL TO ORDER**

The meeting was called to order at 3:43 by the Chairperson. The Chair acknowledged the meeting was being held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

The Board Chair advised the Committee that Trustees attended a BCPSEA session in Abbotsford and apologized for starting the meeting late.

**2. ADOPTION OF AGENDA**

MOVED and Seconded the Agenda be adopted as presented.

**CARRIED**



#### 4. CURRICULUM

##### 4.1 MONTHLY CURRICULUM UPDATE

The Assistant Superintendent introduced Diana McCall who leads the Early Learning program in the School District. The presentation provided highlights on activities and events for little learners, as well as professional development opportunities for teachers.

Trustee Carter joined the meeting at 3:47 pm.

Q: What schools are offering the Empower program?

A: Edwin S. Richards, Christine Morrison, Cherry Hill, Mission Central, Hatzic, and Albert McMahan.

Q: What is the difference between Little Learners and Strong Start.

A: Strong Start is offered by Early Childhood Educators.

#### 5. UNFINISHED BUSINESS

##### 5.1 Vending Machines

In October, the Committee discussed healthier food and beverage alternatives, as well as postponing the renewal of the vending machine contract until the election of the new Board. A motion is expected to be presented at the Public Board Meeting.

The Committee recognizes that unhealthy options are also accessible to students at school cafeterias and stores. DPAC suggested for the School District to create a policy guide related to nutrition and healthy eating in schools.

##### 5.2 Trustee Liaison School Appointments

That the following resolution be forwarded to the January Board meeting for consideration:

That the Chair of the Board of Education no longer assign liaison schools to individual Trustees.

##### **CARRIED**

At the December meeting, the Committee requested that partner groups seek feedback from their members and advise the Committee about proceeding with Trustee liaison appointments.

The Superintendent provided feedback from school principals. Broadly speaking, principals see the pros and cons of having a Trustee liaison representative. In some ways it is beneficial, however, in the past there have been instances where the liaison did not visit the school.

Additional feedback was provided by the MTU President stating that teachers like having a liaison Trustee. It allows for staff to build a relationship with the Trustee liaison appointment.

### 5.3 Vandalism Cost Details for West Heights

At the December meeting, the Committee requested a breakdown of the vandalism costs at West Heights Elementary. A handout was distributed detailing the costs which are mostly labour related.

Q: Have cameras decreased the amount of vandalism at Albert McMahon?

A: The cameras have not been installed yet.

### 5.4 Response to British Columbia School Sports Letter

A response letter was emailed to the BC School Sports and the Ministry of Education on January 2, 2019. The letter outlines concerns with the organization's original response. If the decision remains unchanged, the Board requested an exception to BCSS's ruling for the School District similar to what is in place for football for this year.

### 5.5 Financial Summary, October 31, 2018 - Additional Information

At the last meeting, the Committee reviewed the Financial Summary dated October 31, 2018 and requested additional information about Governance Expenses, Other Instruction Costs, and Capital Expenditures.

Currently the School District is seeking permission from the Province to transfer some of the unused Capital Bylaw funding to fund projects currently being funded by the AFG.

Q: What are Staff's concerns about the offshore student costs?

A: Student enrolment was less than projected. The account does show that expenses are higher, but revenue has increased as well to offset. Staff will be looking at this more closely and details will be provided with the amended budget.

Q: Where in the report is the funding for the roof at West Heights.

A: This funding would fall under the AFG.

5.6 Invitation to Minister of Education, Rob Fleming and MLA, Bob D'Eith to tour MSS

MOVED and Seconded that the following motion be reviewed and forwarded to the Public Meeting on January 22, 2019 for review;

THAT the newly elected Board of Education re-issue a letter to invite the Minister of Education and out Member of the Legislative Assembly Bob D'Eith for Maple Ridge – Mission to our School District and tour Mission Senior Secondary School.

**CARRIED**

The previous Board of Education issued a request to the Minister of Education and Member of Legislative Assembly for Maple Ridge and Mission to tour Mission Senior Secondary School. A Deputy Minister did visit the School District; however, another request could encourage the Minister and MLA to visit Mission.

Staff will issue an invitation to the Minister, as well as MLA Bob D'Eith.

**7. NEW BUSINESS**

7.1 Summit Name Change

Acting Vice-Principal, Kristen Beeby advised the Committee that Summit staff have discussed the possibility of changing the school's name. Staff would like to keep Summit in the name of the school. The excerpt in the report was provided by former principal Lynn Cummings.

The Superintendent of Schools advised that if the name is not being changed entirely, the process may be different than outlined in AP #604 for Naming/ Renaming of School or Facility. School staff are in preliminary conversations and recommendations will be presented to the Board when staff are ready to take next steps.

7.2 Dewdney Parking

Traffic and Parking at Dewdney Elementary is an ongoing problem. The fastest and most cost-effective way is to move staff parking to the west of the old portion of the school and use the existing staff lot for parents. The area in front of the old school is problematic for parking and the west side is the best option.

A discussion ensued about installing a crosswalk so that students walking to school can cross safely. Principal McLeod advised that there are issues with sight-lines and distance from easements. The recommendation for a

crosswalk would require input from many stakeholders. At this time, the School District is able to promptly address the parking issue without engaging other stakeholders.

This item is being shared as information. Staff have already started the preliminary process and do not require the Board to pass a motion to continue with next steps.

### 7.3 Donations made to the School District

The Superintendent advised the Committee that a parent contacted the School District about donating Google Chrome books to Heritage Park Middle School. The IT department did advise Staff that the School District is unable to support this type of device. In addition, there are privacy issues regarding storing data outside of Canada. This item is brought to the attention of the Board to discuss the parameters for the School District receiving external donations.

The Board indicated that approval of accepting such donations should be approved by the Superintendent and Secretary Treasurer as they have knowledge about liability issues and other risks.

The Superintendent of Schools will respond to the benefactor outlining the challenges and liability issues for the School District and politely decline the donation.

### 7.4 Inclement Weather

The Superintendent discussed the communication process related to temporary school closures due to inclement weather. The process is to contact radio stations and post a notification message to the district website.

AP #317 Temporary School Classroom Closure general guidelines does not reference Middle School students. The Superintendent advised that the School District applies the same guidelines to Middle School students and Secondary students. The procedure will be updated to include Middle School students.

## **8. MINUTES OF PREVIOUS MEETINGS**

### 8.1 Committee of the Whole Meeting Minutes, December 4, 2018

MOVED and Seconded that the Committee of the Whole Meeting Minutes dated December 4, 2018, be approved.

**CARRIED**

**10. ADJOURNMENT**

MOVED and Seconded that the Board adjourn the meeting.

**CARRIED**

The meeting adjourned at 5:41 pm

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Chairperson

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Secretary Treasurer