



PLANNING AND FACILITIES COMMITTEE PUBLIC MEETING AGENDA

**The Central Okanagan Board of Education acknowledges that this meeting is being held
on the Traditional Territory of the Okanagan People.**

DATE: Wednesday, October 17, 2018
TIME: 6:00 pm
LOCATION: School Board Office
1040 Hollywood Road S.
Kelowna, BC

- 1. AGENDA**
Additions/Amendments/Deletions
- 2. REPORTS/MATTERS ARISING**

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- 2.1 Planning and Facilities Committee Public Meeting Report – September 19, 2018**
(Attachment)

- 3. RECOGNITION/PRESENTATIONS/DELEGATIONS**

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- 3.1 Delegation: Naming of the New Middle School in Lake Country: Eijiro Koyama**
Presenter: Bob Hayes, Board Member of Lake Country Heritage and Cultural Society and
the Okanagan Historical Society
(Attachment)
- 3.2 Delegation: Urban Aboriginal Head Start Preschool**
Presenter: Métis Society

- 4. PUBLIC QUESTION/COMMENT PERIOD**
- 5. COMMITTEE MEMBERS QUERIES/COMMENTS**
- 6. DISCUSSION/ACTION ITEMS**

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- 6.1 Urban Aboriginal Head Start Preschool**
(Attachment)

STAFF RECOMMENDATION:

THAT: The Planning and Facilities Committee support consultation with the South Rutland Elementary and Springvalley Elementary school communities to determine best placement for the Urban Aboriginal Head Start Preschool by October 24, 2018.

THAT: The Planning and Facilities Committee recommends to the Board:

THAT: The Board of Education support the Partnership Proposal to build an Urban Aboriginal Head Start Preschool on site at either South Rutland Elementary School or Springvalley Elementary School.

6.2 Naming of the New Middle School in Lake Country
(Attachment)

STAFF RECOMMENDATION:

THAT: The Planning and Facilities Committee recommends:

THAT: As per section 1.3 of Policy 630 “Dedication and Naming of Schools and Facilities”, a recommendation be forwarded to the Board of Education for the naming of the new middle school on Bottom Wood Lake Road in Lake Country.

6.3 Annual Integrated Pest Management Report
(Attachment)

STAFF RECOMMENDATION:

THAT: The Planning and Facilities Committee accepts the October 17, 2018 Memorandum from the Director of Operations as the Annual Report required in Policy 620 – Integrated Pest Management (IPM).

6.4 Proposed Work Plan for Long-Term Facility Plan Update
(Attachment)

STAFF RECOMMENDATION:

THAT: The Planning and Facilities Committee recommends to the Board:

THAT: The Board of Education direct staff to undertake the review of the Long-Term Facility Plan as scheduled in Appendix A.

7. DISCUSSION/INFORMATION ITEMS

8. COMMITTEE CORRESPONDENCE

9. ITEMS REQUIRING SPECIAL MENTION

**10. RECOMMENDATIONS/REFERRALS TO
THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES**

11. ITEMS FOR FUTURE PLANNING AND FACILITIES COMMITTEE MEETINGS

September	October	November
- Summer Projects Update	- Annual Integrated Pest Management Report - Review of the Long-Term Facility Plan (<i>Info Item</i>)	
January	February	April
- Annual review of Committee's Mandate, Purpose and Function	- Annual Facility Grant (AFG) Plan	- Capital Project Bylaw for AFG
May	June	August
- Transportation Update - Capital Plan Submission	- Energy & Sustainability Presentation	- To be determined

12. FUTURE PLANNING AND FACILITIES COMMITTEE MEETINGS

November 21, 2018 at 6:00 pm

13. MEDIA QUESTIONS

14. ADJOURNMENT

SCHOOL DISTRICT No. 23 – BOARD COMMITTEE REPORT

COMMITTEE: Planning and Facilities Committee Meeting DATE: September 19, 2018
CHAIRPERSON: Trustee Chris Gorman STAFF CONTACT: Mitch Van Aller, Director of Operations

*The Committee Chairperson acknowledged that the meeting was being held
on the Traditional Territory of the Okanagan People.*

In Attendance:

Board Attendees:

Trustee C. Gorman, Chairperson
Trustee D. Butler, Committee Member
Trustee J. Fraser, Committee Member
Trustee M. Baxter

In Attendance:

Staff:

E. Sadlowski, Secretary-Treasurer
M. Van Aller, Director of Operations
D. Widdis, Planning Manager
S. Kamstra, Assistant Director of Operations
K. Kaardal, Superintendent of Schools/CEO
T. Beaudry, Deputy Superintendent
L. Parker, Executive Assistant (Recorder)

Partner Group Representation:

COPAC S. Shakespeare, President
COPVPA R. Ward, Members Liaison: Middle/Secondary
COTA S. Bauhart, President
CUPE D. Tether, President
DSC No representative

Agenda - Additions/Amendments/Deletions

Delete	Discussion/Action Item	6.1	Right-of-Way for a Power Transformer on KLO Middle School Site
Add	Recommendations to the Board	10.1	Westside Grade 4 Middle Entry French Immersion Update

September 19, 2018 Committee Agenda – approved as amended.

Reports/Matters Arising

August 22, 2018 Committee Report – received as distributed.

Committee Members Queries/Comments

Trustee Baxter stated that the Peachland Elementary School Welcome Back Party is on Thursday, September 27, 2018 from 4:00 to 7:00 pm. The ribbon cutting for the new playground is between 5:00 and 5:30. Local dignitaries and trustees are invited to attend.

Trustee Fraser queried when the Board approved rainbow sidewalk at the new School Board Office would be completed.

The Superintendent of Schools/CEO stated that staff is in the process of finalizing a design to bring to the Board. Mount Boucherie Secondary School is also painting a rainbow sidewalk so the District will use the leftover paint to complete the project at the School Board Office. Partner groups and students will be invited to help paint.

The COTA President asked to confirm that the Annual General Meeting was moved up to November from December.

Trustee Gorman confirmed that as this is an election year, the Inaugural Meeting will be held on November 7, 2018 at 6:00 pm and will include the swearing in ceremony, the election of the Board Chairperson and Vice-Chairperson and any related financial requirements. The following week at the regular Public Board Meeting the remainder of the Board business will be conducted, such as Committee Chairperson elections and scheduling of meetings.

Information Items

1. Operations Summer Projects Update

The Director of Operations stated that summer is always a challenge to complete all the necessary projects prior to school start-up. This summer was successful with most projects being fully completed. The Director thanked all the staff and crew for their hard work.

The COTA President expressed her gratitude to operations and CUPE colleagues for readying the classrooms on behalf of all the teachers.

Items Requiring Special Mention

The Superintendent of Schools/CEO stated that the District was given the opportunity to participate in Pavement Patty at Rutland Elementary School. The awareness campaign is an optical illusion designed to help remind drivers to slow down and pay attention in school zones. More information is attached to the report.

Recommendations/Referrals To the Board/Coordinating Committee/Other Committees

The Committee Chairperson read the following announcement about the Westside Grade 4 Middle Entry French Immersion:

The Board of Education passed a resolution in June stating the report for the Grade 4 Middle Entry French Immersion program was to return to the Planning and Facilities Committee for further consultation and information gathering and to bring back to the Board by October 2018.

We have a Coordinating Committee that sits to review the items that are coming forward to the Board and places items on the appropriate agendas. It was decided at that meeting that since not all Trustees necessarily attend Planning and Facilities Committee Meeting, and due to the importance and impact of this decision, it was appropriate that the information come directly to the Board as a whole. The Board will be prepared to have a full debate and decision at the October 10, 2018 Public Board Meeting.

The Committee Chairperson allowed for an additional Public Question/Comment Period.

Public Question/Comment Period

Terry Lum asked if the survey results for the Westside Grade 4 Middle Entry French Immersion would be made available prior to the October 10, 2018 Public Board Meeting.

The Superintendent of Schools/CEO stated that the results will be available as part of the Public Board Meeting Agenda Package and will be available on the website by end of day Friday, October 5.

Terry Lum stated that a number of school zones have speed reader boards in them and asked if this was upon request. *The Deputy Superintendent stated that the District has a unique partnership with the Traffic Safety Officer who coordinates with the RCMP about specific hot spots in the District that has dense traffic congestion.*

Items for Future Planning and Facilities Committee Meetings

September	October	November
- Summer Projects Update	- Annual Integrated Pest Management Report - Final recommendations for naming of Lake Country Middle School	- Review of the Long-Term Facility Plan (<i>Info Item</i>)
January	February	April
- Annual review of Committee's Mandate, Purpose and Function	- Annual Facility Grant (AFG) Plan	- Capital Project Bylaw for AFG
May	June	August
- Transportation Update - Capital Plan Submission	- Energy & Sustainability Presentation	- To be determined

Meeting Schedule

Wednesday, October 17, 2018 6:00 pm

Wednesday, November 21, 2018 6:00 pm

Questions - Please Contact:

Chris Gorman, Chairperson
Mitch Van Aller, Director of Operations

Phone: 250-575-2731
Phone: 250-870-5150

email: Christopher.Gorman@sd23.bc.ca
email: Mitch.Vanaller@sd23.bc.ca

Chris Gorman, Chairperson

Suite 160-1020 Mainland St. Vancouver BC Canada V6B 2T5
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The Community Against Preventable Injuries

Pavement Patty Run of Play - Kelowna

Location:

KELOWNA

Rutland Elementary School

620 Webster Road, Kelowna

Date	Time	Task	Responsible
Wednesday, Sept 19	9:00am – 10:00am	- Anticipated arrival of Jake and Jason to Kelowna	- Jake, Jason
	10:00am – 2:00pm	- Weather dependent, possible start to installation process - Flaggers on scene for single lane, alternating traffic	- Jake, Jason, Flaggers
Thursday, Sept 20	7:00am	- News release on wire - Media release	- H&K
	7:30am	- Preventable (Jennifer) and BCAA (Shawn) arrival at Rutland Elementary School	- Jennifer, S
	7:45am	- Distribute backpacks to kids if available	
	8:00am	- Drop-off times begin - Event photography	
	8:25am	- Alarm bell rings	
	8:30am	- School in session	
	10:00am	- Depart location	
Friday, Sept 21	4:00pm	- Flaggers arrive - Removal of installation	- W+P, Flaggers
Tuesday, Sept 25	4:00pm	- Flaggers arrive - Removal of installation	- Flaggers, Chris



MEMBERSHIP
IS REWARDING

September 19, 2018

Dear parents and caregivers of students at Rutland Elementary,

Re: School zone safety initiative

As road safety advocates, BCAA and Preventable are partnering on a school zone safety awareness campaign.

In planning our campaign, we've heard clearly that the Rutland Elementary community shares our concerns for school zone safety, especially during busy drop-off and pick-up times. It's a concern that's shared across the province, in all school districts, which is why we want to make a difference through promoting safer driving.

From September 20-25, the Rutland Elementary school zone will play host to a temporary 3D optical illusion nicknamed "Pavement Patty" that's designed to help remind drivers to slow down and pay attention in the school zone. **There will be no changes to local traffic patterns or access.**

Pavement Patty is an image, printed in weatherproof, skid-proof vinyl and installed directly on the street. A sign asking "In a rush at a school zone? Seriously?" first alerts drivers. Then as drivers approach, they see the optical illusion of a child (Patty) appearing to cross the street. As she comes into view, she serves as a reminder to drivers to slow down.

The illusion is one of only two in British Columbia and has been approved by the City of Kelowna, with the Central Okanagan Public Schools supportive of the initiative.

According to Preventable, every year 72 schoolchildren are injured by vehicles in school zones and playgrounds across British Columbia. We hope that awareness-raising initiatives such as Pavement Patty will help contribute to making school zones safer.

For more information about Pavement Patty, please visit
<http://www.preventable.ca/shifting-attitudes-with-illusions/>

Sincerely,

Sara Holland
Senior Manager, Communication & Advocacy
BCAA | British Columbia Automobile Association
Corporate.Communications@bcaa.com

"Pavement Patty"

Changing driver attitudes and behaviours in school zones

THE COMMUNITY AGAINST
preventable
INJURIES

The Organization

Preventable injuries are the leading cause of death for British Columbians between the ages of one and 44. They are one of the largest burdens on our health care system, consuming funds that could be used elsewhere to address critical, non-preventable health care issues.

The Community Against Preventable Injuries, or Preventable, is a social marketing organization established to raise awareness, transform societal attitudes, and change behaviours to significantly reduce the number and severity of preventable injuries in BC.

Research-driven, Preventable spent 3 years investigating the causes and attitudes that lead to preventable injuries. The key learnings were that up to 90% of all injuries are predictable and preventable but, most people believe serious injuries are inevitable. They are very clear on what to do not to get injured, but think, "it won't happen to me." The common thread linking all preventable injuries is attitude – a deeply-held yet erroneous belief that preventable injuries only happen to "other people."

The job became clear: we need to call attention to that little voice inside your head that knows that sometimes, bad things can (and do) happen to good people. How do we do that? By challenging your thinking. By pressing you on your long-held beliefs. By reminding you of what you already know. And yes, by making you feel a bit uncomfortable about the "oh well..." attitude that you may have about preventable injuries.

The best part is that this social marketing approach is working. We've continued to monitor how the campaign has been received throughout the years. We've observed measurable, significantly positive shifts in attitudes around the inevitability of preventable injuries. Most important of all, since launching Preventable, there has been a statistically significant reduction in injury-related deaths among the target population and their kids.

The Challenge

Preventable has built many close relationships with more than 100 partner organizations to leverage their knowledge, skills,

and support to reach even more people in the moments and places where injuries occur and can be prevented – what we call "moments of risk."

In 2010, Preventable was challenged by one of its partners, BCAA to reignite the importance of slowing down in school zones. After so many years, drivers were no longer paying attention to the reminders on the road. The goal was to cut through the clutter, initiate discussion, and remind drivers in that moment of risk that they know that driving quickly through a school zone is wrong, thereby bringing awareness to the issue, tackling attitudes, and changing behaviours.

The Approach

Preventable and BCAA worked with Wasserman + Partners Advertising to create "Pavement Patty," a 3D optical illusion of a child chasing a ball across the street in a school zone in West Vancouver. The illusion was designed to create significant media buzz in order to better spread the message for drivers to slow down in school zones.

We worked with the municipality, school district, and local police to make sure the activation was implemented safely by conducting several site inspections and calculating all the necessary measurements. The location of the decal was carefully selected to be after a crosswalk so that drivers were already slowing down by the time they engaged with the stunt.

Once logistics were worked out, we printed Pavement Patty on a large 80-foot decal on skid-proof, weatherproof vinyl and placed it on the street directly opposite an elementary school. The optical illusion was achieved as you drove up to the decal on the pavement. The effect was not jarring as you gradually made your way to the optimal viewing point.

Large signs displaying the campaign message "You're probably not expecting kids to run into traffic" were posted ahead of the illusion. Since the illusion is not dependent on speed, drivers tended to drive slowly through the illusion to better enjoy the experience. Local police were on scene for the media event to safely guide traffic in the school zone.



Campaign sign and side view of the decal



Optimal view point

The Story Takes Off

We prepared an extensive social media plan to amplify the media exposure we expected to generate from this educational stunt. Since the execution was the first of its kind, we invited the press to a media launch and found ourselves on the cover of the Vancouver Sun days before the event took place.

Response to the Pavement Patty stunt was both immediate and enthusiastic, with interest coming in from all around the world. By the next morning, bloggers worldwide were posting about the illusion. Our video of the installation ended up being the top viewed video on MSN.com, garnering nearly 600,000 views and hundreds of comments within a couple of days.

As Preventable already had in place a robust social media strategy and a community of online supporters through the outreach we had completed over the past two years, we were well-equipped to manage feedback. We closely monitored the social media and website activity to see what the main issues and reactions were. Listening to genuine concerns and questions regarding the safety of the stunt, we responded to misinformation by writing a new blog post that addressed the facts. People tweeted us their opinions and questions, and we answered them. Those in our community supported our campaign by promoting it through their tweets. Comments on our blog and video, both positive and negative, were published to offer a balanced view. We also responded to the many comments on other blogs and online articles with a link back to our blog post that clarified how the illusion worked.

Within 24 hours, we had turned a story which started off very positive, then veered into negative territory (when people wrote about it out of context), back to a positive conversation. A key turning point was when a CNN reporter tweeted us to ask about driver responses to the illusion. We tweeted her back, directing her to the updated blog post. Based on that interaction, CNN wrote a great fact-based story which reached the masses with a more balanced perspective. As a follow-up, CTV published another story with an updated viewpoint.



Media event (local police on scene for traffic control)



The Results

Nationally and internationally over 50 stories, including CNN.com, ABCnews.com, BBC (UK), Fox, Sky News, CBC, Global, CTV, and countless blogs, covered the illusion. The story reached countries as far as New Zealand, Russia, Japan, and India. National press such as CBC and CTV not only covered us, but followed the developments as well. The Doctors' show in LA ran a segment on the illusion. We also received requests from Traffic and Safety officials to buy the illusion. We even had a Mad Men piece in the The Globe and Mail, bringing our campaign into the sphere of current culture.

We harnessed the power of social media by being responsive and prepared. Although the installation happened 8 years ago, the conversation continues as media requests still come in asking about the stunt.

Most importantly, we succeeded in starting a global conversation about pedestrian safety in school zones. We got people to think about the issue and reflect on their behaviour when they drive through school zones – exactly what we set out to do.

The Proposal

Preventable and BCAA are once again partnering to bring the Pavement Patty program back to life to bring awareness on the importance of slowing down in school zones, thereby working to change attitudes and behaviours.

We are currently exploring the installation of the Pavement Patty illusion in 3 BC locations: Surrey, Burnaby, and Kelowna. The stunt would launch on the first week of September and would be live for approximately one week. The installation would take place on the Labour Day long weekend, ahead of the launch. Media will be invited to attend to speak with BCAA and Preventable spokespeople at one of the locations. Signage would once again be placed ahead of the installation with the campaign messaging, reminding drivers to listen to that little voice in their heads that reminds them to slow down in school zones.

At this time we ask for your support and involvement in launching Pavement Patty 2.0 this September. Consultations with the Pavement Patty project managers can be made available to meet and discuss the logistics and questions of the program.



September 10, 2018

Dear Committee on naming the Lake Country middle school,

The Lake Country Heritage and Cultural Society (LCHCS) would like to nominate Eijiro Koyama as the namesake for the new middle school in Lake Country.

Mr. Eijiro Koyama was one of our earliest pioneers and the first Japanese Canadian settler in Lake Country. He arrived in Winfield in 1916, raised a large family, and farmed the land right across Lodge Road from the property on which the middle school will be built. Mr. Koyama passed away in 1956 but his descendants farm the property to this day.

Eijiro Koyama was the acknowledged leader of the Japanese community in the area and his children, grandchildren and great grandchildren continue to contribute to community life in Lake Country. As an example, the Ocela Fish and Game Club named their citizen of the Year Award after his son, Sax Koyama, who also made significant contributions to our community.

From today's perspective we might miss the significance of the Japanese community in Lake Country. However, in the post WWI era, this community, with numerous families in Winfield and Okanagan Centre, was critical to the success of the growing agricultural industry, working as itinerant labourers, as crews and managers for commercial farms such as the Rainbow Ranche, and as owner-operators of market gardens, dairies, and orchards. Socially these families were appreciated as neighbours, classmates, friends and relatives. Historically, they were important threads in the fabric of our community and they remain so today.

The Lake Country Heritage and Cultural Society can think of no more deserving pioneer to acknowledge than Eijiro Koyama and we urge you to name the new middle school after him. The directors are unanimous in making this recommendation.

Sincerely,

Duane Thomson, President

Lake Country Museum and Archives
11255 Okanagan Centre Road West
Lake Country, BC V4V 2J7
250-766-0111
www.lakecountrymuseum.com
000010

Nomination of Eijiro Koyama
as the namesake of the new middle school in Lake
Country, BC

Submitted by the Lake Country Heritage and Cultural Society

September 15, 2018

Eijiro Koyama

Eijiro Koyama was born in Matsubara, Shiga-ken, Japan in 1881, the eldest of three children born to Tarosaku and Masa Koyama. He immigrated to Canada at the age of eighteen years and worked at various jobs before moving to the Okanagan in 1903, to work at the Coldstream Ranch. In 1907 Eijiro was promoted to foreman of the Japanese crew and in that capacity he recruited many more young Japanese men to work at the ranch. He established a library, organized sports and when necessary assisted the young men financially. His role as intermediary was significant because these recent immigrants, housed in the Keefer Camp, were unable to speak, read or write English.

In 1908, Eijiro became a naturalized Canadian. Realizing that his future would be in Canada, he made every effort, without the benefit of an ESL course, to learn English. Several quotations following are taken from letters that he wrote to Mr. Wilson, a friend in Japan, on whom he practised his written English.

In 1912, he travelled to Japan where he married Fumi Fujioka, the eldest daughter of a well-to-do, educated family with a samurai background. The couple returned to the Coldstream Ranch where they began their new life with children Kimie and Seichi joining the family in 1914 and 1915.

In the spring of 1916, Eijiro and a few others got together and purchased 20 acres of land on the flats next to W. R. Powley. To move his household from the Coldstream Ranch to the newly purchased land, he borrowed a team of horses named Nip and Tuck from Mr. Powley. Their trip was a two-day journey over the Commonage. The land was all in bush; the first year some clearing was completed, all by hand. As the family worked to establish a self-sustaining farm, various crops were planted, a large barn and silo constructed, and dairy cattle purchased.



Eijiro and Fumi Koyama's wedding

By January 26, 1920 Eijiro paid out the other four men on the title to the property, those being Shuishiro Shoji, Choyoro Hasebe, Ryujiro Numada and Masui Taneda. While working hard to provide for his growing family, he also met his other financial obligations. As well as operating his farm, he worked seasonally in the local fruit packinghouse and at the Rainbow Ranche. By June 9, 1931 he had paid for the farm and he now had a place of his own to raise his young family.

Eijiro Koyama

Eijiro Koyama was a busy and humble man who did not have a lot of time to play a visible civic role in the community. However, Eijiro was a founding member and first President of the Koyukai Friends and Fellowship Association formed in 1921. His main reason for starting the Koyukai was to provide a social outlet that would be an alternative for the men who might be tempted by other less desirable activities. The Koyama family played a major role in welcoming new Japanese immigrants to the community, giving numerous young men jobs, a place to stay, and food to eat until they found their place in Canadian society. During the depression he frequently had his daughters make sandwiches for men who would drop by the farm looking for something to eat. This philanthropic community-mindedness earned Eijiro the respect not only of the individuals who he assisted but also of the entire Japanese Canadian community. He was the acknowledged patriarch of the Japanese Canadian community.

Eijiro Koyama was left a single parent with ten children when his wife, Fumi, passed away on February 7th, 1930. He wrote of her *"She work hard on earth but good rest with Heavenly Father.... I will be more busy since wife gone, friends great help to me."* It was the kindness and generosity of friends and neighbors that allowed him to move forward without his wife and helpmate. Eijiro was quick to reciprocate. From his position of need he practised a life-style of openhearted giving to others. One of his oft-heard phrases was *"Be thankful though."* He would skillfully turn a negative situation into an opportunity to see the positive and to express gratitude. Eijiro was a man of deep faith with an unwavering trust in God to supply the family's needs. During the Great Depression he wrote, *"I am thanks for God blessed us something to eat, something to wear in such hard times."*



Eijiro Koyama

With a lot of hard work and patience, Eijiro raised a wonderful family. The challenges were many, money was scarce, prices were poor and clothes and shoes needed constant mending and repair. With an adaptable and persevering spirit and a deep love for his family, he took on the sole responsibility and duties of parenting his large family. Eijiro was intent on modeling and teaching by word the time-honoured values of character building - honest hard work, thankfulness, generosity toward those in need, resourcefulness and above all a faith in God. He wrote, *"May my child when grow bigger remember what I teaching now."* Each of his children would emphatically agree that their father did his best to provide for them and to equip them with the skills needed for life. His grandchildren also attest to their Ojichan either encouraging or teaching as opportunities presented themselves. He told a granddaughter, *"I want you to grow up to be an honourable woman. Your parents work hard to provide for you."*



1997.000.143 Winfield Elementary students, 1929: Ralph Berry, Saide Rutt, Margery McDonagh, Grace Lawley, Molly Beasley; teacher George Elliot; Middle: Ted Koyama, Susan Barnett, Archie Cook, George Berry, George Arnold, Bill Cook, Sax Koyama; Front: Hatch Koyama, Vera Edmunds, Edie Gunn, May Petrie, Misae Kitamura

Koyama children with classmates, 1929

Eijiro Koyama

The photograph of the Winfield Elementary School class in 1929 illustrates the numerical significance of the Koyama family in Winfield. In 1929 the two eldest Koyama children, Kimie and Seichi, were attending school in Japan, but the next three, Sakuji (Sax), and Tetsuji (Ted), and Harue (Hatch), are shown in this photograph. Younger Koyama children, Junko (Jean), Motoi (Mots), Merry, and Kazuhiko (Kadi) were to follow their siblings at school in the 1930s.

A poem by Merry Koyama Itami captures nicely his life as the father of such a large family.

A Day with Dad on the Farm

As certainly as dawn crept over the hills
He was awake. No clock rang by Dad's bed;
Only that inner sense of knowing at the barn
The cows were waiting to be milked and fed.

But first the kitchen fire was carefully made,
Heaped high with wood from the bin beside the door;
The huge kettle filled, and placed just so
There would be water hot for breakfast time and more.

Upstairs I lay, half dozing, half awake,
Knowing that soon I too must face the day;
Then footsteps, and the clank of milk pails came
And I could hear Dad call, "*Wake up! No more delay.*"

T'was quite the same, some toast of homemade bread,
And jam, from prunes that grew across the creek.
And milk, and tea, we'd eat together mostly, through the summer's
Sunny hours and winters bleak.

The old cream separator's hum, I hear it now,
As round and round the boys would daily turn;
And from the separator's spouts the streams would flow,
Skim milk for calves, and cream for butter's churn.

This chore, twice daily, we the girls would do,
To wash and dry the separator parts,
Shake out the disks, put up the pails to dry,
We did it like all else, with all our hearts.

Eijiro Koyama

The fresh turned soil that called for seeding time,
And Dad and hired help obeyed the call,
With heart and hands and head, bent to the need
They toiled, rejoicing as the seeds would fall.

The love of earth, the love of life itself
Was in these men who toiled unselfishly;
'Til call to lunchtime came, to break their toil
And bring a midday rest, relaxed and free.

Before night milking time, Dad homeward came
And laid his tools back in the shed once more.
Then off to milk, the cows must know his steps,
With pails in hand he tended to this chore.

We filled the bath with water from the creek,
The fire fed with wood we'd gather 'round.
Dad first, the order never changed, we last.
Then on the steps, pick spears his socks had found.

The day near done, bathed, fed, and time for sleep;
A little reading rests the weary mind,
Some apples from the cellar crispy fresh,
Before we leave the toils of day behind.

Day in, day out, the months and years have passed
And chapters written thus in Dad's life span
Have yielded life itself to us who come
Behind; to do our best, we must, we can.

The little ups and downs we cannot know,
And greater things these pioneers of old
Faced, solved, and worked to a successful end.
We know so little, so much yet untold.

The paths Dad trod, now dim, the footsteps still;
But memory lingers strong in us today;
We catch the gleam of a silvered brow held high
That dared to face the future, come what may.

Eijiro Koyama

In the fall of 1948 Eijiro retired to Mayne Island. Not only did he harvest and prepare sheets of nori (seaweed) but he also bought raw wool from Islanders. After washing, carding, dying and spinning the wool, he knitted many sweaters, socks and toques for family and friends. He had learned to knit from neighbouring ladies while convalescing after breaking his leg while clearing farmland in the early days. A grandson, eleven years old at the time, remembers that he and his sister were invited to visit their grandfather on Mayne Island. What they thought would be a seaside vacation turned into a several-days lesson on how to gather seaweed and prepare it for shipment to Ontario or the Okanagan.

Before his death Eijiro wrote a last letter to his family. The translator described it as *“to the point and beautifully written in Japanese.”* In part the message was *“Children, be of one heart... heed this admonition and be moderate.”*

Thus concluded the full life of this humble man, Eijiro Koyama of Winfield (Lake Country), BC. He passed away on January 17th, 1956. He and Fumi are buried in Winfield.



Eijiro Koyama in retirement on Mayne Island

Eijiro Koyama

Postscript



Koyama family reunion, Spring 2016

In the spring of 2016 a family reunion brought 200 guests, Koyama descendants and their families, to Winfield, to celebrate the centennial of Eijiro and Fumi Koyama's arrival at what was then known as Wood Lake. The family celebrated and honoured them and the role that they played in the community, particularly by helping the early Japanese settlers. Eijiro and Fumi sacrificed much and their many descendants are the recipients of their wonderful legacy. They find strength in their strong family roots and they reflect on the best that they can give to generations that follow. In that way Eijiro and Fumi live on in each generation that takes the opportunity to emulate their exemplary lives.



September 26, 2018

Mona Essler
Executive Assistant to the Superintendent of Schools
School District Administrative Offices
1040 Hollywood Rd
Kelowna, BC V1X 4N2

RE: Eijiro Koyama, Lake Country pioneer

Dear Ms. Essler,

On behalf of the Okanagan Historical Society, Kelowna Branch, I support the Lake Country Heritage and Cultural Society nomination of Eijiro Koyama, as the namesake for the new middle school in Lake Country. This nomination recognizes and honours both Eijiro Koyama as a pioneer, as well as the role the Japanese Canadian community played in the development of our community.

The Okanagan Historical Society is one of the oldest societies in British Columbia dedicated to the preservation of local history. Our Society values the opportunity to work with partners in our community, such as the School District, to assist in achieving our mandate.

Thank you for considering this nomination.

Sincerely,

Lois Marshall
President
Kelowna Branch, OHS

October 1, 2018

Mona Essler
School District 23 Administrative Offices
1040 Hollywood Road
Kelowna, BC V1X 4N2
Email: mona.essler@sd23.bc.ca

Dear Committee on naming the Lake Country middle school,

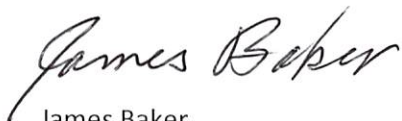
Re: Middle School Name Nomination

I would like to nominate Eijiro Koyama as the namesake for the new Lake Country middle school.

My nomination mirrors that of the Central Okanagan Heritage Society as well as the Lake Country Heritage and Cultural Society, who have explained in their nomination submissions that Mr. Koyama was one of Lake Country's earliest pioneer settlers. Arriving in Lake Country in 1916, he raised his family in Winfield, who still farm the property today. Naming the school after him would celebrate the diversity of our pioneer settlers and our agricultural roots that are carried on today.

Eijiro Koyama embodied many values the Japanese immigrant community brought with them: integrity, community-building and giving back, and a powerful work ethic including persistence to carry on despite many challenges. His family provided many immigrants with jobs, food and housing to help them settle into their new Canadian home. They exemplify the core values of Canada and reflect the history of Lake Country. By teaching the middle school pupils about Mr. Koyama as their school's namesake, Mr. Koyama would act as a role model our younger generation.

Yours truly,



James Baker,
Mayor

JB/mo

LAKE COUNTRY

From: [Mona Essler](#)
To: [Rhonda Ovelson](#)
Subject: FW: Koyama file
Date: Monday, September 17, 2018 8:27:04 AM

-----Original Message-----

From: Duane Thomson <duane.thomson@shaw.ca>
Sent: Sunday, September 16, 2018 8:55 PM
To: Mona Essler <Mona.Essler@sd23.bc.ca>
Subject: Koyama file

Hi Mona,

I recently received this note from Mits Hikichi an old-timer from Lake Country who wrote to me in support of the Koyama nomination. Please bring it to the attention of the P and F committee.

Thank you.

Duane Thomson

Hi Duane:

Please excuse me for being so tardy with my reply to you. What with this rehab on my knee and other matters, it had completely slipped my memory. I would like to say I heartily endorse your nomination of Eijiro Koyama as the name of the new middle school in Lake Country. I've given thought as to including Fumi in the naming and perhaps her name should not be included as it becomes very bulky in the name of the school.

My memories of Mr. Koyama are from 1931 onwards, so I have no recollection of Fumi. What I do remember is my mother relating the friendship she struck up with the older Koyama girls after the death of their mother and the support of the neighbours in helping the family cope.

My respect for the man came from his role as the recruiter for many of the Japanese to the Coldstream Ranch in Vernon in the early 1900's. I can't add anything more than has already been stated as to his contributions to the Lake Country community other than he was well respected for his tenacity in the face of tragedy.

I trust this will be adequate support for your nomination of Mr. Koyama for the name of the Middle School.

Respectfully,
Mits Hikichi



CENTRAL OKANAGAN HERITAGE SOCIETY

Mona Essler

Executive Assistant, School District Administrative Offices

1040 Hollywood Road

Kelowna, British Columbia

Canada V1X 4N2

September 17th, 2018

RE: Eijiro Koyama Middle School nomination

Dear Mona:

The Central Okanagan Heritage Society supports the Lake Country Heritage and Cultural Society's nomination of Eijiro Koyama as the namesake for the new middle school in Lake Country. The naming of the school after Mr. Eijiro Koyama will not only honour this wonderful man who contributed so much to the community's early years, but will also recognize the role that the Japanese Canadian community played in the development of the District of Lake Country.

The Japanese Canadian community in Lake Country was established in the early 1900s, as workers came to the Okanagan to plant new orchards. These pioneers arriving in the Okanagan, often from other areas of British Columbia, were young single men intending to work in Canada for a few years and then return to Japan. They brought with them many skills and a strong work ethic, and they contributed a great deal to the success of the early orchards. Their experiences in the Okanagan along with the beauty of the Lake Country region convinced many to stay and to build a life here.

Eijiro Koyama of Shiga-ken immigrated to Canada in 1899, at the age of eighteen. He worked first as a commercial fisherman on the coast and for the railway. In 1904, he moved to Vernon to work at the Coldstream Ranch and he eventually became the ranch foreman. On September 15th, 1908 in Vernon, Eijiro Koyama became a naturalized Canadian. He married Fumi Fujioka in 1912 and their first child, daughter Kimie, was born in 1914, followed by son Seichi in 1915. With a growing family, Eijiro and Fumi decided to move to Winfield, then known as Wood Lake, where they purchased twenty acres of land. Their new neighbour, Mr. W. R. Powley, lent Eijiro a team of horses, 'Nip' and 'Tuck', to move his family from the Coldstream Ranch to Winfield, which took two days over dirt roads. The Koyama's first home was a small lean-to building. In the 1920s, they added a barn and silo for the herd of dairy cows, raised hogs and chickens, and farmed vegetables to help the family become self-sufficient. Outgrowing their first rough-hewn home, the Koyama family moved across the creek to the larger house which still stands today. Eijiro Koyama continued dairy farming until his retirement in 1951.

Eijiro was a founding member and first President of the Koyukai Friends and Fellowship Association formed in 1921. The Koyama family played a major role in welcoming new Japanese immigrants to the community, giving numerous young men jobs, a place to stay, and food to eat until they found their place in Canadian society. During the depression, he frequently had his daughters make sandwiches for men who would drop by the farm looking for something to eat. This philanthropic community-mindedness earned Eijiro the respect not only of the individuals who he assisted but also of the entire Japanese Canadian community. He was the acknowledged patriarch of the Japanese Canadian community. Eijiro Koyama sadly passed away on January 17th, 1956. Both Eijiro and his wife Fumi are buried in the Winfield Cemetery.

The story of these early settlers and their courage in meeting the daily challenges of life in a new land is an important part of Lake Country's history. Numerous descendants of Eijiro and Fumi still reside in Lake Country and the family home still stands at Lodge Road in Winfield.

Thank you for considering the Lake Country Heritage and Cultural Society's request to honour this important pioneer by naming the new middle school after him. Please feel free to contact me if you have questions or would like more information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Don Knox', with a stylized, flowing script.

Don Knox
President
Central Okanagan Heritage Society
Email: cdknox@shaw.ca
Cell: 250-870-6015

The Central Okanagan Heritage Society promotes conservation of the diverse heritage buildings and sites of the Central Okanagan through stewardship, education and collaboration for the benefit of current and future generations.



Memorandum

Date: October 17, 2018
To: Planning and Facilities Committee
From: Eileen Sadlowski, Secretary-Treasurer/CFO
Prepared by: Rhonda Ovelson, Assistant Superintendent

Action Item: Urban Aboriginal Head Start Preschool

1.0 ISSUE STATEMENT

The Central Okanagan Public Schools Early Learning Team has been working alongside the Suxkenxitluk kl cecamala ("those who care for the children") Aboriginal Early Years Table and, together, have been exploring ways to enhance transitions for families in more culturally responsive and more culturally safe ways. As part of this work together, the Metis Society is requesting to partner with Central Okanagan Public Schools in order to build an Urban Aboriginal Head Start Preschool Program in the Rutland area.

2.0 RELEVANT BOARD MOTION/DIRECTION

Policy 701 – Early Years Partnerships

The Board of Education recognizes the importance of the early years and the shared responsibilities in ensuring a safe and optimal transition from home to school for our earliest learners.

The Board of Education believes that certain opportunities which provide for partnerships between the community and schools are beneficial to student success. Partnerships which enhance the preschool years and support all facets of early learning development (social, emotional, physical, creative and intellectual development) are important to the Board.

3.0 BACKGROUND

In 2005 the Board of Education approved, Policy 701 (then titled, Preschool Partnerships and Other Childhood Opportunities) and in an effort to provide early learners with enriched opportunities space was located for preschools and a lease agreement was created for private operators. Eleven preschools were opened in schools at that time. This paved the way for a seamless introduction of the StrongStart Program into an already robust early childhood infrastructure. The first StrongStart Centre was opened at A.S. Matheson Elementary School in 2007, two more opened in 2008, four more in 2009, and the eighth opened in 2011.

The benefits of having both StrongStart and Preschool Early Learning Programs on site were quickly realized by school staffs. School and early childhood education partners continue to support transition in many ways. Three and four year olds attending preschool programs in schools access the school facilities during the day and routinely visit Kindergarten classrooms. Becoming familiar with the school environment, its physical space, the people

and sounds within it, supports our early learners socially and emotionally, helping to build their readiness to begin Kindergarten and their self confidence in making this transition.

Partnerships have now grown to include thirteen preschools, nested in Central Okanagan Public Schools, and eight StrongStart programs; all are thriving. Numerous new partnerships have also formed (Peetigway Family Centre, Pearson Family Hub, Ki-Low-Na Friendship Centre, Out of School Care Programs, Mother Goose, etc.). Connections with local childcare providers, child development centers and family support services have also continued to grow.

In 2016, Policy 701 was re-written to reflect this expanded mandate. The *Early Years Partnership Committee*, "which includes trustees, parents, teachers, principals/vice-principals, district staff, child advocacy agencies, and health and childcare providers promotes and coordinates the ongoing expansion of early childhood opportunities (including daycare, preschool, StrongStart, and out of school care), in adherence with Board of Education policies and procedures". The committee is currently collaborating to gather feedback from parents, children, community partners and educators in an effort to co-plan even more responsive transition practices for all families.

Knowing that there is a need to build more culturally responsive transition practices for Aboriginal families in the Central Okanagan, the Early Learning Team has worked alongside the Suxkenxitluk kl cecamala ("those who care for the children") Aboriginal Early Years Table and, together, have been exploring ways to create culturally safe transitions practices. As part of this work together, the Metis Society is requesting to partner with Central Okanagan Public Schools in order to build an Urban Aboriginal Head Start Preschool Program in the Rutland area.

The Aboriginal Head Start in Urban and Northern Communities (AHSUNC) Program created in 1995 is a national community-based early intervention program. Indigenous community organizations design and deliver holistic programs to enhance the spiritual, emotional, physical and social wellbeing of Indigenous children aged 0-6 and their families while supporting their parents and guardians as their primary teachers.

The program targets three distinct groups of Indigenous people living in urban and northern communities: First Nations, Métis and Inuit. In recent years, the program reach has ranged from 4600-4800 children annually at 134 sites across Canada.

AHSUNC sites typically provide programs for Indigenous children (3-5 years of age) focused on six program components: Indigenous culture and language; education and school readiness; health promotion; nutrition; social support; and parental involvement. These are intended to work holistically to support Indigenous children's early childhood development and well-being, and prepare them for a successful transition to school.

4.0 POINTS FOR CONSIDERATION

The partnership proposal involves signing a five or ten year partnership agreement. In doing so, the Metis Society is able to apply for a capital grant to purchase a portable and have it placed on a school site. Accessibility of the program, community need and site/facility space are all considerations for placement of this program.

The area where the program would serve the largest number of Urban Aboriginal families is in Rutland. Some of the Rutland schools have available space to accommodate both enrolment growth and the program.

RUTLAND AREA ELEMENTARY SCHOOLS	# Aboriginal students in attendance	# available classrooms	Nominal Capacity (see Appendix D – Enrolment Projections)
Belgo	40	0	slightly over capacity
Black Mountain	47	0	over capacity
Ellison	21	2	slightly under capacity
Pearson Road	31	1	under capacity
Quigley	71	2	at capacity
Rutland	48	0	over capacity
South Rutland	44	2	under capacity
Springvalley	76	1	under capacity

Both South Rutland Elementary and Springvalley Elementary meet criteria for accessibility, community need, as well as, site/facility space:



NOTE: Quigley Elementary and Pearson Road Elementary already have programs being offered that serve Aboriginal families. Ellison Elementary is not as accessible to families in Rutland who rely on Public Transportation.

5.0 OPTIONS FOR ACTION

- 5.1 Support recommendation.
- 5.2 Select a different site for placement of the program.
- 5.3 Request additional information.

6.0 FOLLOW-UP/REVIEW

Present findings from the consultation process at the October 24, 2018 Public Board Meeting.

7.0 SECRETARY TREASURER'S COMMENTS

Currently, operating costs to support a facility space are approximately \$5,000 to \$6,500 per year. We recover \$3,500 through lease agreements with preschools. This rate is reviewed annually in May.

StrongStart programs supported through the Early Learning Partnership Transfer Agreement with the Ministry of Education do not pay a lease fee.

8.0 STAFF RECOMMENDATION

THAT: The Planning and Facilities Committee support staff in consulting with the South Rutland Elementary and Springvalley Elementary school communities to determine best placement for the Urban Aboriginal Head Start Preschool by October 24, 2018.

THAT: The Planning and Facilities Committee recommends to the Board:

THAT: The Board of Education support the Partnership Proposal to build an Urban Aboriginal Head Start Preschool on site at either South Rutland Elementary School or Springvalley Elementary School.

9.0 APPENDICES

- A. Policy 701 – Early Years Partnership
- B. Enrolment Projections for Rutland Elementary Schools



Section Seven: Community Partnerships

701 – EARLY YEARS PARTNERSHIPS

Introduction

The Board of Education recognizes the importance of the early years and the shared responsibilities in ensuring a safe and optimal transition from home to school for our earliest learners.

The Board of Education believes that certain opportunities which provide for partnerships between the community and schools are beneficial to student success. Partnerships which enhance the preschool years and support all facets of early learning development (social, emotional, physical, creative and intellectual development) are important to the Board.

The Board defines Early Years as 0-8 years of age in accordance with the National Association for Education of Young Children's (NAEYC) definition of early childhood.

Policy

The Board has established an Early Years Partnership Committee which includes trustees, parents, teachers, principals/vice-principals, district staff, child advocacy agencies, and health and childcare providers. The committee's mandate is to promote and coordinate the ongoing expansion of early childhood opportunities (including daycare, preschool, StrongStart, and out of school care), in adherence with Board of Education policies and procedures.

1. Guiding Principles

The Board of Education believes in the importance of:

1.1 Accessibility of early childhood care and learning for families

Early Years Partnerships will:

- promote low-cost space to operators for program operation
- ensure that fair and discreet processes are in place to enable the attendance of preschoolers from low-income families through subsidy provided by the early childhood care operator at a rate established by the Board of Education
- monitor available space within schools for early childhood opportunities

1.2 Well-supported transitions from home to school

Early Years Partnerships will:

- support the Early Years Centre models so that community services can be connected to all families, recognizing the distinct needs of Aboriginal families as well as families from culturally diverse backgrounds



Section Seven: Community Partnerships

- promote the integration of district and community based events/activities/programs to help ensure supported, safe, seamless transitioning from home to school
- promote parent and community involvement in the establishment and operation of the early childhood opportunities in the Central Okanagan School District.

1.3 Early Years programs that support the health and development of the whole child

Early Years Partnerships will:

- promote research-based models and philosophies to meet diverse needs of children, family and community
- support the Central Okanagan School District’s *Early Learning and Development Framework for 3-5 Year Olds* (based on the B.C. Primary Program)
- support *The B.C. Early Learning Framework* (co-published by the Ministry of Health and the Ministry of Children and Family Development and issued by the Early Learning Advisory Group)
- support and promote ongoing professional learning opportunities for parents as partners, childcare providers, early childhood educators and primary teachers (K-2)
- seek opportunities to support families through liaisons with multiple community service providers (recreation, health, dental, mental health, Aboriginal services etc.)

Date Agreed: September 28, 2005

Date Amended: November 25, 2015

Related Document: Early Learning and Development Framework for
3-5 Year Olds; BC Early Learning Framework

Appendix B:

Enrolment Projections for Rutland Family of Schools

RUTLAND FAMILY PROJECTIONS: SD23 PROJECTIONS														
Updated October 8, 2018		Enrolment			Projections									
School	Nom Cap	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
		K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5
Belgo	340	326	341	345	348	355	355	349	356	359	363	364	362	362
Black Mountain	390	408	425	438	461	458	462	466	464	465	458	461	461	461
Ellison	270	183	194	195	188	204	214	219	234	225	234	229	233	234
Pearson	485	237	235	220	218	218	227	227	231	231	231	231	234	234
Quigley	490	258	264	257	249	230	233	232	233	231	229	228	231	232
Rutland	390	422	423	421	404	400	391	390	392	394	394	392	392	392
South Rutland	295	193	184	183	175	160	154	160	158	151	155	158	159	160
Springvalley	345	256	264	272	269	264	255	253	271	266	258	265	265	265
		6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8
Rutland Middle	425	537	539	558	572	574	543	509	481	508	523	537	516	510
Springvalley Middle	550	434	440	463	493	562	583	579	543	553	543	567	559	569
		9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12
Rutland Secondary	1,550	1,461	1,389	1,358	1,384	1,360	1,399	1,482	1,519	1,560	1,554	1,480	1,481	1,491
		-	-	-	-	-	-	-	-	-	-	-	-	-



Memorandum

Date: October 17, 2018
To: Planning and Facilities Committee
From: Mitch Van Aller, Director of Operations
Prepared by: Rhonda Ovelson, Assistant Superintendent

Action Item: Naming of the New Middle School in Lake Country

1.0 ISSUE STATEMENT

Central Okanagan Public Schools is in the preliminary design phase for the Lake Country Middle School. The funding for this new facility has been approved and construction is scheduled to begin in the Spring. Establishing the name of the new school as early as possible helps to build a sense of identity and a sense of community while it is under construction. In addition, choosing a permanent name earlier rather than later will help ensure that the project drawings and specifications actually have the "correct" name on them.

2.0 RELEVANT BOARD MOTION/DIRECTION

18P-045 April 11, 2018

THAT: The Board of Education direct staff to bring back to the May 9, 2018 Public Board Meeting the comprehensive process by which public input will be solicited from the residents of the attendance area, and the community, regarding naming of the new Lake Country Middle School, pursuant to Board Policy 630 - "Dedication and Naming of Schools and Facilities".

18P-066 May 9, 2018

THAT: The Board of Education receives the comprehensive process for the Naming of the Lake Country Middle School as presented at the May 9, 2018 Public Board Meeting.

3.0 BACKGROUND

SEPTEMBER 2018:

The Principals of George Elliot Secondary School, Oyama Traditional School, Davidson Road Elementary School and École Peter Greer Elementary School, sought suggested names for the Lake Country Middle School from students, staff and parents of their school communities.

Name submissions (written or submitted through online survey process) were encouraged through announcement reminders, newsletters, School Connects, and/or the school websites, and collected at the school office. Submissions were collected during the first three weeks of school and submitted to the school Parent Advisory Council (PAC) for review at the September PAC meeting and then provided to the Assistant Superintendent of Lake Country Schools. PACs were also invited to submit, in addition to those submitted, an "official" recommendation.

The larger community was invited to put forward suggested names for the new Lake Country Middle School through an online survey. The survey link was posted on the School District website, as well as the District of Lake Country's website. The link was active from September 10 to 28, 2018. This was advertised through a local media release.

The District of Lake Country was also approached for a list of recognized Lake Country Neighbourhood Associations. Associations were contacted and were asked to provide the people they represent with the online survey link. In addition, the District was invited to solicit an "official" recommendation, if any, from government and the Neighbourhood Associations.

OCTOBER 2018:

Results from School Community Consultation, as well as the online survey were collated, synthesized and submitted to the October 17, 2018 Planning and Facilities Committee Meeting.

4.0 POINTS FOR CONSIDERATION

In total 318 name submissions were collected, and are included in Appendix B. The following patterns and trends emerged from an analysis of the results:

Top 10 Names With Most Submissions

1. Lake Country Middle School – 57 submissions
2. Hank Grenda Middle School – 53 submissions
3. Aspen Grove Middle School – 26 submissions
4. Wood Lake Middle School/Learning Centre – 21 submissions
5. Pelemewash Middle School/Learning Centre – 11 submissions
6. McCarthy Middle School – 6 submissions
McCoubrey Middle School – 6 submissions
Winfield Middle School – 6 submissions
7. Koyama Middle School – 5 submissions
8. George Elliot Middle School – 4 submissions
Thomas Wood Middle School – 4 submissions

Top Geographical Name Submissions

1. Lake Country Middle School/Learning Centre – 57 submissions
2. Aspen Grove Middle School – 26 submissions
3. Wood Lake Middle School/Learning Centre - 21 submissions
4. Pelemewash Middle School/Centre – 11 submissions
5. Winfield Middle School – 6 submissions
6. George Elliot Middle School – 4 submissions
7. Tri-Lake Middle School – 3 submissions
Winbuck Middle School – 3 submissions
Creekside Middle School – 3 submissions

Top Name Honouring Submissions

1. Hank Grenda Middle School – 53 submissions
2. Jack McCarthy Middle School/McCarthy Middle School – 6 submissions
McCoubrey Middle School – 6 submissions

4. Koyama Middle School – 5 submissions
5. Thomas Wood Middle School – 4 submissions
George Elliot Middle School – 4 submissions

5.0 OPTIONS FOR ACTION

- 5.1 Recommend a name to the Board for approval.
- 5.2 Shortlist names and forward the list to the Board for review.
- 5.3 Request additional information.

6.0 FOLLOW-UP/REVIEW

None, other than forwarding all information and any recommendation to the Board for consideration.

7.0 ASSISTANT SUPERINTENDENT'S COMMENTS

Choosing a permanent name earlier rather than later helps ensure that the project drawings and specifications are prepared with the actual name of the school. This provides continuity of information for staff and consultants throughout the life of the project.

Similar to the public process for the naming of Canyon Falls Middle School, staff have no specific recommendation to provide, other than the results of the process.

8.0 RECOMMENDATION

That the Planning and Facilities Committee recommends:

THAT: As per section 1.3 of Policy 630 “Dedication and Naming of Schools and Facilities”, a recommendation be forwarded to the Board of Education for the naming of the new middle school on Bottom Wood Lake Road in Lake Country.

9.0 APPENDICES

- A. Policy 630 – Dedication and Naming of Schools and Facilities
- B. Compiled Electronic Survey Submissions and Written Submissions
- C. Supporting Documentation for Eijiro Koyama Submission



Section Six: School District Facilities

630 – DEDICATION AND NAMING OF SCHOOLS AND FACILITIES

Introduction

The Board of Education acknowledges the importance of naming and dedication of schools and facilities to enhance the sense of ownership and identification the community has with its school.

Policy

1. Naming of Schools

- 1.1 Recommendations regarding the naming of new facilities or the renaming of existing schools/sections of schools will be received and considered by the Planning and Facilities Committee.
- 1.2 The Planning and Facilities Committee will recommend a name to the Board for approval.

2. Dedication of Schools and District Facilities

- 2.1 When new permanent school district facilities are built, an official public dedication ceremony shall be held.
- 2.2 As time can elapse between the awarding of a construction contract and the official opening of a district school facility, the trustees' names inscribed on the plaque shall be those in office when the construction contract was awarded. The date shall be the year of completing the construction.
- 2.3 The official public dedication ceremony for each new permanent school facility shall follow the Guidelines established by the Ministry of Education and the Board of Education. The principal of the school, in consultation with the District staff, school staff, students, and the Parent Advisory Council, is responsible for determining the date of the public dedication ceremony.
- 2.4 Invitations to the public dedication ceremony shall be issued to all current trustees and former trustees who can be contacted.

Date Agreed: April 23, 1980

Date Amended: May 9, 1990; September 8, 1993;
January 26, 1994; January 24, 2001;

Date Reviewed/Amended: November 13, 2002

Date Amended: June 27, 2007, June 25, 2008
January 25, 2012

Date Reviewed: November 26, 2014

Related Document: Policy 155

Appendix C

Suggested School Name	Rationale	Supporting Documentation (optional)
A traditional OK language name	Let's honour the traditional land, the new curriculum, and reconciliation.	
Al Penner Middle	A well known name and face throughout the school for very many years at George Elliot, Mr. Penner was a character who put smiles on his students' faces while always proving to be an effective support to their success. The link I have provided is a petition signed by several hundreds of people who wish Mr. Penner could continue to teach at George Elliot. Please read for yourself, in the "Reasons for signing" section, the meaningful thoughts of him left by members of the community, many of which I personally recognize the names of. Be sure to hit the "View all reasons for signing" button a few times as you scroll down. As he was my first homeroom teacher on my first day of grade 8 as I began my years at George Elliot Secondary in 2014, the first words I heard about any teacher at the school were from a fellow classmate who's brother attended the school already. He said "We got Mr. Penner! He's the cool guy!". It would warm my heart to know the future generations of 7th graders also get to hear the name of such a beloved character on their first steps into a new part of life. Thank you for taking the time to hear out the community of Lake Country.	https://www.change.org/p/school-district-23-penner-back-to-gess
Al Penner Middle school	In honour of one of the greatest teachers in Lake Country, who has impacted many lives of students.	
Any First Nations Word	Naming schools after people in todays day and age is dodgy at best. We live in the Okanagan where the First Nations people are a big part of who we are ...why not have a first nations word as our school name.	
Apple gate middle school	Because of apples that have made the valley known around the world	
Apple Lake Middle School	"Apple" for three reasons. (1) apples are generally associated with schools and teachers, there's the whole tradition of leaving an apple on a teacher's desk. Which relates to (2) apples have historically been associated with gaining knowledge, from the apple falling on Newton's head and all the way back to the Garden of Eden. And of course (3) this is the Okanagan, we grow apples here. "Lake" is obvious, Lake Country, Wood Lake, Bottom Wood Lake Road, pick one. "ALMS" the acronym for Apple Lake Middle School, also means giving to others as an act of charity or virtue, something all children should learn. "Alms, alms, alms for the poor!" Also, it's a name that should translate over a broad swath of cultures and religious backgrounds without causing offense. And it's not named after a person, as that invites controversy, just look at the recent issues with John A McDonald.	Alms or almsgiving involves giving to others as an act of virtue, either materially or in the sense of providing capabilities free. It exists in a number of religions and regions. Wikipedia
Aspen Grove	That's the name of the Golf Course where the school is being built on, Reflects well on the neighborhood, and keeps alive many fond memories of golfing on that site with the kids who will be using that school.	
Aspen Grove	The area has been so named for years - apt in all kinds of ways! And, the management is local and has maintained this lovely spot for years - deserve that recognition.	
Aspen Grove Memorial Middle	With the opening of the long awaited new school will come the closure of the Aspen Grove golf course.	
Aspen grove middle	name of the old golf course	
Aspen Grove Middle School	Built on a long standing beautiful golf course.	
Aspen Grove Middle School	being built on Aspen Grove Golf coarse	
Aspen Grove Middle School	It's the name of the golf course land that the new school will be built on.	
Aspen Grove Middle School	Keeping the name of the golf course alive through its new community	
Aspen Grove Middle School	We have lived in Lake Country for 20 years now and loved and enjoyed the Aspen Grove Golf Course Facility daily for golf, dinner, parties, exercise and so much more. It would be a "gift" to our community to honor the amazing history.	
Aspen Grove Middle School	Keep the history of what the property used to be. I can hear people saying while giving directions to the new school,"you know...where the old Aspen Grove Golf course used to be."	
Aspen Grove Middle School	I feel this name will be a lovely homage to our golf course - a recreation fixture in our community since 1980! It is also a reference to the many stands of aspen trees that surround the site, line Vernon Creek, and can be seen across our hills Aspens are colourful in the fall, bright and fresh in the spring with leaves constantly in motion, much like our kids! Aspen Grove Middle School honours its foundation while looking forward to such a positive future.	

Suggested School Name	Rationale	Supporting Documentation (optional)
Aspen Grove Middle School	After the nearby golf course -make it a neighbourhood! "Aspen Grove"	
aspen grove middle school		
Aspen Grove Middle School	Continue the site name of current golf course.	
Aspen Grove Middle School	It's located on the old Aspen Grove golf course.	
Aspen Grove Middle School	it is replacing our local golf course. It's an iconic name for that corner.	
Aspen Grove Middle School	In honour of the golf course that will be used as its sports fields.	
Aspen grove middle school		
Aspen Grove Middle School	Aspen Grove Golf Course has been part of Lake Country Community and George Elliot High School's golf program for a number of years. We should keep their name alive!	
Aspen Grove Middle School	It was a lovely name for our long-standing and cherished golf course and many in the community believe the school's name should reflect this. As well, it provides a more original and pleasing name than the typical guideline of naming a school after a street or person.	
Aspen grove middle school	To remember the community golf corse	
Aspen Grove Middle School (AGMS)	Name of the golf course where the school will be built, which has a historical connection to Lake Country. The golf course has contributed to the George Elliot Secondary sports program for many years. The name ties into the small town feel of Lake Country, and meshes with the street name.... bottom wood.	
Aspen Grove Middle School	Honour aspen grove and strengthen ties	
Aspen Grove Secondary	The location of the building	
Aspen middle school	After the amazing Aspen grove that has been a part of our community for decades	
Aspen Middle School	The name Aspen Middle School (AMS) is an acknowledgement of the roots of the land to which the school will be built on in two ways: one the trees growing there and their roots, and two, the golf course which was on the property previously. The Government of British Columbia website gives an overview and describes characteristics of the aspen tree in its "Tree Book" (link below). Having a school named after a species of tree indigenous to the area affords many learning opportunities: to learn the characteristics of the tree, the uses of the tree, the habitat, and some history (ie. indigenous uses for the tree). It also is an inclusive name because it is not zeroing in on one group of people here, rather distinguishing a beautiful native species that we all have access to view! Although the argument could be made that the tree is brittle and not very durable - and this would not be a "good strong name" for a school, I would counter this argument by saying that the trembling leaves of the tree are good indicators of approaching stormy weather. You could use this to create a team name of "The Storm" or "The Storms". I could picture enthusiastic coaches giving a pep talk before their sports games: "The trembling aspen predicts a storm, and a storm's coming on! Go Storms!" Thanks for your consideration! (Could also be Aspen Grove Middle School - AGMS)**Please note, we need to be cautious of acronyms when creating the school name. One unfortunate acronym for a school would be "PMS". As such, I would not recommend the name "Pelmewash Middle School" for this reason, as well as that it's not an inclusive name to all residents of our community.**	https://www.for.gov.bc.ca/hfd/library/documents/treebook/tremblingaspen.htm
Aspen Shores Middle School	Aspen - after the golf course, Shores for Lake Country! :)	
Bellamy Hall	After John Bellamy that taught at GESS. He was the first to run and teach the points program. He was the reason many struggling students graduated from GESS. He care about his students, was nonjudgmental, patient, and provided continual encouragement.	
Bi Lakes Middle School		
Bill Shemley Elementary	Bill Shemley moved to the Okanagan Valley in 1970 and brought with him his years of business knowledge. He ran his company, All Star Industries, from a local on Beaver Lake road for many years. When not working he assisted in running the Kelowna Regatta for many years. With all he dedicated to the Okanagan, this would be a fitting tribute to him.	
Border Creek Middle School	Given the location at the bottom of wood lake road is bordered by two creeks	
coyotes middle school	be cool	
Creekside Middle School (CMS)	reference to outdoor landmark	
Creek-side Middle School	Already have creek-side theatre - so why not? It is located by a creek.	
Creekside Middle School (CMS)	This name reflects the geography/location of the new middle school. It is inclusive and doesn't exclude or focus in on any particular person or person group. It's a name that a community can all come around, and wouldn't be likely to stir up any controversy. Plus, it has a nice ring to it! :)	N/A

Suggested School Name	Rationale	Supporting Documentation (optional)
Darley of Excellence Middle school	Because Matthew Darley is an icon to all in Lake country. Winning senior provincial v ball and possibly b ball. He is living legend.	
Darrell Moore Elementary	Darrell Moore was an unparalleled Lake Country community member who passed away last year. He personally sat on the bench with dozens of Winfield Minor Hockey teams over the years and was the life and laughter for countless young hockey players in Winfield. The best hockey games I have ever played were with Darrell on the bench, always in a chipper mood, cheering on the team. His Celebration Of Life was held at Creekside Theatre and was attended by hundreds, including so many of the teenage hockey players he make a mark on over the years, all wearing their jerseys. His wife still works at GESS as a teacher and I think it would be an incredible way to remember his legacy by naming the new middle school in his name.	http://m.legacy.com/obituaries/okanaganvalley/obituary.aspx?n=darrell-j-moore&pid=186944097&referrer=0&preview=false
David Bingham Middle School	David Bingham was a beloved teacher at GESS for many years and did a lot for his school community. He spent many years as the grad sponsor, spent many hours away from home with his sports teams, He always had a smile on his face and treated his students with respect.	
David Schindler Middle School	Of Canada's Scientists, he far eclipses all other aquatic researchers. He is credited for developing the experimental lakes area, which has produced results that have resulted in significant improvements in water quality, including the elimination of phosphates from detergents globally. Since Lake Country has three lakes connected to its existence, perhaps a nod to Canada's foremost limnologist is appropriate.	https://g.co/kgs/aDuHnt
Denbei Kobayashi middle school	He and his wife will always be remembered as community leaders and pioneers who helped build and mold the Winfield. There children went on to be very well respected and productive members of Lake Country. It would be a nice to honour the Japanese society that helped shape this community.	
Discovery Middle School	My 7-year-old son (living in Lake Country) came up with the name "Discovery Middle School" (DMS) for the upcoming middle school. His rationale was that many discoveries would be made and learning opportunities would be taking place at this school.Thanks for your consideration!	
Doctor Marion Dobson Middle School	A true lady pioneer. Family oriented, community minded. Cared for many many people when she was the only Doctor in the local area during the 1960's, 70's and 80's.	
Dr. Dobson Middle School	She was the first doctor in Winfield and served the community well, once crawling under a wall which collapsed to check on someone buried underneath. No one in the fire department was small enough to do it and it was a risky operation She deserves to be recognized in the community in my opinion.Thank you for this opportunity to recommend her name.	
Dwight Wendell Middle School	Dwight Wendell was an extraordinary English teacher at George Elliot Community School (and GESS before then) in Lake Country before his retirement. He was very kind but also very deliberate in inspiring generations of students to open their eyes to a bigger world beyond home and take their lives more seriously. He did this by continuously relating the discussions at hand to historical, philosophical and cultural references; at times, delving into controversial issues that many of his students had never considered. At the start of every school year, someone in the class would traditionally ask him "why are we here?" due to prompting/advice from previous students of Mr. Wendell's. His answer to that question was a privilege to witness. He is/was a very wise person and I'm sure he made a significant difference in some students' lives (including mine). I'm grateful I graduated from GESS in 2000. I fondly remember him and still discuss him sometimes with old highschool friends. He's a legend and I can't think of any teacher who did more for their students.	

Suggested School Name	Rationale	Supporting Documentation (optional)
Eijiro Koyama Middle School	I would like to say I heartily endorse your nomination of Eijiro Koyama as the name of the new middle school in Lake Country. I've given thought as to including Fumi in the naming and perhaps her name should not be included as it becomes very bulky in the name of the school. My memories of Mr. Koyama are from 1931 onwards, so I have no recollection of Fumi. What I do remember is my mother relating the friendship she struck up with the older Koyama girls after the death of their mother and the support of the neighbours in helping the family cope. My respect for the man came from his role as the recruiter for many of the Japanese to the Coldstream Ranch in Vernon in the early 1900's. I can't add anything more than has already been stated as to his contributions to the Lake Country community other than he was well respected for his tenacity in the face of tragedy. I trust this will be adequate support for your nomination of Mr. Koyama for the name of the Middle School.	Printed and hand delivered to Peter Greer Elementary School.
Eijiro Koyama Middle School	Mr. Koyama was one of Lake Country's earliest pioneer settlers. Arriving in Lake Country in 1916, he raised his family in Winfield, who still farm the property today. Naming the school after him would celebrate the diversity of our pioneer settlers and our agricultural roots that are carried on today.	Eijiro Koyama embodied many values the Japanese immigrant community brought with them: integrity, community-building and giving back, and a powerful work ethic including persistence to carry on despite many challenges. His family provided many immigrants with jobs, food and housing to help them settle in their new Canadian home. They exemplify the core values of Canada and reflect the history of Lake Country. By teaching the middle school pupils about Mr. Koyama as their school's namesake, Mr. Koyama would act as a role model for our younger generation. (Lake Country Mayor, Mr. James Baker)
Eijiro Koyama Middle School	The naming of the school after Mr. Eijiro Koyama will not only honour this wonderful man who contributed so much to the community's early years, but will also recognize the role that the Japanese Canadian community played in the development of the District of Lake Country.	Letter sent (COHS Don Knox)
Eijiro Koyama Middle School	This nomination recognizes and honours both Eijiro Koyama as a pioneer, as well as the role the Japanese Canadian community played in the development of our community.	Letter sent (OHS Lois Marshall)
Eijiro Koyama Middle School	I would like to say I heartily endorse your nomination of Eijiro Koyama as the name of the new middle school in Lake Country.	My memories of Mr. Koyama are from 1931 onwards. My respect for the man came from his role as the recruiter for many of the Japanese to the Coldstream Ranch in Vernon in the early 1900's. I can't add anything more than has already been stated as to his contributions to the Lake Country community other than he was well respected for his tenacity in the face of tragedy.
Ellison Wood Middle School	Between two lakes	
End of the Lake	It's in lake country and at the end of Wood Lake	
Etheridge Elementary	Surname of the first teacher at Duck Lake school in Winfield (Effie Etheridge)	
Field Learning Centre	I think that Field Learning Centre is a perfect name for the new school because there are lots of fields in lake country. Fields are good for soccer and outdoor learning. It should be a learning centre for kids to do their own thing.	
Fir valley middle school		
first nations word for "lake country"	this land is eternally first nations, we are just temporary caretakers..what better way to show we care!	I cannot provide any supporting documentation.
Forest		
freddy williams middle school		
General Mike Keller	Kelowna citizen who Commanded the Third Division during D-Day and the initial invasion before being badly injured by Friendly AirPower	He was a local success story within the Canadian army and greatly assisted the Forces during the formative period between the Wars
George Elliot Middle School		
George Elliot Middle School		
George Elliot Middle School	Feeder school for George Elliot Secondary.	
George Simpson Middle School	George Simpson and family were one of the pioneer ranchers in Lake Country.	https://lakecountrymuseum.com/wp-content/uploads/2018/04/History-of-Lake-Country.pdf
Grenda Secondary	One of the best teachers that hugely impacted my kids lives	4 children that were able to graduate
H. R. Grenda	Hank Grenda was a long-time Lake Country resident and teacher and coach at George Elliot Secondary School before he passed away suddenly on March 31, 2006. He was actively involved in the community and helped literally hundreds of students (many who are still Lake Country residents) find their career paths and graduate. Hank was the epitome of a true educator who believed in each and every student and was willing to give his time to support and inspire them.	

Suggested School Name	Rationale	Supporting Documentation (optional)
H.R Mitchell	The Mitchell family has been in Lake Country for 100 years. We currently still farm the original property that was bought by my grandfathers family in 1918. We are well respected in the community and have been active members of the water board for well over 50 years. We helped build this town and I would be a great Tribute to the Mitchell family	
Hank Grenda	An honored counselor coach and Friend to all who worked with him and were taught by him and was proven by the amount of students ..teachers and members of the community who turned out for his celebration of life held at George Elliot in 2006 when he passed away ..was such a fine man teacher ..friend to all who knew him. He sat on Interior Credit Union Board and many other positions in our community. He was a fine human and credit to our community	
Hank Glenda middle	In memory of an amazing school counsellor	
Hank Grenada	Amazing teacher	
Hank Grenada Middle School	In honour of former teacher Hank Grenda	
Hank Grenada Middle School		
Hank Grenda	Not only was he an amazing, supportive, and influential teacher...he was a big part of the community!	
Hank Grenda		
Hank grenda	Amazing man involved with George Elliot until his passing in 2006.	
Hank Grenda	One of the most inspriational people i had the privilege to know during my years in high school at GESS.	
Hank Grenda	The students remember him fondly for all he did for them!	
Hank Grenda		
Hank Grenda	Had a huge positive impact on students.	
Hank Grenda	He was an incredible teaching colleague and member of the Okanagan school district. He is a man who should be recognized for his excellence in Education.	
Hank Grenda	A wise man that loved his work and skippered so many students in his career.	
Hank Grenda		
Hank Grenda	A GESS teacher fondly remembered by so many students.	
Hank grenda	Long, hard working member of our community	
Hank Grenda		
Hank Grenda	Wonderful teacher with a beautiful spirit that impacted countless lives	
Hank grenda	Great guy	
Hank Grenda Memorial	He was an extremely successful motivator to many of the students in the community who now have children who will be attending this new middle school. A legacy like this is very fitting of what he did and who he was.	
Hank Grenda Middke School	Mr Grenda was a well liked teacher/counsellor/coach/colleague at GESS	
Hank Grenda Middle School	Hank Grenda was an incredible teacher and mentor to so many of the members of our little town. He was an extremely active member of our community and maintained a seat on the board of directors of one of the largest credit unions in B.C. He was an all around amazing man with a huge personality and an even bigger heart. It seems only fitting that a new school be named after a man who had such an impact on our youth. It would be amazing to be able to tell my children all about the wonderful man the school is named after when they attend it in the future. He is the reason I graduated in 2001 and I know myself and many others are forever indebted to him for that and so much more.	
Hank Grenda middle school	Hank was an amazing teacher / coach and community member in Lake country and really cared about kids.... Would be wonderful to honor the school with his name and his legacy with the school	
Hank Grenda Middle School	An amazing teacher at George Elliot for a very long time!	http://www.legacy.com/obituaries/vancouversun/obituary.aspx?n=hank-grenda-hendrik-stanley&pid=17306105
Hank Grenda Middle School	Hank Grenda was an integral part of gess and touched so many students lives and lives of people in the community of lake country	
Hank Grenda Middle School	Mr. Grenda was a treasure to this community and a beloved teacher	
Hank Grenda Middle School	Hank was one of the greatest and most loved teachers from George Elliot. He played an integral part in the lives of all of his students until his sudden passing in 2006. Hank's family continues to be a big part of the Lake Country Community. His wife Laura is a retired teacher, and Hank's daughter Leah is also a teacher in our school district. Our kids would be honoured to attend a school named after such a great man!	

Suggested School Name	Rationale	Supporting Documentation (optional)
Hank Grenda Middle School	Mr.Grenda was a powerhouse for the education system. He rooted for the underdogs and kept so many interested in school.	
Hank Grenda Middle School	The school should be named after this beloved teacher who touched so many students' lives in Lake Country- a well respected community member who is fondly remembered.	
Hank Grenda Middle School	Hank's impact on the community for decades from George Elliot High school.	
Hank Grenda middle school	Mr. Grenda was much loved and respected by students and parents of George Elliot. He helped so many students as they prepared for life after high school. He worked with both my boys who were in grades 11 and 12 at the time of his passing. As a matter of fact, my son was the first student to be awarded the Hank Grenda award. It was a very sad time in our community when Mr. Grenda passed away. Mr. Grenda is the epitome of a school teacher.	
Hank Grenda Middle School	Mr. Grenda was an important positive influence in the lives of many Central Okanagan students: he taught in Kelowna since the 1970s, and in Lake Country since 1993. He was much loved by his students, and when he was taken far too soon, he left a much-felt hole in our school community. Memorializing him in this way would be a wonderful way to express the appreciation and gratitude his school and community have for him. Additionally, naming Lake Country's newest school after a much-loved teacher follows the precedent set by George Elliot Senior Secondary and Peter Greer Elementary; it could be said that it would complete the circle to have all three levels of school in our Lake Country community named in such a manner.	http://www.legacy.com/obituaries/vancouversun/obituary.aspx?n=hank-grenda-hendrik-stanley&pid=17306105
Hank Grenda Middle School	He was an amazing teacher at GESS who helped many of my fellow students. He helped me get my first job! He was an amazing mentor and someone lost too soon.	
Hank Grenda Middle School	Mr. Grenda was an amazing educator who changed the lives of many members of our community today. He was passionate and caring, and made sure to connect to every single student. His sudden death was a tragic blow to our entire community and his memorial filled the theatre, both gyms, and the hockey arena.	
Hank Grenda Middle School	He has played a huge role in our community and schools and I think it would be a great way to honor him	
Hank Grenda middle school	Mr. Grenda help me graduate he was very kind man that could see the potential in people. he was a grate Teacher and a grate man	
Hank Grenda Middle School	In memory of local teacher.	
Hank Grenda Middle School	Good man, great teacher, motivational, practical , helped and encouraged you to get you where you wanted to go in life.	
Hank Grenda Middle School	Hank Grenda had an enormous impact on so many George Elliot students over the years. Many of the parents of the first students of the school will no doubt claim that his presence made a huge impact on their lives. It seems fitting that this school bears the name of an educator of Hank's quality, integrity and virtue.	
Hank Grenda Middle School		
Hank Grenda Middle School	Mr. Grenda was a great leader in the school community who positively impacted many. He put an empasis on helping transition students comfortably into the school and also preparing them for the real world on the way out. This would be a great tribute and strong foundation for a new community school.	
Hank Grenda middle school	He was an amazing teacher and human being. He had such an impact on the students.	
Hank Grenda Middle School	Mr Grenda was one of the best teachers many students had in Lake Country and forsure impacted so many young lives that truly any other name for this school would be a failure on SD23's part.	
Hank Grenda Middle School	He was an amazing teacher and role model in our community.	Mr. Grenda had a positive outlook on everything. He was such an amazing role model to all students of GESS.
Hank Grenda Middle school	Mr. Hank Grenda had such an amazing impact on our family throughout our time at George Elliot High school. He helped my brother get into welding, my sister through her toughest sciences and he helped my husband start his journey with mechanics (who now owns an auto repair shop). I unfortunately had only the opportunity to know of him before he passed. I will never forget the things he has done to help my family succeed in making/living their best life.	

Suggested School Name	Rationale	Supporting Documentation (optional)
Hank Grenda Middle School	Hank Grenda is/was a major pillar for a lifetime's worth of students and athletes. His life's work deserves to be commemorated by having his name proudly up in Winfield.	
Hank Grenda Middle School	He was an influential man. He taught my parents, myself, my husband and my brother. He has such a big heart and this would be such a wonderful way to carry on his legacy.	
Hank Grenda Middle School	For his devotion to Winfield's teens	
Hank Grenda Middle School	He was an inspirational teacher within the high school and community for many years before his sudden passing. He positively affected hundreds of local students!	
Hank Grenda Middle School	Mr. Grenda played a huge role in many students' and athletes' lives during his time at George Elliot Secondary School and he was an amazing member of the community. He always supported Lake Country, GESS and any events he could.	
Hank Grenda Middle School	Hank was an amazing member of the community and an amazing teacher and Coach to many kids that grew up here	
Hank Grenda Middle School	Hank was a pillar in the SD 23 community in both Kelowna and Lake Country. He died in 2006, at the age of 58 while teaching at George Elliot Secondary. He was loved by all his many students and colleagues. It would be a great way to pay tribute to him. I believe his wife Laura still lives in Lake Country. Please consider this option.	
Inspiring Minds Middle School (IMMS)	We need more positive names for schools. All can relate to this idea. Thank you for your consideration on this matter. Resident of Lake Country	
Jack McCarthy	Prominent local figure that was personally responsible for a number of developments in Lake Country. Recently passed away earlier this year.	
Jack McCarthy Middle School	Jack McCarthy has just passed and he is a long time supporter of students, academics and sports in Lake Country	
Jack McCarthy middle school		
Jack McCarthy Middle School	Jack was a long time resident of Lake Country (Winfield) owning the local newspaper, The Calendar. He was involved in many community things over the many years I knew him. He championed his community and its many causes at every opportunity presented. By way of his newspaper, he was able to bring many community situations to the awareness of the citizens! Putting Jack's name forward as a candidate for the new middle school seems appropriate. But suggest further research of the Lake Country Community and its members as to how they view Jack's namesake on a school. Thanks!	
Jack McCarthy Middle School	Jack was a man that had a huge impact on Lake Country If you read his obituary, you will see all that he did for our community over the years It just makes sense. Thank you	
Jack McCarthy Middle School	Community builder	
James Baker	I volunteer on the AAFC with Mayor Baker and see first hand how he quietly locates and achieves grants for Lake Country. He is well connected with people who can help our community and is greatly respected by them and by other politicians. He's a quiet, polite example of a politician who really is devoted to his community and works very hard for its betterment. Because he maintains a low profile most people have no idea what a treasure he is for our community.	
James Baker Middle School	Mayor Baker has been an amazing leader for Lake Country (even before it was called Lake Country) and it would be appropriate to honour him in this way.	
James Pearcey Middle School	The first meeting of the Wood Lake School District was held in his home during the summer of 1907	From page 25 of the booklet Spirit of Lake Country Heritage and Culture

Suggested School Name	Rationale	Supporting Documentation (optional)
Jane Arnold Middle School	Jane Arnold, along with her husband Gilbert, were stalwart members of Winfield their whole lives. I loved them! I've never met more sincere and gracious people. They contributed immensely to our community - continuously. Jane had a heart of gold and the patience of Job. Despite her handicap, she was very active and raised her disabled son. Jane made significant financial contributions upon her death to the Winfield Community Hall and Okanagan Centre Hall. I think that the Jane Arnold Middle School would be a great honour to her. I was amazed to find out that her grade one class was one of the first classes to graduate from George Elliot Secondary! A rightful choice as the High School sits right next door! As Lake Country has two schools named after two male locals and educators, I feel a female namesake would be most fitting! Jane Arnold certainly would be fitting and it would acknowledge her contribution to our community, schools and teachers! Thank you for consideration! The Histories of Winfield, Oyama, Okanagan Centre and the Commonage Schools By Sandra Bernard, Challenge Grant 1996 'Courier New'; "Memories of Jane Arnold: A Former Teacher Miss Weddell, as she was known back then, taught at Winfield School from September 1948 to June 1952. In her first two years the school was overcrowded so she taught in the United Church that was next to the school. The church burned down after her second year, but by then the addition of 1950 was under way so she would be the first to teach in the new classroom which faced Berry road. At the time Miss Weddell was courting Gilbert Arnold who would often drive down Berry road in his truck. Miss Weddell would wave to him out the window as he went by and the children could see her blushing.	The children would giggle because they knew exactly who had gone by. In her first year at Winfield School Jane taught grade three. Then in her second year she taught grade one and also helped to substitute in Mr. George Elliot's grade six class because he was sick. In her final two years Jane taught a split class of grade twos and threes. She always had more than thirty students in her class and found her room to be overcrowded. She also remembers not having enough time to spend with students individually. Other staff members at the time were: Stan Robinson, Helen Jackson, Ron Haskins, Ed Hint, Dorothy Ouwehand, Eleanor Nichols and Mary Lane. Mr. Elliot passed away while she was teaching there. Mrs. Arnold (then Miss Weddell) used to organize her classes by putting the children into groups depending on ability or grade when she taught a split class. She would then work with one group at a time while the others worked independently. She found it to be busy all the time, but the children were always so helpful which made it easier. Mrs. Arnold remembers an incident where a new boy came into her class. He and his family had just immigrated from Holland so the little boy spoke no English. At first she could not understand him or give him directions, but luckily the other students were able to use sign language to communicate with him. They used their hands to act out things so that they could understand each other. It was a big help to her because she just couldn't figure out how to explain things to this little boy. When Thanksgiving came along no one had explained to the boy that there was no school on Monday because it was holiday. That Monday morning Jane and Gilbert were driving to the store and as they passed the school they saw the little boy playing by himself in the playground. He was just waiting for school to start because he didn't realize it was a holiday. Jane and Gilbert stopped and tried to explain to him that there was no school today and then took him home. Mrs. Arnold remembers the annual Christmas concerts as being a lot of work. The staff would work together to organize the event and to make costumes and props. There would usually be one play and singing by individual classes. Then Santa would come on the roof of the community hall at the end of the concert and bring the kids treats. Santa Claus was always a lucky volunteer from the Winfield Farmer's Institute. Mrs. Arnold remembers her students as being very well behaved. Discipline was not really an issue. Occasionally she would have to solve disputes between children, but rarely did they give her problems directly. The children were always polite and liked their teachers. She remembers the first day of school when the children would always be polished up in their best clothes. Some of Miss Weddell's students were: the Stubbs children, the Tyndalls, Takenakas, Hikichis, Shishidos, McCarthys, McDonaghs, Cooks, Koyamas, Lodges, Powleys, Simpsons, Baileys and many others. Miss Weddell's grade one class was one of the first classes to graduate from George Elliot Secondary School.
Jasper Mussio Middle School	Because jasper mussio was a true hero when it came to lake country and building alot of buildings and being they mayor of winfield for almost 15 years. And not only that he was also shot in the head by a protester during a protest.	
Jim Prentice Memorial	Jim Prentice died in a plane crash near lake Country in the fall of 2016 and I believe that this name may be good to honour him and pay tribute to him.	https://en.m.wikipedia.org/wiki/Jim_Prentice
Josie Evans Secondary School	Josie was a student at George Elliot Secondary in 2010 when she was struck and killed when walking home on Bottom Wood Lake Road. Naming the school after Josie would be a perfect reminder of the safety improvements in that area of the community.	
Joyce Rawsthorne Middle School	Joyce was a strong community supporter within Lake Country and many of her children attended Lake Country schools	
Juniper Secondary School	Juniper is one of the evergreen plants native to BC, commonly found in the Okanagan	https://www.for.gov.bc.ca/hfd/library/documents/treebook/rockymountainjuniper.htm
Iakokum	Beautiful Indian name of the area....	
Kalamalka Lake Middle School	regional geography. a lake that Kelowna is famous for.	
Kelsey Serwa Middle School	Sports Icon - Olympic Super hero. locally grown. outstanding role model for youth, especially young women. What better way to open a school than with a local, Olympic Gold Medalist name on the school, and she actually shows up in person!! Hi to all the awesome people I worked with during my time at SD23.	google or youtube any Ski cross world cup or Olympic race "Kelsey Serwa"
Kokanee	Best Kokanee habitat in Western Canada. Wood/Kal Lake	
KraSmith middle school		
lake contre		
lake contry	it rapasants the animols and pepol	
Lake Country Beautiful ("beautiful" in Syilx) Middle School	I don't know the word for 'beautiful' in Syilx but I think that to call the school Lake Country Beautiful says something about the beauty of the geography of Lake Country, in addition to the beauty of its community spirit. The Syilx word would describe the lands of our First Nations peoples, and including the Syilx word for beautiful in the school name would respectfully revere the heritage of our indigenous neighbours in a year of reconciliation.	
Lake Country Learning Centre	I think that Lake Country Learning Centre would be a perfect name for our new school because I live in Lake Country and I love Lake Country. It should be a learning centre and not a school because we can control our own learning.	
Lake Country Learning Centre	I think that Lake Country Learning Centre is perfect name for the new school because it is interesting and it will be in Lake Country. It should be a Learning Centre because we learn and the teacher doesn't judge us. It is not like a residential school.	

Suggested School Name	Rationale	Supporting Documentation (optional)
Lake Country Learning Centre OR Pelmewash Learning Centre	A child in my class thought of this. He loves the lakes. My favourite had been Pelmewash Learning Centre, but I understand Pelmewash to be 'the narrowing of the valley', the indigenous word for Wood Lake, or the whole area even. The name needs to be place based, not human centred - we are human centric enough already. The name MUST reflect our evolving mindset about what learning is. It must reflect this place, at this point in time and carry us forward. The word school is problematic; educate somebody in school. Institutional is a problematic word in 21st century learning, as is educate. These do not imply student agency, which is the thrust we know is important for student motivation, ownership and deep (although recently overused in my view) learning. If we want this new place of learning to fully embrace our district desire toward innovators, learners, collaborators, thinkers and, contributors as well as include the movement toward student agency, then this MUST be reflected in the name. Our culture can be human centric. The idea of naming the school after a human reflects this tendency. As we see the need to see ourselves as a part of this amazing place we need to become more in tune with the Earth, honouring and holding her sacred as indigenous peoples have held her for thousands of years here. In the indigenous declaration water is held to be sacred. In LAKE Country, with our new rail trail and Pelmewash Way the water will become to students access to school, giving them agency to travel to school independently by the waters of Kalamalka Lake, Wood (really Pelmewash) Lake and Okanagan Lake. By Pelmewash Way - a simple suggestion might be Pelmewash Centre of Learning (PCL), or Pelmewash Learning Centre (PLC) that sounds like Place to me, which I like, still carrying this thinking forward. Lake Country Learning Centre has a certain ring to it.	Support for naming related to Water. I have asterixed the definitions which to me add a validation to naming the new school after a body of water. I see a co-relation with learning. From the Water Declaration of 2014: Syilx Nation Declaration Water is life. Water is our relation. Water bonds us to our ancestry, our descendants and our land. -cbr - WATER is a part of us and a part of all life. It must be treated with reverence and respect. Our relationship with it is not taken lightly; we are responsible to ensure that our relation can continue to maintain the health and resiliency of our tmxw ulaxw and timixw. Water is the lifeblood of our tmxw ulaxw and our timixw and we as Syilx People recognize siwÉ-kÉ-/water as a sacred entity and relative that connects all life. siwÉ-kÉ- comes in many forms and all are needed for the health of tmxw ulaxw and for the timixw. siwÉ-kÉ- is our most sacred medicine: siwÉ-kÉ- nourishes, replenishes, cleanses, and heals. Any use of siwÉ-kÉ- should be an act of reverence and a commitment to our responsibilities to all life: now and to come, as Syilx People. strong>siwÉ-kÉ- comes from the sky and the highest places yet it never willfully rises above anything. It will always take the lowest path in its humility, yet of all the elements, it is the most powerful. Our sacred siwÉ-kÉ- water teaches us that we have great strength to transform even the tallest mountain while being gentle, soft, and flexible. siwÉ-kÉ- will always find a way around obstructions: under, over and through. It teaches us that anything is possible. siwÉ-kÉ- movements, pathways, resiliency and power teach us who we are and who we can be as people. Support for the use of Learning Centre rather than Middle School: We MUST evolve past the archaic terminology of the word 'school'. PLEASE. Our district could be on the forefront of a very important move forward. Let's do it. I can speak to this, but the foundation of my thought comes from these two books: Inventions of Teaching: A Genealogy by Brent Davies and Engaging Minds: Changing Teaching in Complex Times (2nd ed) by Davies, Sumara, and Luce-Kapler. Definition of Teaching: Participation in a recursively elaborative process of opening up new spaces of possibility by exploring current spaces. Teaching is not about 'directing', but 'triggering', which does not remain in the territory of what IS, but WHAT MIGHT BE. Moving forward we want to invite the discovery of new knowledge.
Lake country middle		
Lake Country Middle	Simple	
Lake Country Middle		
Lake Country Middle School	I would love to see us keep the name Lake Country Middle School. This is our community and we do not have enough buildings with the name Lake Country displayed. It's simple and beautiful.	
Lake Country Middle School	It's Lake Country	
Lake Country Middle School	The name of the municipality is more than twenty years old but still struggles to bind the four wards and resonate in the Okanagan and in BC. Many people still refer to the area or their home as the ward they live in rather than Lake Country. Why not promote and support the identity of the municipal name by naming the school with that same title.	
Lake Country Middle School		
Lake Country Middle School	Keeping the Lake Country name will help the 4 different areas that comprise LC - Winfield, Okanagan Centre, Carr's Landing and Oyama to become a more cohesive community. It will be a welcoming school for ALL middle school age children in this area and the name will confirm that. The name will also promote the district of Lake Country and identify the school's location.	
Lake Country Middle School	Location	
Lake Country Middle School	To me it makes sense	
Lake Country Middle School	The new middle school will welcome students from all parts of Lake Country (Okanagan Centre, Winfield and Oyama), and this name is all inclusive. The name will also be easily recognized, logical, and can be easily pronounced. In the past years it has been popular to choose indigenous names for many things, but this will be a school serving students from many different cultures and having a neutral name like this, not favoring any one culture, will serve everyone well.	
Lake Country Middle School		
Lake Country Middle School	Because the school is a middle school in Lake Country	
Lake Country Middle School	Lake Country is a great place to live so why not call it Lake Country Middle School. It shows how proud people are to live here. It's simple but direct and everyone will know where the new middle school is located. Or another thought would be Aspen Grove Middle School due to the fact that the property had been that name as a golf course.	
Lake Country Middle School		
Lake Country Middle School	Obvious	
Lake Country Middle School	the school is in lake country	
Lake Country middle school	It's in lake country	
Lake country middle school	It's located in Lake Country	
Lake Country Middle School	Cause it makes the most, it doesn't individualize one person or group and it encompasses the whole community	
Lake Country Middle School	The school is in lake Country and will be supplying a middle school to the surrounding area	

Suggested School Name	Rationale	Supporting Documentation (optional)
Lake Country Middle School	The name Lake Country was made to make all the local community's one. This School will be doing the same thing! It is where children from all the community schools will go to become one.	
Lake Country Middle School	It reflects the area we live in and represents who we are as a community.	
Lake Country Middle School	Simple name that says what it is. I am not sure, but I don't think there are any schools in Lake Country with "Lake Country" in their name. I think it would be fitting, as we have not been a Municipality terribly long, and having a school named for our Community would be nice.	
Lake Country Middle School	That's where it's located	
Lake Country Middle School	I feel that this new school would represent the area and the name would be fitting.	
Lake Country Middle School	Accurately describes location of the school	
Lake Country Middle School	Sounds normal and LCMS sounds appealing	
Lake Country Middle School	Obvious, maybe; but simple, to-the-point, and beautiful...who wouldn't want to go to school in a country of lakes?	
Lake Country Middle School	Normal name	
Lake Country Middle School	The school is in Lake Country.	
Lake Country Middle School	Easily identifiable.	
Lake Country Middle school	Because it's in Lake country	
Lake Country Middle School	4 communities linking kids together	
Lake Country middle school	Obvious	
lake country middle school		
Lake Country Middle School	It will be serving all of our children across lake country. Mascot: (the lake country) bears?	
Lake Country Middle School	The name "Lake Country" identifies the area the school will be located in.	
Lake Country Middle School	The name states where and what it is, no goofing around.	
Lake Country Middle School		
Lake Country Middle School	Supports all communities within the Lake Country area.Easy to remember!	
Lake Country Middle School	This name reflects the community, it does not contain the name of a person and, thus, does not carry the potential for scandal at some time in the future if something comes up. It is neutral and geographically representative.	
Lake Country Middle School	Our family has discussed it and we think the middle schools should be called Lake Country Middle school for simplicity and clarity	
Lake Country Middle school		
Lake Country Middle School	The Location should be celebrated. Not many schools are so lucky!	
Lake Country Middle School	I think that the name of the new middle school in Lake Country should be one that represent all of the families living in the community and each student that will be attending.The District of Lake Country is comprised of 4 wards. The students coming into the middle school will be from one of those four wards. When they're all brought together in a middle school setting, I think a name that represents where each of them has come collectively (not individually) from will help to build a united community at the school.Though this name is generic, it is inclusive, representative of the community as a whole, and lends itself to good team names for sports as well (ie. The Lakers)!Thanks for your consideration	https://lakecountry.civicweb.net/document/797 https://www.lakecountrycalendar.com/news/wards-explained/
Lake Country Middle School (Not OK Mission Middle School)	Should the top heading read 'Lake Country Middle School versus 'OK Mission Middle School'?Dave	
Lake Country Middle school	for simplicity and clarity.	
Lake country middlre		
Lake county learning centre		
Lake Okanagan Middle School	Obvious	
Lake Woods Middle School	As it is in Lake Country and at the bottom of Woods Lake road it would make sense to combine the two into one.	
lakeside middle school		where learning blossoms
Lakey McLakeFace	For the memes.	
LCMS	Lake Country Middle School	
LCMS	Lake Country Middle School	
LCMS	Lake Country Middle School	
LCMS Lake Country Middle School		
LCMS (lake country middle school)		

Suggested School Name	Rationale	Supporting Documentation (optional)
Lim lemp	Lim lemp is the Okanagan word for Thank You. Because we are on Okanagan territory, and the traditional reserve of the Okanagan Indian band, it is important to remember our Ancestral roots. In the continual effort to work towards truth and reconciliation, this is the next step in moving forward. This has been approved by a residential school survivor, as well as a member of the Okanagan Indian band. Lim lemp	
LKMS	Lake Country Middle School	
Malala Middle School	Named for Nobel Peace Prize Winner Malala Yousafzai. There are proportionally fewer schools named for women, let alone young women, who have contributed to the educational landscape and Malala has made a global impact on the educational landscape, particularly for young women. Her story should be told and recognizing it in the name of a middle school is a spectacular opportunity for her story to continue to be told. Though not from the community of Lake Country, she is one of the most appropriate names to put on an educational building for young minds that I, personally, could think of.	Taken from https://www.biography.com/people/malala-yousafzai As a young girl, Malala Yousafzai defied the Taliban in Pakistan and demanded that girls be allowed to receive an education. She was shot in the head by a Taliban gunman in 2012, but survived and went on to receive the Nobel Peace Prize. Who is Malala Yousafzai? Malala Yousafzai is a Pakistani education advocate who, at the age of 17, became the youngest person to win the Nobel Peace Prize after surviving an assassination attempt by the Taliban. Born on July 12, 1997, Yousafzai became an advocate for girls' education when she herself was still a child, which resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot Malala when she was traveling home from school. She survived and has continued to speak out on the importance of education. In 2013, she gave a speech to the United Nations and published her first book. In 2014, she won the Nobel Peace Prize.
Maple Middle School	My son and daughter (future middle school students in Lake Country) recommended this name. They like that it would be representative of us all as Canadians (and the symbol of our Canadian flag). They also like that it represents the maple trees that grow in our region and throughout our great country! (My kids are 7 and 4)	
McCarthy Middle School	Family with deep routes in the community.	
McCarthy middle school	Local family and it's easy to say	
McCoubrey Middle	Longtime community leaders in education, leadership, volunteerism, farming, community support, art, and more.	
McCoubrey Middle School	Robert McCoubrey is a vital member of our community now, and in the past. He was a local orchardist and integral part of the organic movement here, and was Lake Country's first Mayor. He continues to work behind the scenes on making our community to be a healthy and connected place to live. His wife is Dr. Sharon McCoubrey. She is Professor Emeritus at UBC Okanagan in Education and is Coordinator of Community Engagement at OBC Okanagan. Having just completed a successful 25th Annual Lake Country Art Walk, Sharon has been Chair for approximately half of those. She is recipient of the Order of Lake Country and is on the Public Art Committee here.	A simple google search will find more than enough background on both these local individuals.
McCoubrey Middle School	Sharon McCoubrey worked at GESS and is the chair for Lake Country Art Walk. She gives up a lot of time for the community. Her husband, Bob McCoubrey, was the first mayor of Lake Country, runs the Winfield community farm and dedicates a huge amount of time helping local causes.	
McCoubrey Middle School	Robert and Sharon McCoubrey are the two biggest figures in Lake Country when it comes to helping out in the community.	
McCoubrey Middle School	Bob and Sharon McCoubrey have been incredibly influential to the health and growth of our community. Bob was the first Mayor of our community aiding in the amalgamation of our area. He continues to be a quiet and humble support and back bone to our community foodbank gardens and is usually connected giving a hand to almost all local events. Sharon McCoubrey has been the driving force behind Art Walk for 25 years, the LakeCountry Art Gallery and art education and installations all over our community. I believe the community would be proud to have our new school named in their honour! I know there are so many more reasons to done this honour upon them. Between the two of them, they represent the agricultural industry and art education, two very key aspects of Lake Country. They are both such positive role models for our children to learn about.	
McCoubrey Middle School	John McCoubrey represented what was then Area A of the Regional District of Central Okanagan. He was highly respected. His son Bob (Robert) was elected the first Mayor of the District of Lake Country. Bob's wife Sharon is known throughout the Okanagan as a leader in the Arts Community. Without her tireless work there would be no public art in Lake Country and certainly no annual Art Walk.	
Middle Lake School	Because it's a "Middle School", midway through our beautiful lakes.	
Middle Lakes	Between lakes in Lake county	
Middleton	Mrs. Middleton of gess has been a huge part of the students lives. She helps so many kids who walk through the doors. She touches the hearts of her studenys and helps them graduate.	

Suggested School Name	Rationale	Supporting Documentation (optional)
Northcote Caesar	Early settler on lake country. Came in 1893. Had a ranch called Sundial Ranch. Also was in charge of recording the weather. Which his son in law Hugh Bernau took over. (Also another good name for the school)	
Okanagan learning centre	I think that Okanagan Learning Centre is an awesome name for the new middle school for five reasons, it kind of representing the okanagan, it has lot's and lot's of fish, it's very very beautiful, and family's and friend's take awesome care of it.	
Okanagan Learning Centre	I think that Okanagan Learning Centre is a perfect name for the middle school because that is where we live and get water from Okanagan lake.	
okanagan middle school		
Old Field Middle		
Orchard Fields Middle School	Lake Country is surrounded by beautiful fields of Orchards. It supports our community and should always be respected and remembered.	
Orchard Grove Middle School	Lake Country's history has been built on the fruit orchard industry. Continuously the name is a play on the property's current tenant Aspen "Grove" golf course.	
Orchard Lakes Middle School	It defines the history, current city and future of what Lake Country is. It's a community that's rich in orchards that are run and have been run by people of the community for generations. It also is surrounded by the natural beauty of lakes which is part of the City's name. I just believe that it takes both key aspects that define the communities with Lake Country and the history in which embodies the community.	
palawosh pass		
palmallwash learning center	because wood lake was called palmallwash lake.	
Panorama Middle School	Middle school opens up to more opportunities and finding oneself- a panorama to the future of education and identity and community.	
Pauline Johnson	Pauline Johnson fought against colonial rhetoric surrounding the Indian Act through her poetry and performance. As a mixed race woman, she used her status to influence spheres of people.	
Pelmewash Learning Centre	I think that Pelmewash Learning Centre is perfect name for the new school because Pelmewash was the original name for Wood Lake. It is important to use Indigenous that we don't use anymore. It should be a Learning Centre because we will all learn there together and everyone will be welcome.	
Pelmewash	Reclaiming local names and people of the land	
Pelmewash	Sports teams the Lakers!	
Pelmewash Middle School	Pelmewash is a 1st Nations word...& the land it is being built upon was originally 1st Nations Land.	
Pelmewash Middle School	I would like to purpose the name Plmewash Middle Sch	
Pelmewash Middle School	I think Pelmewash Middle School would be a great name for the new school because it's the Indigenous name of wood lake. It's the original name of wood lake. It's our lake we take care of with friends and family. We use it for drinking water and playing.	
Pelmewash Middle School	i think that Pelmewash Middle School is a perfect name because of three reasons. Wood lake used to be called Pelmewash lake. It is a high way near the new school. Finally, It is the closest lake to the new school.	
Pelme-Wash Middle School	Original name of Wood Lake	Mrs. W.R. Powley (nee Gladys Adams). The author of the 1958 Winfield Centennial Committee's Book, <i>Early Days of Winfield, BC</i> , claimed that "Woods Lake was called Pelme-wash" by the early pioneers. Mrs. Powley is a credible source of information; she was raised in Oyama from the time of her family's arrival there in 1907 and she resided in Winfield from the time of her marriage in 1914 until her death in 1966. In an era when she had a few neighbours, she had close ties to the Okanagan mixed-ancestry folks such as Mrs. E.J. Swalwell, the daughter of G. W. Simpson and his Okanagan wife, and her sister, Mrs. Boriot. Others in the Duck Lake Reserve were Chief Enroch, an Okanagan man, and Dave McDougall whose mother was Okanagan. If anyone was an authority on the name for this lake, it would be Mrs. Powley. Furthermore, the fact that she was invited to write the history of Winfield by the Winfield Centennial Committee and that her work was undoubtedly vetted by a committee composed of other old-timers, adds credence to her account.
Pelmewash Middle School	I would like to purpose the name Pelmewash Middle School. I think it would help instill a sense of pride in our Aboriginal community.	As this link https://www.lakecountrymuseum.com/pelmewash-parkway/. informs us of the original First Nations name of Wood lake
Pelmewash Pass Learning Centre	I think that Pelmewash Pass Learning Centre would be a fantastic name for our new school because it's sounds cool. It is close to the water of Pelmewash Lake. It should be a learning community where everybody can play and be free. We don't want to sit down all day.	
Phyllis MacPherson	Huge supporter of Lake Country's families and children	

Suggested School Name	Rationale	Supporting Documentation (optional)
Pierce Gambell middle school	He was an amazing local who always helped the community in any way he could from coaching soccer to selling fruit.	
Rail Trail Middle	So much hype around the push of this coming to Lake Country.	
Ranch Winfield Learning Centre	Winfield is really close to is where the school will be. I think it should be called a learning centre so we can learn what we want ourselves.	
R. & S. MacCoubrey Middle School	Bob is a long time orchardist, politician and volunteer in Winfield. He was the first mayor of Lake Country and was instrumental in the positive development of the community. Sharon who is the retired Dean from the faculty of Education at OKUBC, but has also been a huge volunteer, supporter and organizer of the arts in the community, including the now famous Art Walk. Both of the MacCoubrey's have had their focus on Winfield/Lake Country as the community that they not only raised their children within, but the community that they believed in with all their hearts. These two dedicated countless hours of volunteer time in support of their communities economic, educational and artistic well being, each participating on committees and as a chairs and provincial/national reps. Even in their retirement, they not only downsized to another home in Lake Country but continue their legacy of giving back to their community.	
Ravenwood		
Riverdale Middle		
Riverdale Middle School	It sounds epic. ;)	
Roland Hein Middle School	Regional Director for many years, as well as past mayor. Born and raised in Winfield. Contributed much to his community over the years.	
Rolli Cacchioni	Still living and so dedicated to education....no further rationale needed.	
Sage Middle School	Sage is a native plant that grows in abundance throughout the beautiful landscape of the Okanagan Valley. Sagebrush has a deep taproot and widespread branch roots that gather nourishment from both the surface and deep into the earth. The roots hold the land in place. Sage is one of the four Aboriginal sacred plants. It is used in ceremonies and sweatlodges, for healing and purification, and many other purposes. Another meaning for sage is a wise person and a scholar. Not only would the name 'Sage' be honouring of the Okanagan Nation and a nod to our arid landscape, but there are many inspirational metaphors to be gleaned here for a community of learners. I would envision the sign being in both English and the Okanagan language, like the signs on the UBCO campus. See supporting documentation.	
Sbiaw Middle School	Salish word for Coyote. GESS are known as the Coyotes.	
School McSchoolFace	To keep internet Memes alive! all hail Boaty McBoatFace	
school of the middle		
Sigh Kobayashi Middle School	Sigh Kobayashi played a large part in the history of Winfield/Lake Country. It would be great to acknowledge his contributions. https://lakecountrymuseum.com/the-man-of-accomplishments-sigh-kobayashi/	https://lakecountrymuseum.com/the-man-of-accomplishments-sigh-kobayashi/
Spion Kop	Spion Kop means look out hill. Spion Kop Middle school can be a place where students look around at their options and choose a direction for their future.	
Spion Kop Middle School	Historical, geographical, geological and immediately associated with Lake Country. Many have and will climb to reach the peak of beautiful Spion Kop. Symbolically, it represents the pursuit and quest to successfully achieve higher levels. Very appropriate and fitting name for a new learning environment/school in Lake Country. Spion Kop is a place Lake Country residents and visitors LOVE!	This link contains google images of Spion Kop in Lake Country. The lake, sky and valley views from its peak are SPECTACULAR! https://www.bing.com/images/search?q=spion+kop+lake+country&FORM=HDRSC2
Spion Kop Middle School	It is being build around the base of Spion Kop and as a high school student myself I can verify that more than half of the kids attending George Elliot Secondary School have a connection with the mountain whether they use it for dirtbiking, hiking, off roading, adventures, etc. We do not want another school named after a person, but rather the treasured Okanagan that we call home. We want to be able to have a large part in the naming of the school considering we will be attending it and want to be proud to say it's name. #StudentsChoice #LetUsHaveOurSay	
Syeelwhw Nation Middle School	Means "The People Who Live Here"	
Syilx Middle School	The Syilx are the original people in this area. The honour would be appropriate.	

Suggested School Name	Rationale	Supporting Documentation (optional)
The Lakes	it describes the area , it is inclusive, it is short and sweet and it will be supported	
thomas wood learning centre	I think that Thomas Wood wood be a good name because it has a good catch to it and Thomas Wood built one of the first buildings in Lake Country. People named wood lake after him.	
Thomas Wood Middle School	He was an integral member of early lake country society.	
Thomas Wood Middle School	1st Settler of Winfield and area	
Thomas Wood Middle School	Winfield was named after Winfield Lodge, the homestead of pioneer Thomas Wood, the first settler in the area.	http://britishcolumbia.com/
Timberline Middle School	The hills above bottom wood lake road are the timberline between the dry grassy hills and the Aberdeen plateau.	
Towgood Middle School	Named after a family who assisted in the building of the first school in lake country! Specifically Ethel (Blanch Mary Ethel Towgood) It's time to see a school named after a strong woman who was devoted to education and taking care of her community!	https://lakecountrymuseum.com/wp-content/uploads/2018/04/The-Story-of-Waitamata-The-Towgood-House.pdf
Tri Lake Middle School	Middle school lies in the middle of our three lakes which define lake country	
Tri Lake Middle School	Wood, Duck, and Okanagan lakes are all near	
Tri-Lake Middle School	Incorporating Duck Lake, Woods Lake and Kalamalka Lake.	
TSF Lakefield or simply Lakefield	The TSF stands for Terrance Stanley Fox and there would not be a more fitting name to represent qualities we strive to instill in our students: courage, perseverance, selflessness and determination. The Lakefield refers to a combination of the older Winfield and newer use of Lake Country. There are a lot of longtime residents who do not like Lake Country and I'm sure they would appreciate the seamless joining of both names.	
Turtle Bay Middle School	Because everyone in the Okanagan knows Turtle bay	
Tween Lakes Middle School	Because the school is situated between so many different lakes, the kids at the school would be "tweeny boppers" and it is in lake country, so there should be the word "lake" in it.	
Vernon creek middle school	As it's being built right next to vernon creek.	
Victory Middle School	A play on the word "Win"field	
Waitamata	The towgood family, being pioneers in this beauty town.	
Whelps Middle School	Because Whelps means little coyotes and if GESS is older coyotye pack and whelps middle school is smaller	
Winbuck Middle School		
Winbuck Middle School	Winbuck is what I have called where I live for so long and everyone knows what I mean when I say Winbuck. I also hear many other call it this as well. it would then be WMS which fits perfectly!	
Winbuck Middle School	Winbuck is what many people around the community call Winfield, sort of a nickname, so I think it will make the school seem homey, like it belongs here.	
Wincarrama	It's simply a combination of Winfield, Carrs Landing and Oyama.	
Winfield Junior	Used the name of the town	
Winfield Middle	This was the historic name of that area up until recently.	
Winfield middle school	I have grown up here my entire life and I still think of Lake country as windflied. And I always refer to it as that. Old habits die hard. Lol	
Winfield Middle School	Preserving a local name that has a historical reference. Geographically appropriate also. Any BC resident over 40 could easily tell you in what city it could be found.	
Winfield middle school	It's where it's located and a middle school	
Winfield Middle School	Lake country is over used EVERYWHERE! Get back to our roots	
Wood Lake	After the nearby lake and also as it's on Wood Lake Road	
Wood Lake Elementary		
Wood Lake Learning Center	I believe that Wood Lake Learning Center would be a perfect name for the middle learning center.Because the learning center is close to wood lake.We need water and water is in wood lake.I like the lake so much because its fun to swim in.	
Wood Lake Learning Centre	wood lake is a great name for the new school. The school is close to Wood Lake. We need water to swim in the lake.	
Wood Lake Middle	The school will be built on bottom wood lake road, so i think that naming it for the road it is on is a good idea. Also its the name of our lake. The animal will be a bobcat in remembrance of the old school that was in the building that now houses the boys and girls club. The colors will be gold and white.	
Wood Lake Middle		
Wood Lake Middle School	Road name	
Wood Lake Middle School	close to wood lake , nice name	
Wood Lake Middle School	Location	
Wood Lake Middle School	The schools proximity to the well known wood lake would make sense.	

Suggested School Name	Rationale	Supporting Documentation (optional)
Wood Lake Middle School	Many of us who grew up in Winfield had the good fortune to attend Wood Lake Elementary so it would be nice to see the name carried forward to the new school.	
Wood Lake Middle School	It is right near Wood lake. I think a name that represents one or more of the lakes in the Kelowna area would be a good choice	
Wood Lake Middle School	Location	
Wood Lake Middle school		
Wood Lake Middle School		
Wood Lake Middle School	Named after the Old Elementary school	
Wood Lake Middle School	Sounds great!	
Wood Lake Middle School	i think that wood lake middle school would be a great name for the school because the school is beside wood lake and because we all care about the lake, play in the lake and swim in the lake.	
Wood Lake Middle School v2.0		
Woodell	In between 2 lakes, Wood and Elliott. Combine those two to meet in the middle Å with one word. Just as Lake Country is in the middle of 2 bigger cities. After all it is a MIDDLE school.	
Woodlake Middle School	The road it is on	
WoodLake Middle School	Wood-Lake Middle School	
Woodland Middle School	relates to Lake Country being on Wood Lake, as well as its street location & easy to remember for the children.	

Appendix C



September 10, 2018

Dear Committee on naming the Lake Country middle school,

The Lake Country Heritage and Cultural Society (LCHCS) would like to nominate Eijiro Koyama as the namesake for the new middle school in Lake Country.

Mr. Eijiro Koyama was one of our earliest pioneers and the first Japanese Canadian settler in Lake Country. He arrived in Winfield in 1916, raised a large family, and farmed the land right across Lodge Road from the property on which the middle school will be built. Mr. Koyama passed away in 1956 but his descendants farm the property to this day.

Eijiro Koyama was the acknowledged leader of the Japanese community in the area and his children, grandchildren and great grandchildren continue to contribute to community life in Lake Country. As an example, the Ocela Fish and Game Club named their citizen of the Year Award after his son, Sax Koyama, who also made significant contributions to our community.

From today's perspective we might miss the significance of the Japanese community in Lake Country. However, in the post WWI era, this community, with numerous families in Winfield and Okanagan Centre, was critical to the success of the growing agricultural industry, working as itinerant labourers, as crews and managers for commercial farms such as the Rainbow Ranche, and as owner-operators of market gardens, dairies, and orchards. Socially these families were appreciated as neighbours, classmates, friends and relatives. Historically, they were important threads in the fabric of our community and they remain so today.

The Lake Country Heritage and Cultural Society can think of no more deserving pioneer to acknowledge than Eijiro Koyama and we urge you to name the new middle school after him. The directors are unanimous in making this recommendation.

Sincerely,

Duane Thomson, President

Lake Country Museum and Archives
11255 Okanagan Centre Road West
Lake Country, BC V4V 2J7
250-766-0111
www.lakecountrymuseum.com
000050

Nomination of Eijiro Koyama
as the namesake of the new middle school in Lake
Country, BC

Submitted by the Lake Country Heritage and Cultural Society

September 15, 2018

Eijiro Koyama

Eijiro Koyama was born in Matsubara, Shiga-ken, Japan in 1881, the eldest of three children born to Tarosaku and Masa Koyama. He immigrated to Canada at the age of eighteen years and worked at various jobs before moving to the Okanagan in 1903, to work at the Coldstream Ranch. In 1907 Eijiro was promoted to foreman of the Japanese crew and in that capacity he recruited many more young Japanese men to work at the ranch. He established a library, organized sports and when necessary assisted the young men financially. His role as intermediary was significant because these recent immigrants, housed in the Keefer Camp, were unable to speak, read or write English.

In 1908, Eijiro became a naturalized Canadian. Realizing that his future would be in Canada, he made every effort, without the benefit of an ESL course, to learn English. Several quotations following are taken from letters that he wrote to Mr. Wilson, a friend in Japan, on whom he practised his written English.

In 1912, he travelled to Japan where he married Fumi Fujioka, the eldest daughter of a well-to-do, educated family with a samurai background. The couple returned to the Coldstream Ranch where they began their new life with children Kimie and Seichi joining the family in 1914 and 1915.

In the spring of 1916, Eijiro and a few others got together and purchased 20 acres of land on the flats next to W. R. Powley. To move his household from the Coldstream Ranch to the newly purchased land, he borrowed a team of horses named Nip and Tuck from Mr. Powley. Their trip was a two-day journey over the Commonage. The land was all in bush; the first year some clearing was completed, all by hand. As the family worked to establish a self-sustaining farm, various crops were planted, a large barn and silo constructed, and dairy cattle purchased.



Eijiro and Fumi Koyama's wedding

By January 26, 1920 Eijiro paid out the other four men on the title to the property, those being Shuishiro Shoji, Choyoro Hasebe, Ryujiro Numada and Masui Taneda. While working hard to provide for his growing family, he also met his other financial obligations. As well as operating his farm, he worked seasonally in the local fruit packinghouse and at the Rainbow Ranche. By June 9, 1931 he had paid for the farm and he now had a place of his own to raise his young family.

Eijiro Koyama

Eijiro Koyama was a busy and humble man who did not have a lot of time to play a visible civic role in the community. However, Eijiro was a founding member and first President of the Koyukai Friends and Fellowship Association formed in 1921. His main reason for starting the Koyukai was to provide a social outlet that would be an alternative for the men who might be tempted by other less desirable activities. The Koyama family played a major role in welcoming new Japanese immigrants to the community, giving numerous young men jobs, a place to stay, and food to eat until they found their place in Canadian society. During the depression he frequently had his daughters make sandwiches for men who would drop by the farm looking for something to eat. This philanthropic community-mindedness earned Eijiro the respect not only of the individuals who he assisted but also of the entire Japanese Canadian community. He was the acknowledged patriarch of the Japanese Canadian community.

Eijiro Koyama was left a single parent with ten children when his wife, Fumi, passed away on February 7th, 1930. He wrote of her *"She work hard on earth but good rest with Heavenly Father.... I will be more busy since wife gone, friends great help to me."* It was the kindness and generosity of friends and neighbors that allowed him to move forward without his wife and helpmate. Eijiro was quick to reciprocate. From his position of need he practised a life-style of openhearted giving to others. One of his oft-heard phrases was *"Be thankful though."* He would skillfully turn a negative situation into an opportunity to see the positive and to express gratitude. Eijiro was a man of deep faith with an unwavering trust in God to supply the family's needs. During the Great Depression he wrote, *"I am thanks for God blessed us something to eat, something to wear in such hard times."*



Eijiro Koyama

With a lot of hard work and patience, Eijiro raised a wonderful family. The challenges were many, money was scarce, prices were poor and clothes and shoes needed constant mending and repair. With an adaptable and persevering spirit and a deep love for his family, he took on the sole responsibility and duties of parenting his large family. Eijiro was intent on modeling and teaching by word the time-honoured values of character building - honest hard work, thankfulness, generosity toward those in need, resourcefulness and above all a faith in God. He wrote, *"May my child when grow bigger remember what I teaching now."* Each of his children would emphatically agree that their father did his best to provide for them and to equip them with the skills needed for life. His grandchildren also attest to their Ojichan either encouraging or teaching as opportunities presented themselves. He told a granddaughter, *"I want you to grow up to be an honourable woman. Your parents work hard to provide for you."*



1997.000.143 Winfield Elementary students, 1929: Ralph Berry, Saide Rutt, Margery McDonagh, Grace Lawley, Molly Beasley; teacher George Elliot; Middle: Ted Koyama, Susan Barnett, Archie Cook, George Berry, George Arnold, Bill Cook, Sax Koyama; Front: Hatch Koyama, Vera Edmunds, Edie Gunn, May Petrie, Misae Kitamura

Koyama children with classmates, 1929

Eijiro Koyama

The photograph of the Winfield Elementary School class in 1929 illustrates the numerical significance of the Koyama family in Winfield. In 1929 the two eldest Koyama children, Kimie and Seichi, were attending school in Japan, but the next three, Sakuji (Sax), and Tetsuji (Ted), and Harue (Hatch), are shown in this photograph. Younger Koyama children, Junko (Jean), Motoi (Mots), Merry, and Kazuhiko (Kadi) were to follow their siblings at school in the 1930s.

A poem by Merry Koyama Itami captures nicely his life as the father of such a large family.

A Day with Dad on the Farm

As certainly as dawn crept over the hills
He was awake. No clock rang by Dad's bed;
Only that inner sense of knowing at the barn
The cows were waiting to be milked and fed.

But first the kitchen fire was carefully made,
Heaped high with wood from the bin beside the door;
The huge kettle filled, and placed just so
There would be water hot for breakfast time and more.

Upstairs I lay, half dozing, half awake,
Knowing that soon I too must face the day;
Then footsteps, and the clank of milk pails came
And I could hear Dad call, "*Wake up! No more delay.*"

T'was quite the same, some toast of homemade bread,
And jam, from prunes that grew across the creek.
And milk, and tea, we'd eat together mostly, through the summer's
Sunny hours and winters bleak.

The old cream separator's hum, I hear it now,
As round and round the boys would daily turn;
And from the separator's spouts the streams would flow,
Skim milk for calves, and cream for butter's churn.

This chore, twice daily, we the girls would do,
To wash and dry the separator parts,
Shake out the disks, put up the pails to dry,
We did it like all else, with all our hearts.

Eijiro Koyama

The fresh turned soil that called for seeding time,
And Dad and hired help obeyed the call,
With heart and hands and head, bent to the need
They toiled, rejoicing as the seeds would fall.

The love of earth, the love of life itself
Was in these men who toiled unselfishly;
'Til call to lunchtime came, to break their toil
And bring a midday rest, relaxed and free.

Before night milking time, Dad homeward came
And laid his tools back in the shed once more.
Then off to milk, the cows must know his steps,
With pails in hand he tended to this chore.

We filled the bath with water from the creek,
The fire fed with wood we'd gather 'round.
Dad first, the order never changed, we last.
Then on the steps, pick spears his socks had found.

The day near done, bathed, fed, and time for sleep;
A little reading rests the weary mind,
Some apples from the cellar crispy fresh,
Before we leave the toils of day behind.

Day in, day out, the months and years have passed
And chapters written thus in Dad's life span
Have yielded life itself to us who come
Behind; to do our best, we must, we can.

The little ups and downs we cannot know,
And greater things these pioneers of old
Faced, solved, and worked to a successful end.
We know so little, so much yet untold.

The paths Dad trod, now dim, the footsteps still;
But memory lingers strong in us today;
We catch the gleam of a silvered brow held high
That dared to face the future, come what may.

Eijiro Koyama

In the fall of 1948 Eijiro retired to Mayne Island. Not only did he harvest and prepare sheets of nori (seaweed) but he also bought raw wool from Islanders. After washing, carding, dying and spinning the wool, he knitted many sweaters, socks and toques for family and friends. He had learned to knit from neighbouring ladies while convalescing after breaking his leg while clearing farmland in the early days. A grandson, eleven years old at the time, remembers that he and his sister were invited to visit their grandfather on Mayne Island. What they thought would be a seaside vacation turned into a several-days lesson on how to gather seaweed and prepare it for shipment to Ontario or the Okanagan.

Before his death Eijiro wrote a last letter to his family. The translator described it as *“to the point and beautifully written in Japanese.”* In part the message was *“Children, be of one heart... heed this admonition and be moderate.”*

Thus concluded the full life of this humble man, Eijiro Koyama of Winfield (Lake Country), BC. He passed away on January 17th, 1956. He and Fumi are buried in Winfield.



Eijiro Koyama in retirement on Mayne Island

Eijiro Koyama

Postscript



Koyama family reunion, Spring 2016

In the spring of 2016 a family reunion brought 200 guests, Koyama descendants and their families, to Winfield, to celebrate the centennial of Eijiro and Fumi Koyama's arrival at what was then known as Wood Lake. The family celebrated and honoured them and the role that they played in the community, particularly by helping the early Japanese settlers. Eijiro and Fumi sacrificed much and their many descendants are the recipients of their wonderful legacy. They find strength in their strong family roots and they reflect on the best that they can give to generations that follow. In that way Eijiro and Fumi live on in each generation that takes the opportunity to emulate their exemplary lives.



September 26, 2018

Mona Essler
Executive Assistant to the Superintendent of Schools
School District Administrative Offices
1040 Hollywood Rd
Kelowna, BC V1X 4N2

RE: Eijiro Koyama, Lake Country pioneer

Dear Ms. Essler,

On behalf of the Okanagan Historical Society, Kelowna Branch, I support the Lake Country Heritage and Cultural Society nomination of Eijiro Koyama, as the namesake for the new middle school in Lake Country. This nomination recognizes and honours both Eijiro Koyama as a pioneer, as well as the role the Japanese Canadian community played in the development of our community.

The Okanagan Historical Society is one of the oldest societies in British Columbia dedicated to the preservation of local history. Our Society values the opportunity to work with partners in our community, such as the School District, to assist in achieving our mandate.

Thank you for considering this nomination.

Sincerely,

Lois Marshall
President
Kelowna Branch, OHS

October 1, 2018

Mona Essler
School District 23 Administrative Offices
1040 Hollywood Road
Kelowna, BC V1X 4N2
Email: mona.essler@sd23.bc.ca

Dear Committee on naming the Lake Country middle school,

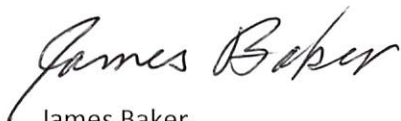
Re: Middle School Name Nomination

I would like to nominate Eijiro Koyama as the namesake for the new Lake Country middle school.

My nomination mirrors that of the Central Okanagan Heritage Society as well as the Lake Country Heritage and Cultural Society, who have explained in their nomination submissions that Mr. Koyama was one of Lake Country's earliest pioneer settlers. Arriving in Lake Country in 1916, he raised his family in Winfield, who still farm the property today. Naming the school after him would celebrate the diversity of our pioneer settlers and our agricultural roots that are carried on today.

Eijiro Koyama embodied many values the Japanese immigrant community brought with them: integrity, community-building and giving back, and a powerful work ethic including persistence to carry on despite many challenges. His family provided many immigrants with jobs, food and housing to help them settle into their new Canadian home. They exemplify the core values of Canada and reflect the history of Lake Country. By teaching the middle school pupils about Mr. Koyama as their school's namesake, Mr. Koyama would act as a role model our younger generation.

Yours truly,



James Baker,
Mayor

JB/mo

LAKE COUNTRY

From: [Mona Essler](#)
To: [Rhonda Ovelson](#)
Subject: FW: Koyama file
Date: Monday, September 17, 2018 8:27:04 AM

-----Original Message-----

From: Duane Thomson <duane.thomson@shaw.ca>
Sent: Sunday, September 16, 2018 8:55 PM
To: Mona Essler <Mona.Essler@sd23.bc.ca>
Subject: Koyama file

Hi Mona,

I recently received this note from Mits Hikichi an old-timer from Lake Country who wrote to me in support of the Koyama nomination. Please bring it to the attention of the P and F committee.

Thank you.

Duane Thomson

Hi Duane:

Please excuse me for being so tardy with my reply to you. What with this rehab on my knee and other matters, it had completely slipped my memory. I would like to say I heartily endorse your nomination of Eijiro Koyama as the name of the new middle school in Lake Country. I've given thought as to including Fumi in the naming and perhaps her name should not be included as it becomes very bulky in the name of the school.

My memories of Mr. Koyama are from 1931 onwards, so I have no recollection of Fumi. What I do remember is my mother relating the friendship she struck up with the older Koyama girls after the death of their mother and the support of the neighbours in helping the family cope.

My respect for the man came from his role as the recruiter for many of the Japanese to the Coldstream Ranch in Vernon in the early 1900's. I can't add anything more than has already been stated as to his contributions to the Lake Country community other than he was well respected for his tenacity in the face of tragedy.

I trust this will be adequate support for your nomination of Mr. Koyama for the name of the Middle School.

Respectfully,
Mits Hikichi



CENTRAL OKANAGAN HERITAGE SOCIETY

Mona Essler

Executive Assistant, School District Administrative Offices

1040 Hollywood Road

Kelowna, British Columbia

Canada V1X 4N2

September 17th, 2018

RE: Eijiro Koyama Middle School nomination

Dear Mona:

The Central Okanagan Heritage Society supports the Lake Country Heritage and Cultural Society's nomination of Eijiro Koyama as the namesake for the new middle school in Lake Country. The naming of the school after Mr. Eijiro Koyama will not only honour this wonderful man who contributed so much to the community's early years, but will also recognize the role that the Japanese Canadian community played in the development of the District of Lake Country.

The Japanese Canadian community in Lake Country was established in the early 1900s, as workers came to the Okanagan to plant new orchards. These pioneers arriving in the Okanagan, often from other areas of British Columbia, were young single men intending to work in Canada for a few years and then return to Japan. They brought with them many skills and a strong work ethic, and they contributed a great deal to the success of the early orchards. Their experiences in the Okanagan along with the beauty of the Lake Country region convinced many to stay and to build a life here.

Eijiro Koyama of Shiga-ken immigrated to Canada in 1899, at the age of eighteen. He worked first as a commercial fisherman on the coast and for the railway. In 1904, he moved to Vernon to work at the Coldstream Ranch and he eventually became the ranch foreman. On September 15th, 1908 in Vernon, Eijiro Koyama became a naturalized Canadian. He married Fumi Fujioka in 1912 and their first child, daughter Kimie, was born in 1914, followed by son Seichi in 1915. With a growing family, Eijiro and Fumi decided to move to Winfield, then known as Wood Lake, where they purchased twenty acres of land. Their new neighbour, Mr. W. R. Powley, lent Eijiro a team of horses, 'Nip' and 'Tuck', to move his family from the Coldstream Ranch to Winfield, which took two days over dirt roads. The Koyama's first home was a small lean-to building. In the 1920s, they added a barn and silo for the herd of dairy cows, raised hogs and chickens, and farmed vegetables to help the family become self-sufficient. Outgrowing their first rough-hewn home, the Koyama family moved across the creek to the larger house which still stands today. Eijiro Koyama continued dairy farming until his retirement in 1951.

Eijiro was a founding member and first President of the Koyukai Friends and Fellowship Association formed in 1921. The Koyama family played a major role in welcoming new Japanese immigrants to the community, giving numerous young men jobs, a place to stay, and food to eat until they found their place in Canadian society. During the depression, he frequently had his daughters make sandwiches for men who would drop by the farm looking for something to eat. This philanthropic community-mindedness earned Eijiro the respect not only of the individuals who he assisted but also of the entire Japanese Canadian community. He was the acknowledged patriarch of the Japanese Canadian community. Eijiro Koyama sadly passed away on January 17th, 1956. Both Eijiro and his wife Fumi are buried in the Winfield Cemetery.

The story of these early settlers and their courage in meeting the daily challenges of life in a new land is an important part of Lake Country's history. Numerous descendants of Eijiro and Fumi still reside in Lake Country and the family home still stands at Lodge Road in Winfield.

Thank you for considering the Lake Country Heritage and Cultural Society's request to honour this important pioneer by naming the new middle school after him. Please feel free to contact me if you have questions or would like more information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Don Knox', with a stylized, flowing script.

Don Knox
President
Central Okanagan Heritage Society
Email: cdknox@shaw.ca
Cell: 250-870-6015

The Central Okanagan Heritage Society promotes conservation of the diverse heritage buildings and sites of the Central Okanagan through stewardship, education and collaboration for the benefit of current and future generations.



Memorandum

Date: October 17, 2018
To: Planning and Facilities Committee
From: Mitch Van Aller, Director of Operations

Action Item: Annual Integrated Pest Management Report

1.0 ISSUE STATEMENT:

The Board authorizes the use of all suitable techniques in an organized program to suppress pest populations in effective, economical and environmentally safe ways.

2.0 RELEVANT BOARD MOTION/DIRECTION:

Policy 620 – Integrated Pest Management (IPM): *“Each year a report shall be provided to the Board on the effectiveness of the pesticide management program, with appropriate recommendations for possible enhancements.”*

3.0 BACKGROUND:

School District policy ensures that no chemical pesticides are used on district grounds. This requires alternative measures to control pest populations.

4.0 POINTS FOR CONSIDERATION:

None.

5.0 OPTIONS FOR ACTION:

Continue the program as currently funded and advised by our District Horticulturists and external expert consultants.

6.0 FOLLOW-UP/REVIEW:

Yearly report required as per Policy 620 – Integrated Pest Management (IPM).

7.0 DIRECTOR’S COMMENTS:

The District will continue supporting a proactive and preventative approach to managing noxious weeds, invasive plants, vegetation and pests on all of our sites, (landscape or structural). Integrated Pest Management is a long-term program that reduces the reliance on pesticides and can lead to a reduction in their use.

8.0 STAFF RECOMMENDATION:

THAT: The Planning and Facilities Committee accepts the October 17, 2018 Memorandum from the Director of Operations as the Annual Report required in Policy 620 – Integrated Pest Management (IPM).

9.0 APPENDIX

- A. District Horticulturists Bryan Spannier, Mike Daley, Craig Foley detailed 2017/2018 report
- B. Policy 620 – Integrated Pest Management (IPM)

Appendix A

Central Services IPM Report 2018

The following report covers the maintenance and project work of the Grounds Department IPM program from October 2017 to October 2018.

We continue to work towards improving the efficiency and sustainability of the IPM program by using good sound cultural practices.

1. Mowing

- Two grass crews mowed District fields from April to October. A third crew member was used as needed. Turf mowed at 2".
- The Toro Mower has become very invaluable for improving the quality of our sports fields at the high school/middle school level. Sports teams are expecting higher quality turf and the same can be said for elementary schools and especially those rented out to youth soccer programs.
- In August and September, as many high schools/middle schools as possible were mowed twice a week. The quality and playability of these fields improved greatly.

2. Field Repair

- Eight high schools/middle schools had field repairs that included aerating, over seeding, topdressing and fertilizing.
- Trip hazards were repaired as needed.
- All elementary sites were fertilized with at least two applications and the high schools/middle schools were given three applications.
- Early in the season (March), high schools/middle schools and as many elementary schools as possible were swept and aerated.
- Summer maintenance includes: aerating, over seeding, top dressing and fertilizing.
 - The summer months allow for the turf to rest and rejuvenate after heavy utilization over the school year.
 - Field Maintenance helps rejuvenate by getting air, water and nutrients into the turf root area. This, combined with frequent mowing and adequate irrigation stimulates growth and healthy turf.
- Field repairs July/August 2018:
 - Dr. Knox Middle School
 - Okanagan Middle School
 - Rutland Senior Secondary
 - Rutland Middle School
 - Kelowna Senior Secondary
 - Mt. Boucherie Secondary
 - Constable Neil Bruce Middle School
 - KLO Middle School

3. Weeding / Mulching

- Shrub beds at the front of schools were given priority for weeding and mulching.
- In August, the front beds of as many sites as possible were weeded and mulched.

4. Trees / Pruning

- Any trees that were identified as hazardous were pruned to eliminate the hazard or the trees were removed.
- Continued ongoing pruning and cleaning up of shrubs and beds around the schools.
- Riparian areas were monitored for hazardous situations and dealt with appropriately.
- Most autumn leaves were mulched on site and spread over turf and shrub beds.
- Trees were planted at the new School Board Office.

5. Irrigation

- The irrigation technicians kept busy making repairs and fine tuning systems.
- Fine-tuning over the past few years is starting to pay off. Most of our turf is thick and tight. This means less area for weed germinations and less wasted water.
- Plan to replace aging hydraulic irrigation systems at Spring Valley Elementary, Spring Valley Middle, AS Matheson Elementary and Glenmore Elementary.
- Install booster pumps where needed.
- Due to new portables, irrigation was rerouted at North Glenmore, Glenmore, Dr. Knox, Dorothea Walker, Constable Neil Bruce and Mount Boucherie.

6. Projects

- A. New portables at the following sites involved excavation in preparation for portable placement (including moving gas lines, etc.). Remediation of land around new portable sites (ie. Rerouting irrigation and sodding areas.)
 - North Glenmore
 - Dr. Knox Middle School
 - Glenmore Elementary
 - Dorothea Walker
 - Constable Neil Bruce
 - Mt. Boucherie
- B. New Board Office
 - The new School Board Office site was landscaped this year. This included irrigation system additions, trees planted, sod installed and large lawn areas seeded, as well as new plant beds created.
- C. Playgrounds
 - A playground replacement at Peachland Elementary.
 - A playground addition was added to Black Mountain Elementary
 - All elementary school playgrounds were inspected twice.
 - All middle school outdoor exercise equipment was inspected monthly.
 - For all of the above, any problems identified were resolved.



Section Six: School District Facilities

620 –INTEGRATED PEST MANAGEMENT (IPM)

Introduction

The Board of Education believes that an *Integrated Pest Management (IPM)* program, as recommended by the BC Ministry of Environment, is the most suitable method for maintaining sites in a safe, useable condition for current and future use.

Policy

1. The Board authorizes the use of all suitable techniques in an organized program to suppress pest populations in effective, economical and environmentally safe ways.
2. The essential components of the school district's integrated pest management program include:
 - 2.1 identification of the problem through an examination of the fields conducted by the office of the Director of Operations or designate;
 - 2.2 regular monitoring of the sites (to determine the most appropriate time, method and follow-up necessary);
 - 2.3 determining plant damage relative to a tolerance level acceptable to the Superintendent or designate and considering safety, financial and aesthetic implications;
 - 2.4 determining appropriate action to manage problems identified, including an appropriate combination of:
 - physical or mechanical controls;
 - cultural controls;
 - chemical controls.
3. Substituting physical or cultural controls for chemicals will be encouraged wherever possible. When not possible, pesticides will be selected based on compatibility with other treatment methods. When a pest count indicates that some chemical controls are needed, school principals will be informed of the results and the anticipated dates for treatment of the sites. Principals will then inform their parent advisory councils of the treatment plans.
4. Each year a report shall be provided to the Board on the effectiveness of the pesticide management program, with appropriate recommendations for possible enhancements.



Memorandum

Date: October 17, 2018
To: Planning and Facilities Committee
From: Mitch Van Aller, Director of Operations
Prepared By: David Widdis, Planning Manager

Action Item: Proposed Work Plan for Long-Term Facility Plan Update

1.0 ISSUE STATEMENT

As part of the British Columbia Ministry of Education requirements is that school districts prepare Long-Term Facility Plans. The District's plan is part of an overall goal that;

"Each Central Okanagan School District student (K-12) will provide evidence of being a Learner, Thinker, Innovator, Collaborator and Contributor"

The district-wide Facility Plan forms the basis for all investment decisions by the Ministry. The Long-Term Facility Plan takes into account educational program requirements and trends, operating capacities, current condition of facilities, current and anticipated changes in land use, yield rates, community demographics, local community and economic development strategies and other considerations.

2.0 RELEVANT BOARD MOTION/DIRECTION

Main 12P – 202: December 12, 2012 Public Board Meeting

THAT: The Board of Education receive and approve the Long-Term Facility Plan, as amended at the November 28, 2012 Public Board Meeting.

3.0 BACKGROUND

In December 2012, the Board approved the District's Long-Term Facility Plan (LTFP). The LTFP provides a comprehensive rationale and business case for specific capital projects that may be proposed as part of the District's five year capital plan. In addition, the LTFP provides other key local decisions such as school consolidations, grade configurations and locations for future district programs and maintenance priorities. The LTFP outlines a plan for a ten year planning horizon.

Since the adoption of the LTFP, the District has experienced significant growth that has impacted the current facilities and educational programming in the District. Some considerations related to opportunities and constraints that surfaced since the adoption of the LTFP include:

- Available capacity in some schools and enrolment overflow in other schools throughout the district.
- Increasing enrolment impacting the utilization of many schools.
- Current and increasing anticipated pressures on Early French Immersion programs and facilities.

- The introduction of Late French Immersion and the consideration of Middle French Immersion and how these programs amalgamate with Early French Immersion programs.
- Review of the District's long-term vision for a new schools and school additions.
- Facilities ability to accommodate outside programs with growing enrolment.
- The transitioning of all students through the various grade levels and grade reconfigurations.
- Opportunities for how we engage and teach students in current and new spaces around the new Curriculum Framework.
- The implementation of a Strategic Plan and the LTFP.

The review of the LTFP must consider all the changes experienced in the District. Although the vision and mission identified in the LTFP may be still relevant, the review will assess the impacts the changes in the District has seen and how they impact the long term future of schools and facility needs.

In 2016, the Ministry of Education has provided guidelines for the development and/or review of a LTFP. The intention of the guidelines are to help develop consistency with the plans across the province. In addition, a LTFP is to provide the background necessary for the development of a District's Five Year Capital Plan. The Ministry guidelines are provided in Appendix B.

The development of the current LTFP included the establishment of a steering committee. The proposed committee would include: Superintendent of Schools/CEO, Deputy Superintendent, Secretary-Treasurer/CFO, Director of Operations, Planning Manager, Assistant Superintendents (Central Kelowna, Lake Country, Mission, Rutland, Westside), and a Board Member.

4.0 POINTS FOR CONSIDERATION

LTFP was adopted on December 2012 and the District has seen several changes in the demographics, school enrolment and educational programs among other things that warrant a review of the LTFP at this time.

5.0 OPTIONS FOR ACTION

- 5.1 Authorize staff to proceed with the LTFP Review.
- 5.2 Amend the process to guide the LTFP Review.
- 5.3 Deny the recommendation to proceed with the LTFP Review.
- 5.4 Provide additional or different direction.

6.0 FOLLOW-UP/REVIEW

- 6.1 Establishment of a Steering Committee for the plan.
- 6.2 Confirm the schedule with the Steering Committee.
- 6.3 Define the a consultation process for the LTFP.
- 6.4 District staff will proceed with the draft schedule defined in Appendix A and bring forward updates at future meetings of the Planning and Facilities Committee for review and discussion.

7.0 DIRECTOR OF OPERATIONS COMMENTS

Staff will continue with the review of the LTFP to address the Ministry requirements and update the document to work in conjunction with the Five Year Capital Plan submissions.

8.0 STAFF RECOMMENDATION

THAT: The Planning and Facilities Committee recommends to the Board:

THAT: The Board of Education direct staff to undertake the review of the Long Term Facility Plan as scheduled in Appendix A.

9.0 APPENDIX

A. Draft Schedule for Review of the Long Term Facility Plan

B. Ministry of Education Long Range Facilities Plan Guidelines

Appendix A

Schedule for Review of the Long Term Facility Plan

PROPOSED PROCESS & SCHEDULE

Establish Steering Committee	Nov 2018
Establish Schedule	Nov 2018
Establish Consultation Strategy	Nov 2018
Review Ed Plan Guiding Principles with Board at P & F Mtg	Dec 2018/Jan 2019
Information Gathering (ie. Meetings with municipal planning departments, Identify and update residential developments, Facility Audits, Update Enrolment Projections and Capacity's	Jan – Mar 2019
Half Day Workshop #1 with Assistant Superintendents • Demographics • Catchment Area Review • Development of Options • Educational Considerations • Facility Conditions • Capital Plan	Feb, 2019
Development of Recommendations & Goals	Feb & March 2019
Half Day Workshop #2 with Assistant Superintendents • Demographics • Catchment Area Review • Development of Options • Educational Considerations • Facility Conditions • Capital Plan	March, 2019
Refinement of Recommendations & Goals	March, 2019
Recommendations & Goals Analysis Workshop #3	April 2019
Board Consultation	April 2019
Public Consultation	May & June 2019
Review of Consultation and Adjustments	June 2019
Review of Recommendations & Implementation Strategy	June 2019
Prepare Final Updated to Long Term Facility Plan	Summer 2019
Steering Committee Review of Draft Long Term Facility Plan	Sept 2019
Public and Board Review of Draft Long Term Facility Plan	Oct 2019
Final Adoption of Long Term Facility Plan	Oct/Nov, 2019

Appendix B:**LONG RANGE FACILITIES PLAN GUIDELINES****TABLE OF CONTENTS**

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PART II: SCHOOL DISTRICT PLANNING

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PART I: INTRODUCTION

This *Guideline* is to be read in conjunction with the *Capital Plan Instructions for Five-Year Capital Plans* published by the Ministry of Education.

The LRFP is a mechanism for school districts to effectively demonstrate that proper facility planning is taking place in support of the districts educational plan over a 10 year window. LRFPs are required to:

- ✓ Be developed, maintained and made available upon Ministry's request.
- ✓ Have the concurrence of the appropriate Ministry Planning Officer (PO) prior to being approved by the Board.
- ✓ Be in planning, development or finalized upon receiving the Capital Plan Instructions.

LRFPs will be prepared using district financial resources. LRFPs remain valid until they are changed and are not required to be revised or re-submitted annually. However, as part of their annual Five-Year Capital Plan submission, the Board will be required to certify that no significant changes have occurred within the district that warrant a revision to the LRFP.

The LRFP is expected to be developed in accordance with all Regulations, Orders-In-Council, School Act Ministerial Orders as well as Ministry Policies, Instructions and Guidelines provided by the Ministry. The LRFP has no authority to amend the intent or direction provided above; for example, while the LRFP may identify a proposed school closure, the School Opening and Closure Order must be followed to implement the closure.

PART II: SCHOOL DISTRICT PLANNING

The fundamental premise of the LRFP is to provide a mechanism for districts to demonstrate they are managing their facilities in an effective, economic and efficient way in support of their educational goals. The LRFP places the need for capital projects in a district-wide context and becomes the basis for submission of capital project requests by the district and for investment decisions by the Ministry.

The LRFP will identify at least the following:

- ✓ the educational programs operating within the district
- ✓ future trends or anticipated new initiatives, including both those of the school district and the government
- ✓ the current district enrolment and forecast enrolment trends for 10 years
- ✓ potential reconfiguration of district programs
- ✓ the current capacity of all facilities, including temporary accommodation and/or rental facilities
- ✓ how maintenance of the district's permanent facilities will be carried out
- ✓ building condition of all of the district's facilities
- ✓ implementation of sustainability initiatives to meet the goals of the Province
- ✓ use of temporary accommodation including rental or leased space, and
- ✓ transportation of students

The government of BC has also supported appropriate alternative community uses on school sites and/or in school facilities. More details of this initiative are provided in Part III.

School districts are expected to make decisions on the optimum use of their facilities based on a district-wide perspective. However, in some districts there may be a necessity or advantage in evaluating facilities on a zone or geographic basis, based on the layout of the school district and/or the community it serves. Such statistical study areas are acceptable as long as they are clearly identified and the rationale for their allocation is provided.

Where school districts may not have internal expertise in planning, they should consider the retention of the appropriate external expertise and experience in making informed assessments about enrolment, capacity and utilization to supplement the district's ability to complete their LRFP.

There are some changes that are considered significant and these changes will require formal revision to a district's LRFP. Examples are:

- ✓ any significant changes in educational programs, either initiated by the district or by government
- ✓ enrolment projections that exceed 10% (either increase or decrease) over the 10 year window of the LRFP
- ✓ proposed reconfiguration of schools
- ✓ a change in the availability status of any facility used for K-12 education, and/or
- ✓ other events that potentially affect investment decisions in the district's facilities.

Any revision of a district's LRFP must be discussed with the appropriate Ministry Planning Officer (PO) for concurrence before being approved by the Board. In developing the LRFP, at a minimum, the PO must be consulted as the following are identified:

- ✓ Capacities of individual schools
- ✓ Establishment of statistical study areas
- ✓ 10 year enrolment forecast
- ✓ Final draft LRFP prior to submission to the Board for approval

In the development of the LRFP, districts are expected to work with local and other related jurisdictions and to consult with each other on future development, school enrolment, school site requirements, locations, etc. The planning inherent in the LRFP will also provide the framework and data necessary for the establishment of a School Site Acquisition Charge (SSAC). This will permit the submission of a stand-alone capital project request for site acquisition.

PART III: REQUIREMENTS FOR LONG RANGE FACILITIES PLAN

1. BACKGROUND

The Long Range Facilities Plan (LRFP) is not simply identification for needed capital projects but rather it is a comprehensive plan outlining how the district will manage its school facilities in order to deliver its educational programs at the highest possible standard. This requires a two- step approach:

1. examining how to best utilize the current operational and maintenance resources of the district to best maintain its facilities, and
2. identifying the capital project requirements at the end of a facilities life or to meet changing needs.

The effective, efficient and economic use of a district's facilities may also impact the transportation of students where facilities are not located within acceptable walking distances.

The Ministry continues to seek funding from government both for operational grants to districts as well as new capital funding. However, for the foreseeable future, both school districts and the Ministry must exercise reasonable expectations of the overall investment in educational facilities by government. Toward this end, it is important for school districts to ensure that the LRFP is capable of sustainable delivery of the best possible facilities to meet the districts educational programs.

2. REQUIREMENTS

The following are the minimum requirements to be included in the LRFP:

a. Educational Considerations

Housing students and staff for the delivery of high quality educational programs is the reason a school district has facilities. Therefore a review of the programs offered in a district is critical to understanding the need for facilities. In addition to the core curriculum for K-12, districts may have organized for other special programs i.e. Montessori, French Immersion, Aboriginal Education, special needs, district programs, etc., that impact on the location and use of the district's facilities.

In this section, an outline of the key educational programs is required to better understand the allocation and use of facilities.

School districts are also being encouraged to introduce more choices and greater flexibility in the education system. The mandatory establishment of catchment areas for each school will ensure that students have priority to attend their neighborhood school, but will also enable school districts to create “specialty” schools that will serve the larger community.

It is recognized that many schools now provide space for important community functions. The allocation of these spaces within the school facility needs to be identified as part of the space use allocation since they potentially affect available space and overall school utilization. Any space utilization contained in classrooms such as childcare, district programs, etc should also be identified.

b. Existing Situation

This section identifies the current situation at the time the LRFP is prepared and will be the “base case” for the school district. It includes the following:

- **Inventory of School District Facilities**

All district assets used for K-12 education must be identified. These include, but are not limited to the following:

- Elementary schools
- Middle schools
- Secondary schools
- Special purpose schools
- Leased or rented property used for K-12 school purposes
- Temporary classrooms (portables, etc)

In order to operate, the district may also have facilities that are not used for day-to-day K-12 purposes. These should also be included within the districts LRFP.

- Board offices
- administrative buildings
- maintenance facilities
- garage
- adult education centres
- vacant sites owned by the Board, and whether rented or leased to others
- closed schools that may or may not have an alternate use
- storage
- etc.

In many districts, facilities may have a combination of uses, including a mixture of K-12 education, district facilities and community uses. Where this is the case, it should be clearly identified in the LRFP.

- **Non-School Users within District Facilities**

The government of BC has also supported appropriate alternative community uses on school sites and/or in school facilities. Any other non-K-12 educational use on school property should be identified. Examples include childcare centres, recreation centres, education support programs, etc. The district may also share an operational or site management relationship with the external user.

The allocation of any space within the school facility in addition to the Ministry area standards need to be identified as part of the space use allocation.

- **Condition of Existing Facilities**

The information of the condition of all district facilities needs can be accessed through the Capital Asset Management System (VFA database). As the information from this database are based on a standard type facility audit, districts can undertake a more comprehensive facility audits if they feel it is necessary to properly identify the building condition. The LRFP does not require the district to conduct a more detailed Facility Audit.

A qualified and independent consultant must be used if a formal Facility Audit is undertaken. Before engaging such a consultant, the Ministry Planning Officer can confirm whether the preparation work for implementation of the Capital Asset Management System may be able to provide this service.

- **District or Community Geography**

School districts are expected to make decisions on facilities based on a district-wide perspective. However, in some districts there may be a necessity or advantage in evaluating facilities on a zone or geographic basis.

If districts currently utilize zones or have different conditions for different geographical areas, then the zone or geographic area should be clearly identified and the rationale for its allocation provided as part of the LRFP.

- **Capacity**

Capacity is defined as the operating capacity of each school, which is a function of the nominal capacity, grade configuration and class sizes. The district will identify the current capacity of each facility used for K-12 education. Concurrence by the Ministry Planning Officer is required once these have been identified in the LRFP.

- **Current Enrolment**

School districts will provide the current enrolment in the first year of the LRFP, both by district (or zone and/or geographical area as applicable) and by individual school.

- **Utilization**

With the identification of K-12 school facilities, capacity and enrolment, the utilization of individual schools can be calculated.

- **Transportation of Students**

Transportation of students is affected by the location, condition and educational use of the district's facilities. The district will identify where transportation of students is required and include an inventory of their transportation fleet in accordance with Schedule D.

The identification of the above factors will allow the district to develop the current situation as a "base case". Such a base case will be able to predict the operational and maintenance costs over the 10 year window of the LRFP. This "base case" may then be used for comparison with other potential options.

c. **Enrolment Forecast**

Effective capital planning requires a long-term overview of enrolment in order to predict trends in the supply and demand for facilities, and to avoid potentially costly short-term solutions.

The Ministry provides a ten year projection of enrolment for all districts. Based on this, the district will provide an enrolment forecast for individual schools.

School districts may choose to develop their own ten-year projections based on local knowledge of future development, enrolment trends, future housing and student yield rates; however, in these cases the school district needs to document why their projections differ from the projections of the Ministry.

d. **Challenges for the Future**

Any needed adjustments due to changing educational requirements, new programs, district initiatives and community impacts should be identified and the impact on the district's schools quantified. This includes changes both as a result of school district initiatives as well as that of government.

Other typical considerations in this section might include:

- the impact of heritage,

- post-disaster agreements and requirements,
- sustainability initiatives
- the need for additional temporary accommodations
- schools that are listed on the active Building Envelop Program (BEP) roster for future projects, and
- schools identified Seismic Mitigation Program along with their current seismic risk.

The future of B.C. schools is also changing with the government of BC supporting appropriate alternative community uses on school sites and/or in surplus school facilities. Typical examples are:

- Neighbourhoods of Learning. This project will see education and community services brought together in a single neighbourhood hub – one where schools and community organizations can create places where people can access educational and community services under one roof. Schools throughout the province will be able to adopt this model in the future to use extra space in schools to best meet the needs of their students and communities. All school districts are expected to move towards a more inclusive approach when planning the use of school space in the future.

For the purposes of the LRFP, districts will identify purposely build (new schools built since the Neighbourhood of Learning initiative started where up to 15% of the total gross area was made available for Neighborhood Learning Centers (NLC)) and converted space (existing schools before the NLC initiative) of an individual school that is allocated to Neighborhoods of Learning initiatives such as early learning or child-care programs, office or meeting rooms for non-profit organizations, health clinics, sports programs, family resource or seniors' centres, industry training, or branch libraries.

- StrongStart BC Centres. Districts will identify classrooms in their elementary schools to accommodate these centres over the window of the LRFP.
- Alternate Community Uses. School districts are to clearly identify any and all community partners who are located within schools or are anticipated to be located within schools.

As a result of shifting demographics and population patterns there are fewer students in the schools, leaving many of these valuable facilities under-utilized. As part of these assessments during development of the LRFP, districts may also need to review the allocation of existing space within their district. This may require the re-allocation of catchment area boundaries in order to ensure the optimization of available space.

e. Impact on Utilization and Optimizing Available Space

School districts must be able to demonstrate that they are using their existing school facilities efficiently, effectively and economically based on the broader context of capacity utilization at the district (sub-district) level.

The purpose of optimizing space utilization is to ensure sufficient space is available to students today and for enrolment forecasts over the next 10 years, while minimizing the costs of construction, operation and maintenance arising from inefficient use – ultimately so the maximum amount of funding can be directed to instruction and programming.

What is considered “optimal space utilization” varies between large urban districts and small rural districts due to practical realities of population distribution, density, travel distances, and weather extremes. Additionally, an approach to optimizing space utilization varies between school districts due to declining enrolment, stable enrolment, increasing enrolment or shifting enrolment within the school district. As such, the Ministry will assess what is practical and achievable on a project specific basis as part of the PRFS and PDR.

f. Potential Options

Based on the current situation within a district and the constantly changing educational environment, it would be unusual if a district had no other options for the future of its facilities. These options will quantify the operational costs, specific capital projects and components that require further analysis or public consultation.

School districts experiencing continued declining or shifting enrolments should reduce the inefficient use of school facilities through facility consolidation. Various options should be evaluated to determine a preferred option. Should the building be replaced rather than renovated, and conversely, should the building be renovated rather than replaced? If a replacement is in order, is it more practical to add on to other schools to reduce capacity or need for the replacement school?

For school districts experiencing significant growth, there may be options for new schools, consolidations, reconfiguring or property acquisition to protect future sites.

All of these options will have an effect on both operating and capital costs. If, as a result of this evaluation, a capital project is being requested and the district is below the Ministry utilization guidelines or proposes an addition, replacement or new space, the district must clearly identify what other options have been considered.

g. Comparison of Options

Based on the above evaluation, it should then be possible to identify other options to compare to the base case (current situation).

The Ministry will consider replacement, in special circumstances, addition requests that are supported by a comprehensive business case evaluation that confirms the optimal utilization of schools in consideration of their age, building condition, capacity, and location. The business case

should also identify potential savings in operating costs as well as the type of change, affects on other facilities, estimated costs of conversion, and the timetabling for such changes.

In order for the Ministry to support a request for capital, the option proposed must be compared to the base case. Such a comparison should follow generally accepted rules for a “business case”. It will be important for infrastructure investment purposed that the overall least cost alternative be identified. In cases where this is not being recommended, then detailed justification must be provided.

h. Implementation Strategy

For capital projects, districts should be able to identify capital project priorities, the sequence for implementation and general timelines to meet the educational needs of the district.

The district should specifically identify what option it is recommending.

PART IV: REPORT FORMAT AND DOCUMENTATION

The LRFP report will consist of a report with specific schedules. The report will contain at least the information listed in these Guidelines and the Schedules.

The following schedules are required to be submitted as part of the LRFP.

MANDATORY SCHEDULES:

- A. Overall School District Map
- B. Inventory of SD Facilities
- C. “Base Case” Summary
- D. Transportation of Students
- E. Option(s)
- F. Options Comparison
- G. Recommended Option and Implementation Strategy
- H. MPO Checklist and Concurrence Assessment Tool

OPTIONAL SCHEDULES: (if applicable to LRFP)

- I. Consultation
- J. Statistical Study Areas
- K. Facility Audits

PART V: SUMMARY

Consultation is not a mandated requirement for the LRFP. However, it is suggested that the LRFP identify all consultation that might have been undertaken during its development.

Note that the Ministry of Education has published Ministerial Orders that affect the disposal of lands and improvements and the opening and closure of schools. It is critical, that if the LRFP has provisions affected by these or other Ministry directives, that the district be in compliance with the required consultation process and timeframes.

Should school districts have any concerns with the information requested or how to interpret these guidelines, they should contact their Ministry Planning Officer.

MANDATORY SCHEDULES

- A. Overall School District Map – map showing SD boundaries, local jurisdiction boundaries, location of all facilities.
- B. Inventory of SD Facilities – spreadsheet to include, school data, capacity, enrolment, utilization, facility condition index, etc.
- C. “Base Case” Summary – current situation, but explains impact of continuing without new capital.
- D. Transportation of Students – outline of fleet info (#s, age, etc), replacement program in accordance with Ministry guidelines and rationale for transport.
- E. Option(s) – list of other options to achieve the district’s educational objectives.
- F. Options Comparison – tabular comparison chart to be developed.
- G. Recommended Option and Implementation Strategy.

OPTIONAL SCHEDULES: (if applicable to LRFP)

- H. Consultation – identify all consultation by date and location during development of the LRFP

- I. Statistical Study Areas – maps with school identifiers of zones or geographical areas as required
- J. Facility Audits – scoring sheet attached as per Ministry guidelines only if formal facility audit conducted. Complete Facility Audit reports to be made available to Ministry on request.