



Central Okanagan
Public Schools
Together We Learn

BOARD OF EDUCATION PUBLIC MEETING AGENDA

(Second and fourth Wednesday of each month, with the exception of January (which will be the third and fifth Wednesday) July and August, and with the exception of the fourth Wednesday in March and December, at the School Board Office, at 6:00 PM.)

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

DATE: Wednesday, December 12, 2018
TIME: 6:00 pm
LOCATION: School Board Office
1040 Hollywood Road S.
Kelowna, BC

A copy of the Agenda and attachments are available on the School District website:
<http://www.sd23.bc.ca/Board/boardmeetinginfo/meetingagendaattachments/Pages/default.aspx>
Alternatively, copies are available on request at the School Board Office.

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1. **AGENDA**
Additions/Amendments/Deletions
2. **MINUTES**
 - 2.1 **Public Board Meeting – November 28, 2018**
(Attachment)
3. **CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"**
 - 3.1 **Mount Boucherie Secondary School Diversity Tree**
4. **INTRODUCTION/RECOGNITION**
 - 4.1 **RECOGNITION**
 - 4.1.1 **KSS AAAA Senior Girls Volleyball Team – Provincial Champions**
 - 4.1.2 **KSS Junior Varsity Football Team – Provincial Champions**

Meeting Recess (Five Minutes)
5. **PUBLIC QUESTION/COMMENT PERIOD**

The purpose of this public question/comment period is to provide an opportunity to members of the gallery to ask a question or comment on any items on the agenda. The total time for this period shall normally be 15 minutes. A person wishing to speak is requested by the Chairperson of the Board to state his/her name and provide, if possible, a written copy of the comments.
6. **TRUSTEES QUERIES/COMMENTS**

7. ACTION ITEMS

7.1 Naming of the New Middle School in Lake Country

Pg. 12

*Recommendation of the Planning and Facilities Committee – October 17, 2018
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education consider the following shortlist of names for the new middle school in Lake Country:

Eijiro Koyama Middle School

H.S. Grenda Middle School

Aspen Grove Middle School

7.2 2018/2019 Budget Timeline

Pg. 45

*Recommendation of the Finance and Audit Committee – November 21, 2018
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education approve the 2018/2019 Budget Timeline, as attached to the agenda, and as presented at the Public Board Meeting on December 12, 2018.

7.3 Trustee Stipend – Proposed Change Due to Elimination of Non-Taxable Allowance

Pg. 49

*Recommendation of the Finance and Audit Committee – November 21, 2018
(Attachment)*

RECOMMENDATION:

THAT: The Trustee indemnities be adjusted so that trustee net pay remains unchanged, effective January 1, 2019.

7.4 Urban Aboriginal Head Start Preschool

Pg. 82

*Recommendation of the Planning and Facilities Committee – November 21, 2018
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education grant approval to the Métis Society to build an Urban Aboriginal Head Start Preschool at South Rutland Elementary School.

7.5 Establishment of Canyon Falls Middle Catchment Boundary

Pg. 89

*Recommendation of the Planning and Facilities Committee – November 21, 2018
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education approve the establishment of a middle school catchment boundary for Canyon Falls Middle School, as attached to the agenda, and as presented at the Public Board Meeting on December 12, 2018.

7.6 Proposed Catchment Boundary Amendment – Bankhead Elementary and Watson Road Elementary Schools

Pg. 92

*Recommendation of the Planning and Facilities Committee – November 21, 2018
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education approve the elementary catchment boundary amendments for Bankhead Elementary School (include Highpointe Drive) and Watson Road Elementary School, as attached to the agenda, and as presented at the Public Board Meeting on December 12, 2018.

7.7 Proposed Catchment Boundary for Black Mountain Elementary and Ellison Elementary Schools

Pg. 104

*Recommendation of the Planning and Facilities Committee – November 21, 2018
(Attachment)*

RECOMMENDATIONS:

THAT: The Board of Education approve the elementary catchment boundary (include Toovey Heights and Charleswood Drive area) for Black Mountain Elementary School, as attached to the agenda, and presented at the Public Board of Education Meeting on December 12, 2018;

AND THAT: The Board of Education approve the elementary catchment boundary for Ellison Elementary School, as attached to the agenda, and as presented at the Public Board Meeting on December 12, 2018.

7.8 New Policy 632 and Regulations 632R – School Reconfigurations

Pg. 122

*Recommendation of the General Affairs Committee – December 5, 2018
(Attachment)*

RECOMMENDATION:

THAT: The Board of Education approve new Policy 632 – School Reconfigurations and Regulations 632R – School Reconfigurations, as attached to the agenda, and as presented at the Public Board Meeting on December 12, 2018.

7.9 Grade Reconfiguration – Okanagan Mission Area

Pg. 126

(Attachment)

STAFF RECOMMENDATIONS:

THAT: The grade configuration as previously approved by the Board of Education of the new Canyon Falls Middle, Okanagan Mission Secondary, Chute Lake Elementary, Anne McClymont Elementary, and Dorothea Walker Elementary Schools continue on schedule;

AND THAT: The consultation process be completed as per new Policy 632 and Regulations 632R – School Reconfigurations;

AND FURTHER THAT: A public consultation meeting be held for the affected family of schools in January 2019.

- Pg. 129 **7.10 Enrollment Application Dates for 2019/2020 School Year**
(Attachment)
STAFF RECOMMENDATIONS:
 THAT: The initial enrollment application dates for the 2019/2020 school year be set as February 4, 2019 through to March 15, 2019;

 AND THAT: The closing date of enrollment applications, in order to apply the Board's enrollment application priorities as established in Regulation 405R – Student Placement (Regulations), be set as August 29, 2019.
- Pg. 136 **7.11 2019-2020 Five Year Capital Update**
(Attachment)

STAFF RECOMMENDATION:
 THAT: The Board of Education approve the revised Capital Plan submission for School Enhancement Program, as attached to the Agenda and as presented at the December 12, 2018 Public Board Meeting.
- Pg. 139 **7.12 2018-2019 Senior Management Team Workplan**
Recommendation of the General Affairs Committee – December 5, 2018
(Attachment)

RECOMMENDATION:
 THAT: The Board of Education approve the 2018-2019 Senior Management Team Workplan, as attached to the Agenda and as presented at the December 12, 2018 Public Board Meeting.
- 8. PUBLIC QUESTION/COMMENT PERIOD**
This public question/comment period is to provide an opportunity to members of the gallery to ask a question or comment on any matter pertaining to public education.
- 9. INFORMATION ITEMS**
- Pg. 144 **9.1 Superintendent's Emergent Issues**
- Pg. 144 **9.2 Level 4 and 5 Field Study Summary – 2018/2019**
(Attachment)
- Pg. 152 **9.3 Canadian Union Public Employees Local 3523 Executive – November 2018 – November 2019**
(Attachment)
- Pg. 153 **9.4 Statement of Financial Information (SOFI) for June 30, 2018**
Referred from the Finance and Audit Committee – November 21, 2018
(Attachment)
- Pg. 155 **9.5 School District Portable Information**
Referred from the Planning and Facilities Committee – November 21, 2018
(Attachment)
- Pg. 159 **9.6 General Statement – November 28, 2018**
(Attachment)
- 10. BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS**

11. BOARD CORRESPONDENCE

Sent: R. Fleming, November 27, 2018, Rutland Middle School Project.
Letter to COTA, November 28, 2018, Discussions on Collective Bargaining.

Received: M. Berggren, November 22, 2018, Rutland Middle School Parent Concerns.
Letter from COTA, November 29, 2018, Discussions on Collective Bargaining.
S. Michiel, November 30, 2018, Special Needs Training.

RECOMMENDATION:

THAT: At the December 12, 2018 Public Board Meeting, the Board receive the correspondence listed above.

12. ITEMS REQUIRING SPECIAL MENTION

13. BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

13.1 BCPSEA Annual General Meeting

Date: Wednesday, January 23 to Thursday, January 24, 2019
Location: Sheraton Vancouver Airport Hotel, Richmond, BC

14. BC SCHOOL TRUSTEES ASSOCIATION

14.1 BCSTA/BCPSEA Trustee Orientation

Date: Friday, January 25 to Saturday, January 26, 2019
Location: Sheraton Vancouver Airport Hotel, Richmond, BC

14.2 BCSTA Provincial Council Meeting

Date: Friday, February 8 to Saturday, February 9, 2019
Location: Vancouver, BC

14.3 Thompson Okanagan Branch Meeting

Date: Friday, March 1 to Saturday, March 2, 2019
Location: Predator Ridge Resort, Vernon, BC

15. BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS

15.1 District Student Council

Date: Monday, December 17, 2018
Location: Board Room Main at 1040 Hollywood Road South

16. FUTURE MEETINGS

16.1 REGULARLY SCHEDULED BOARD MEETINGS

Regular Public Board Meeting:
Wednesday, January 16, 2019 at 6:00 pm
Board Room Main at 1040 Hollywood Road South

16.2 BOARD STANDING COMMITTEE MEETINGS

Education and Student Services Committee:
Wednesday, January 9, 2019 at 6:00 pm
Board Room Main at 1040 Hollywood Road

- 17. NOTICES OF MOTION**
- 18. ITEMS FOR A FUTURE AGENDA**
- 19. MEDIA QUESTIONS**
- 20. ADJOURNMENT**



Central Okanagan
Public Schools
Together We Learn

BOARD OF EDUCATION PUBLIC MEETING MINUTES

(Second and fourth Wednesday of every month, except July and August, and the third Wednesday in March and the second Wednesday in December, at the School Board Office, at 6:00 PM.)

The Central Okanagan Board of Education acknowledged that this meeting was being held on the Traditional Territory of the Okanagan People.

DATE: Wednesday, November 28, 2018
TIME: 6:00 pm
LOCATION: School Board Office
1040 Hollywood Road S.
Kelowna, BC

In attendance:

Board of Education:

Trustee M. Baxter (Chairperson)
Trustee N. Bowman
Trustee R. Cacchioni
Trustee C. Desrosiers
Trustee J. Fraser
Trustee A. Geistlinger

Absent:

Trustee L. Tiede

In attendance:

Staff:

K. Kaardal, Superintendent of Schools/CEO
E. Sadlowski, Secretary-Treasurer/CFO
T. Beaudry, Deputy Superintendent
M. DesRochers, Executive Assistant (*Recorder*)

Partner Group Representatives Attending:

COPAC	No Representative
COPVPA	Scott Sieben, President
COTA	Susan Bauhart, President
CUPE	Margaret Varga, Vice-President
DSC	Logan Braun, Co-President

ORDER

The meeting was called to order at 6:06 pm.

AGENDA

Additions/Amendments/Deletions

Add	6.2	Action Items	Rutland Middle School Project - Update
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Main

18P-154 MOVED by Trustee Fraser, SECONDED by Trustee Desrosiers,
THAT: The Agenda for the November 28, 2018 Public Board Meeting be adopted as amended.
CARRIED

MINUTES

Public Board Meeting – November 14, 2018

Amendment: Page 9

The location of the BCSTA Trustee Academy be revised to say Vancouver, BC.

Main
18P-155

MOVED by Trustee Tiede, SECONDED by Trustee Fraser,
THAT: The Minutes of the Public Board Meeting of November 14, 2018 be adopted as amended.
CARRIED

CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

Rose Valley Elementary – Joyful Learning

In attendance:

Principal: Jesse Bruce
Teachers: Deb Rocco
Carley Tabernor
Nadine Siever
Lynne Wark
Students: Ryder Chrapko, Kindergarten
Oliver Bartel, Grade 1
Holly Szabadi, Kindergarten
Gabby Burge, Grade 3
Jaimeson Morphy, Grade 4
Abby MacDonald, Grade 3

The Rose Valley Elementary School teachers have collaboratively developed a framework for outdoor learning. This year the focus of Rose Valley Elementary School is "At Rose Valley Elementary We Have Joy and Bring Joy to Others". Joy is visible within their community each time learning is taken outside. At Rose Valley Elementary they leverage the environment to experience joyful learning. The students spoke of their excitement in learning about the plants and animals in the park surrounding the school.

186,000 People Asking for Change

In attendance:

Vice-Principal: Jasmine Lemon
Student: Justin Kulik, Grade 12

Justin Kulik presented on the petition he spearheaded to end food waste in Canada. Every year \$31 billion of food ends up in a landfill in Canada alone with nearly one million Canadians rely on food banks each month and four million Canadians are identified as 'food insecure' (of which 1.5 million are children). Justin's petition, signed by over 186,000 individuals, urged the Government of Canada, through the Honourable Lawrence MacAuley, Minister of Agriculture, to create a federal program to combat food waste. Justin was able to personally present his petition to the Minister of Agriculture in Ottawa. Justin will continue to follow up with the Minister of Agriculture.

6:40 pm: The meeting recessed.

6:45 pm: The meeting reconvened.

ACTION ITEMS

Setting Regular Board Standing Committee Dates and Times

Main
18P-156

MOVED by Trustee Desrosiers, SECONDED by Trustee Bowman,
THAT: Board Standing Committee meetings be held according to the schedule attached to the agenda, subject to review by the Standing Committee Chairperson.
CARRIED

The schedule of Board Standing Committee dates and times is posted on the School District website (www.sd23.bc.ca) under Board of Education – Meeting Info – Meeting Dates & Times.

Rutland Middle School Project Update

Recommendation from the Planning and Facilities Committee – November 21, 2018:

Main
18P-157

MOVED by Trustee Fraser, SECONDED by Trustee Cacchioni,
THAT: The Board of Education request a meeting with the Ministry of Education to discuss the progress of the approval of the Rutland Middle School replacement project.
CARRIED

Trustee Fraser introduced the recommendation from the November 21, 2018 Planning and Facilities Committee.

Main
18P-158

MOVED by Trustee Fraser, SECONDED by Trustee Cacchioni,
THAT: The Board of Education endorse the letter sent to the Minister of Education regarding the progress of the approval of the Rutland Middle School replacement project.
CARRIED

The Chairperson stated that the Board takes exception to the Kelowna Capital News article headlined 'Rutland School in Ruins'. She assured the public that Rutland Middle School is safe, inspected regularly, clean, and not in ruins.

- *The Superintendent of Schools/CEO stated that after conversations with the Publisher of the Kelowna Capital News, staff will be in contact with the editor regarding the headline.*

PUBLIC QUESTION/COMMENT PERIOD

This public question/comment period is to provide an opportunity to members of the gallery to ask a question or comment on any matter pertaining to public education.

Susan Bauhart – COTA President

- Ms. Bauhart queried what the Board's position is regarding the BCPSEA's review of the funding formula.
The Chairperson stated that BCPSEA's report will assist in the review of the funding formula. Trustees are hoping that further information will be provided at the upcoming BCSTA Trustee Academy. It is expected that the report will be sent out before the winter break.

INFORMATION ITEMS

Superintendent's Emergent Issues

The Superintendent of Schools/CEO reported the following:

- With the opening of Canyon Falls Middle School, there will be a grade reconfiguration of schools in the Okanagan Mission area. A new Policy and Regulations – School Reconfigurations will be brought forward to the General Affairs Committee Meeting on December 5, 2018, which will outline the consultation process.

Level 4 and 5 Field Study Summary – 2018/2019

The Board reviewed the information.

District Student Council 2018-2019

The Board reviewed the information.

General Statement – November 14, 2018

The Board accepted the information.

BOARD CORRESPONDENCE

- Sent:** C. Basran and Councillors, City of Kelowna, November 16, 2018, Congratulations on Election-Re-Election
C. Fortin and Councillors, District of Peachland, November 16, 2018, Congratulations on Election-Re-Election
G. Milson and Councillors, City of West Kelowna, November 16, 2018, Congratulations on Election-Re-Election
J. Baker and Councillors, District of Lake Country, November 16, 2018, Congratulations on Election-Re-Election
M. Bartyik, Central Okanagan East Electoral Area, November 16, 2018, Congratulations on Election
W. Carson, Central Okanagan West Electoral Area, November 16, 2018, Congratulations on Re-Election
- Received:** Minister J. Darcy, November 5, 2018, Response to Request for a Collaborative Approach to Student Mental Health
Letters of Support for Naming of New Middle School in Lake Country H.S. (Hank) Grenda, November 2018
Minister R. Fleming, November 16, 2018, Shared Goals of Student Success, K-12 Funding Model Review, and BC Graduation Program

Main

18P-159

MOVED by Trustee Desrosiers, SECONDED by Trustee Fraser,
THAT: At the November 28, 2018 Public Board Meeting, the Board receive the correspondence listed above.
CARRIED

ITEMS REQUIRING SPECIAL MENTION

Trustees reported on their attendance at the Lake Country Powwow, Community Learning Conversations, the Rutland Secondary School Youth Forum, the COPAC Conference and the Recognition Reception for Years of Service and New Employees. Also mentioned was the KSS Junior Varsity Football team who will face the Belmont Bulldogs from Langford (Victoria) in the 2018 Subway Bowl B.C. high school football championship game on December 1st at BC Place Stadium.

The Superintendent of Schools/CEO reported on the following:

- On October 12, 2018 the Superintendent of Schools/CEO, along with Assistant Superintendent Rhonda Ovelson, attended the signing of a Memorandum of Understanding between the Central Okanagan Public Schools and The Academie of Grenoble. The Memorandum of Understanding officially acknowledges an educational partnership with the intention to actively engage in creating and sustaining multiple and diverse linguistic, intercultural and pedagogical opportunities for both students and educators by supporting meaningful and authentic interactions.
- Last week the Superintendent of Schools/CEO, along with Assistant Superintendent Dr. Rick Oliver, participated in the signing of a Memorandum of Cooperation with the Educational Bureau of Tianhe District in China. The Memorandum of Cooperation provides Chinese students with a receptive School District and College to attend, as well as students in the Central Okanagan Public Schools and Okanagan College access to an educational opportunity in one of the world's global economic countries.

The Deputy Superintendent spoke of the November issue of the Together We Learn which was recently delivered to schools and the community. The theme of this issue is "*Then and Now*".

BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

BCSPSEA Annual General Meeting

Date: Wednesday, January 23 to Thursday, January 24, 2019
Location: Richmond, BC
Trustee Desrosiers attending.

BC SCHOOL TRUSTEES ASSOCIATION

BCSTA Trustee Academy

Date: Thursday, November 29 to Saturday, December 1, 2018
Location: Vancouver, BC

Thompson Okanagan Branch Meeting

Date: Friday, November 30, 2018 – 7:30 am
Location: Georgia Room A, Hyatt Regency Hotel, Vancouver, BC

BCSTA Provincial Council Meeting

Date: Saturday, December 1, 2018 – 8:00 am
Location: Hyatt Regency Hotel, Vancouver, BC
Trustee Fraser attending.

BCSTA/BCPSEA Trustee Orientation

Date: Friday, January 25 to Saturday, January 26, 2019
Location: Richmond, BC
Trustee Desrosiers attending.

BCSTA Provincial Council Meeting

Date: Friday, February 8 to Saturday, February 9, 2019
Location: Vancouver, BC

Thompson Okanagan Branch Meeting

Date: Friday, March 1 to Saturday, March 2, 2019
Location: TBA

FUTURE MEETINGS

REGULARLY SCHEDULED BOARD MEETINGS

Regular Public Board Meeting
Wednesday, December 12, 2018 at 6:00 p.m., Board Room Main at 1040 Hollywood Road

BOARD STANDING COMMITTEE MEETINGS

General Affairs
Wednesday, December 5, 2018 at 4:00pm, Board Room Main at 1040 Hollywood Road

Education and Student Services Committee
Wednesday, December 5, 2018 at 6:00pm, Board Room Main at 1040 Hollywood Road

ADJOURNMENT: The Chairperson adjourned the meeting at 7:24 pm.

Chairperson

Secretary-Treasurer



Memorandum

Date: December 7, 2018
To: Board of Education
From: Eileen Sadlowski, Secretary-Treasurer/CFO
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.

During the meeting, the Director of Operations referenced the results of the survey regarding naming the new middle school in the Lake Country Area, which is set to open in September 2021. Supporting documentation for the for Eijiro Koyama name submission was provided and a representative from the Heritage Museum spoke to this submission.

A strong response to the survey, including submissions from students, parents and the community at large, was received with hundreds of suggestions being put forward.

The Committee reviewed the suggestions and provided feedback.

The Committee recommended that three names (Eijiro Koyama Middle School, Hank Grenda Middle School and Aspen Grove Middle School) be presented at the November 14, 2018, Public Board Meeting for consideration and decision by the Board.

NOVEMBER 2018:

Due to a community request to present at the November 21, 2018, Public Planning and Facilities Committee, the Coordinating Committee referred this action item to the December 12, 2018, Public Board Meeting for consideration and decision by the Board.

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. Pelmeash 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

1. Approve one of the shortlisted names from the Planning and Facilities Committee.
2. Approve a different name.
3. Request additional information.

6.0 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.

7.0 RECOMMENDATION

THAT: The Board consider the following shortlist of names for the new middle school in Lake Country:

Eijiro Koyama Middle School

H.S Grenda Middle School

Aspen Grove Middle School

8.0 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 B

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 today's 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 course	
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. - 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

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

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: December 7, 2018
To: Board of Education
From: Delta Carmichael, Assistant Secretary-Treasurer

Action: 2018/2019 Budget Timeline

1.0 ISSUE STATEMENT

Approval of 2018/2019 Budget Timeline.

2.0 RELEVANT BOARD MOTION/DIRECTION

None.

3.0 BACKGROUND

The Budget timeline is provided as a guide for the Board, staff and the public to use in the ongoing development of the budget. It outlines the significant dates and deadlines pertaining to both the amendments of the current year's budget as well as the development of next year's budget.

At the November 21, 2018 Finance and Audit Committee meeting, the Committee recommended that the Board of Education approve the 2018/2019 Budget Timeline as presented.

4.0 POINTS FOR CONSIDERATION

- a) The timeline (Appendix A) has been developed based on previous years schedules as well as anticipated proposed board meeting dates.
- b) There are a number of uncertainties facing the budget development in the 2018/2019 which may require alternate plans to be implemented either during the development process or after it has been completed. These uncertainties include:
 - Staffing requirements including availability of specialty teachers;
 - Space requirements;
 - Funding available;
 - Impact on student course schedules;
 - Impact on other employee staffing levels;

- c) The Budget Principles were developed a number of years ago and serve as a guideline when making budget decisions (see Appendix B)
- d) The public finance presentation will take place in February 2019 as an information session for the public providing them with the most up to date information we have at that time.

5.0 OPTIONS FOR ACTION

Approve the 2018/2019 Budget Timeline as presented.

6.0 SUPERINTENDENT'S COMMENTS

None.

7.0 RECOMMENDATION

THAT: The Board of Education approve the 2018/2019 Budget Timeline, as attached to the agenda, and as presented at the December 12, 2018 Public Board meeting.

8.0 APPENDICES

- A. 2018/2019 Budget Timeline
- B. 2018/2019 Budget Development Principles

Year	Date	Meeting	2018/2019 (Current Year)	2019/2020 (Next Year)
2018	Sept 19	Finance Committee	Review 2017/2018 Financial Statements	
	Sept 26	Board Meeting	Approve 2017/2018 Financial Statements	
	Sept 28		Forward 2017/2018 Financial Statements to Ministry	
	Nov 21	Finance Committee		Finalize Timeline/Discuss Consultation Process
2019	Jan 23	Finance Committee	Review 2018/2019 Amended Budget	Discussion of Budget Survey Questions / Presentation
(Proposed)	Feb 1			Provincial Funding Details / Request for Budget Input Begins
	Feb 4	Finance Presentation		7:00 pm HRES* (TBC)
	Feb 20	Finance Committee		Submissions From Partner Groups
	Feb 27	Board Meeting	Adopt 2018/2019 Amended Budget	
	Mar 1			2019/2020 Funding Details & Initial District Enrol Numbers Reviewed
	Mar 13	Finance Committee (if needed)		Submissions from Partner Groups

March 18 - 29th, 2019 - SPRING BREAK

	Apr 3	Finance Committee		Superintendent/CEO Budget Report
	Apr 11	Board Meeting		Superintendent/CEO Budget Report (Information Item)
	Apr 17	Finance Committee		Superintendent/CEO Budget Report
	Apr 24	Board Meeting		Budget Recommendations / Tentative Budget Set
	May 15	Finance/Audit Committee	Preliminary Audit Planning Report	
	May 29			Final Day for Staff Adjustment / Teacher Layoff
	Jun 19	Finance Committee		Review 2019/2020 Budget
	Jun 26	Board Meeting		Adopt 2019/2020 Budget Bylaw
	Jun 30			2019/2020 Budget to Ministry
	Jun 30		Fiscal Year Complete	

August 6 - 16, 2019 - YEAR END AUDIT

	Sept 18	Finance Committee	Review 2018/2019 Financial Statements	
	Sept 25	Board Meeting	Approve 2018/2019 Financial Statements	
	Sept 30		Forward 2018/2019 Financial Statements to Ministry	

* All Partner Groups and the general public will be invited to attend.

Additional Budget Presentation/Information is available from the Assistant Secretary Treasurer upon request.

Central Okanagan Public Schools Budget Development Principles

The underlying principles for all budget decisions will be that:

- *The students come first.*
- *Every budget allocation will be aligned to meet the District's Mission, Vision and Values, and Goals. Consideration must also be given to the individual school goals.*
- *The District will obtain the most effective results for the dollars spent.*
- *The Board must meet legal requirements; therefore, the budget will be balanced and all statutory requirements will be met.*



Memorandum

Date: December 7, 2018
To: Board of Education
From: Delta Carmichael, Assistant Secretary-Treasurer

Action: Trustee Stipend - Proposed Change Due to Elimination of Non Taxable Allowance

1.0 BACKGROUND

Prior to 2019, an exemption was available to certain individuals for a non-accountable allowance that was paid to cover expenses connected with carrying out work-related duties. This non-accountable allowance was excluded from income unless it exceeds one-half of the individual's salary and other remuneration.

The exemption was available for:

- Elected members of provincial and territorial legislative assemblies and officers of incorporated municipalities;
- Officers, elected by popular vote, of municipal utilities boards, commissions, corporations, or similar bodies; and
- Members of public or separate school boards, or of similar bodies governing a school district.

Effective January 1, 2019, non-accountable allowances paid to elected members of legislative assemblies, certain municipal officers and certain other individuals will be fully included in income.

The government stated that the current exemption for non-accountable allowances paid to elected members of legislative assemblies, certain municipal officers and certain other individuals provides an unfair advantage over other Canadians (Appendix A). For this reason, Budget 2017 announced that these non-accountable allowances will be required to be included as income.

At the November 21, 2018 Finance and Audit Committee meeting, the Committee recommended that the Board of Education approve the increase to the trustee indemnities, effective January 1, 2019, as outlined below in Option #1.

2.0 INFORMATION STATEMENT

In order to provide relevant, comparable information to the Board, staff conducted an informal survey of other comparable sized districts and local municipalities to confirm how they plan to address the elimination of the non-accountable allowance paid to elected officials. See Appendix B for a summary of additional District's responses.

Districts

School District #41 Burnaby

The newly elected board have not yet made a decision on this topic. District contact stated the board will most likely gross up salaries by 20-23% to offset the additional tax burden.

School District #34 Abbotsford

The newly elected board have not yet made a decision on this topic.

School District #43 Coquitlam

This district is unique in that trustee remuneration is tied directly to municipal council remuneration. Where municipality increases their council remuneration, trustee remuneration is automatically adjusted.

School District #73 – Kamloops/Thompson

The newly elected board have not yet made a decision on this topic.

Municipalities

City of Kelowna

Based on recommendations set forth in May 2018, effective January 1, 2019 there will be an 11% (\$11,830) increase to the mayor's annual pay and a 9% (3,050) increase to each Councilor.

City of West Kelowna

No information provided at this time.

City of Vernon

Based on recommendations of the Council Remuneration Committee, effective January 1, 2019, the mayor and council will receive an 11% increase to offset the federal policy change.

OPTIONS TO CONSIDER

Two options available to trustees include:

1. Adjust trustee gross pay so net pay remains unchanged. Total annual cost to the District is approximately \$12,799;

	Trustee		Vice Chair		Chair	
	Now	Proposed	Now	Proposed	Now	Proposed
Salary	18,964	20,607	19,924	21,764	21,381	23,522
1/3 Tax Free	6,321	0	6,641	0	7,127	0
Net before Tax	12,643	20,607	13,283	21,764	14,254	23,522
Tax	(2,529)	(4,171)	(2,657)	(4,497)	(2,851)	(4,992)
Net Annual Pay	16,436	16,436	17,267	17,267	18,530	18,530
Pay Increase		1,643		1,840		2,141
Additional CPP		81		91		106
Total Increase		1,724		1,931		2,247
Total District Costs						12,799

2. Leave trustee gross pay as is and continue to reimburse certain expenses as per Policy 190 – Trustee Expenses (Appendix C). Further expenses that may be covered include, but are not limited to:

- Additional vehicle insurance
- Expenses related to "home office" (i.e.: printers and printing supplies, utilities, maintenance, internet connections)
- Monthly fees relating to mobile or wireless device

Currently, trustees are reimbursed for reasonable in district travel at the current BC School Trustee Association rate that also corresponds to the Canada Revenue Agency rate.

3.0 ADDITIONAL INFORMATION

For information on previous BCSTA Trustee compensation surveys, please see Appendix D.

4.0 RECOMMENDATION

THAT: The Trustee indemnities be adjusted so that trustee net pay remains unchanged, effective January 1, 2019.

5.0 APPENDIX

- A. Canada Revenue Agency Bulletin – Changes to Non Accountable Allowances
- B. Policy 190 – Trustee Expenses
- C. District responses to Informal Survey
- D. BCSTA 2017 Trustee Compensation Surveys



What you need to know: Changes to the Non-accountable allowances paid to elected members of legislative assemblies, certain municipal officers, and members of public or separate school boards Français

NEWS PROVIDED BY
Canada Revenue Agency
Sep 25, 2018, 15:23 ET

OTTAWA, Sept. 25, 2018 /CNW/ - For 2019 and subsequent tax years, non-accountable allowances paid to elected members of legislative assemblies, certain municipal officers and certain other individuals will be fully included in income.

This change is part of the Government of Canada's plan to make sure all taxpayers pay their share. It was announced in Budget 2017 and will start in 2019 and continue in subsequent tax years.

This change will help ensure that similar kinds of income are treated consistently.

If you are directly affected, the information below will give you a better idea of what the change means for you.

Non-accountable allowances for income tax purposes

Generally, a non-accountable allowance paid to an individual for work-related expenses is considered a taxable benefit and is included as income for tax purposes. An allowance is considered non-accountable if the individual does not have to provide details or submit receipts to justify the amount they paid.

Understanding the current exemption for non-accountable allowances

Prior to 2019, an exemption is available to certain individuals for a non-accountable allowance that is paid to cover expenses connected with carrying out work-related duties. This non-accountable allowance is excluded from income unless it exceeds one-half of the individual's salary and other remuneration.

If the non-accountable allowance paid exceeds one-half of the individual's salary and other remuneration, the excess amount is a taxable benefit and included as income.

The exemption is available for:

- elected members of provincial and territorial legislative assemblies and officers of incorporated municipalities;
- officers, elected by popular vote, of municipal utilities boards, commissions, corporations, or similar bodies; and
- members of public or separate school boards, or of similar bodies governing a school district.

Understanding the changes to non-accountable allowances

For 2019 and subsequent tax years, non-accountable allowances paid to elected members of legislative assemblies, certain municipal officers and certain other individuals will be fully included in income.

Why this change was made

The current exemption for non-accountable allowances paid to elected members of legislative assemblies, certain municipal officers and certain other individuals provides an unfair advantage over other Canadians. For this reason, Budget 2017 announced that these non-accountable allowances will be required to be included as income.

Additional information on this change can be found in Tax Measures: Supplementary Information published with Budget 2017.

Making sure organizations have time to prepare

In order to provide affected organizations sufficient time to adjust their compensation schemes, Budget 2017 announced that this measure will apply to the 2019 and subsequent tax years.

Changes for employers

Currently in order to complete the employee's T4 slip, an employer must identify both the taxable and exempt share of the allowance when a non-accountable allowance is paid to elected members of legislative assemblies, certain municipal officers and certain other individuals. The amounts are distinguished because only the taxable share is reported in box 14, "Employment income," and subject to income tax and Canada Pension Plan (CPP) deductions at source.

For 2019 and subsequent tax years, the full amount of the allowance will be included in box 14 and subject to income tax and CPP deductions at source. Generally, amounts paid to elected or appointed officials are not subject to employment insurance premiums.

The input tax credit or partial GST/HST rebate for employers

Where an employer pays an allowance to an employee, an input tax credit or a partial GST/HST rebate may be available. For more information, see GST/HST memorandum 9-3, Allowances.

We are currently reviewing how this change will affect GST/HST Policy Statement P 097R2, Expense allowances of elected municipal officers and school board members.

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CRA media contact list

SOURCE Canada Revenue Agency

For further information: Media Relations - 613-948-8366 

Related Links

<http://www.cra-arc.gc.ca/>

Organization Profile



Canada Revenue Agency

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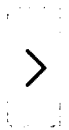


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"Together We Learn"

Section One: Board of Education

190 – TRUSTEE EXPENSES

Introduction

Trustees will be reimbursed, as outlined in this policy, for costs incurred in performing their duties.

In order to enable trustees to gain greater knowledge and experience relative to their responsibilities, the Board of Education supports their attendance at appropriate conventions, seminars and courses within the budget limitations established by the Board.

Expense claims will be submitted recognizing the fundamental principle that expenses paid from public funds have been incurred prudently and meet the test of appropriateness and reasonableness.

1. Board Business

a) In-District Expenses

Each year a budget shall be set to cover in-district expenses.

The following expenses shall be covered by the one-third tax-free indemnity expense allowance:

- i) additional vehicle insurance;
- ii) annual credit card fees and credit card interest;
- iii) expenses related to the creation of a 'home office' (e.g. printers and printing supplies, utilities, maintenance, internet connection);
- iv) monthly fees relating to any mobile or wireless device.

Actual reasonable costs for travel for in-district Board business may be claimed at the current BC School Trustees Association's rate but shall not exceed the acceptable reimbursement rate established by the Revenue Canada Agency.

Trustees may request reimbursement for Board business telephone calls and meals for other people, when on official Board business. Receipts are to be provided.



Section One: Board of Education

“Together We Learn”

The School District will only provide office supplies to assist trustees directly in their duties (e.g. School District e-mail account, office stationery).

Once a term, if requested, a trustee will be provided with a mobile or wireless device. Any provided device must be returned to the School District when the trustee's term ends or he/she discontinues using the device for School District business.

The Board Chair will be supplied a basic cell phone to conduct board business.

b) Conferences, Seminars, and Workshops

Each year, a budget shall be set for the costs of trustees attending the BC School Trustees Association (BCSTA) Annual General Meeting, the BC Public School Employers' Association (BCPSEA) Annual General Meeting, the BCSTA Trustee Academies and BCSTA Branch meetings. Trustees who are claiming expenses directly from the organization will not claim expenses under this section.

c) Other Expenses

Authorized miscellaneous expenses must be claimed using a Cheque Requisition Form, with appropriate receipts attached.

2. Trustee Personal Travel/Seminar Budget

- 2.1 A separate budget shall be set annually and each trustee shall be allocated 1/7 of this budget.
- 2.2 Within this budget allocation, trustees may each choose to attend the conferences, annual general meetings or seminars which they deem to be beneficial to their duties.
- 2.3 In the year of trustee elections, trustees will receive a maximum of 5/12 of their annual personal travel budget to November 30. The remaining 7/12 shall be retained for the new Board.
- 2.4 Trustees may carry forward, from year to year, a surplus in their travel budget, to a maximum of four year's annual allocation, to enable them to attend distant conferences.



Section One: Board of Education

“Together We Learn”

- 2.5 A trustee may carry forward, from year to year, a deficit in his/her travel budget, provided this is eliminated by the trustee on the completion of his/her term.
- 2.6 After attending conferences, seminars or workshops at Board expense, trustees shall submit a report to the Board, if requested.

3. Travel Outside of the Central Okanagan (whether on Board business or using personal budget)

- 3.1 The per kilometre reimbursement rate will be the same rate as determined by the BCSTA but shall not exceed the acceptable reimbursement rate established by the Revenue Canada Agency.
- 3.2 All out-of-valley travel to destinations other than the Fraser Valley, Lower Mainland or Victoria will be reimbursed at the lower of the per kilometer rate or the lowest airfare rate available at the time of travel when air transportation is available and practical.
- 3.3 The amount to be reimbursed for automobile travel to the Fraser Valley and the Lower Mainland shall be reimbursed at the rate established by the Board of Education.
- 3.4 For purposes of this policy, the ‘Fraser Valley’ is defined as being within the boundaries of the following school districts:

School District No. 33 (Chilliwack), School District No. 34 (Abbotsford), School District No. 75 (Mission) and School District No. 78 (Fraser-Cascade).

- 3.5 For purposes of this policy the ‘Lower Mainland’ is defined as being within the boundaries of the following school districts:

School District No. 35 (Langley), School District No. 36 (Surrey), School District No. 37 (Delta), School District No. 38 (Richmond), School District No. 39 (Vancouver), School District No. 40 (New Westminster), School District No. 41 (Burnaby), School District No. 42 (Maple Ridge-Pitt Meadows), School District No. 43 (Coquitlam), School District No. 44 (North Vancouver), and School District No. 45 (West Vancouver).



Section One: Board of Education

“Together We Learn”

- 3.6 Automobile travel to Victoria will be reimbursed at the rate established by the Board of Education (including ferry costs).
- 3.7 Trustees may claim for taxis, parking fees, local mileage and airport improvement fees. Receipts are to be provided (except for local mileage).

Lodging

- 3.8 Accommodation may be claimed based on the ‘single’ rate of the convention hotel or on the standard government approved rate. Hotel charges such as valet service, personal telephone calls and in-room movies are the responsibility of the trustee.
- 3.9 If staying with a friend or relative, \$30.00 per night may be claimed without a receipt.
- 3.10 The cost of extra nights is the responsibility of the trustee.

Meals

- 3.11 For meals not covered by the convention fees, trustees may claim the BCSTA per diem rate in effect at the time for actual meals.

4. Payment of Expenses

- 4.1 Expenses must be submitted on a timely basis, preferably once a month. Only expenses submitted on the correct forms shall be considered. Expense claims that are submitted three months after the occurrence of the event or expense will not be paid unless approved by the Board.
- 4.2 Trustees may request an advance for out-of-town business engagements of two or more days.
- 4.3 The Superintendent, or designate, shall scrutinize each trustee expense claim. The Board shall resolve any discrepancy in interpreting and applying this policy.

5. Expenses Paid by Outside Organizations

- 5.1 Trustees who are elected or appointed by the Board to officially represent the Board of Education at provincial meetings of the BCSTA Provincial Council or the BC Public Schools Employers’ Association Representative



Section One: Board of Education

Council or serving on BCSTA, BCPSEA, or Ministry of Education committees, will be compensated by those organizations in accordance with their expense policies. Trustees are responsible for claiming expenses directly from those organizations and will not be reimbursed by the Board.

6. Review of Trustee Expenses

Bi-annually, a sub-committee comprising of the Board Chair, Vice-Chair and the Finance and Legal Committee Chair, shall review all Trustee Expenses for the previous 6 months. The sub-committee shall make recommendations to the Board regarding changes to Policy or practice.

Dated Agreed: April 23, 1980

Date Amended: December 10, 1980; November 26, 1986; January 10, 1990;
May 27, 1992; June 8, 1994; June 26, 1996; May 23, 2001

Date Reviewed/Amended: November 13, 2002

Date Amended: September 22, 2004; April 27, 2005; February 8, 2006;
March 11, 2009; September 10, 2014; November 26, 2014; June 8, 2016
November 2, 2016

Related Documents:

BCASBO Responses
Elimination of Non Taxable Allowances for Trustees

District #	Name	Name	Position	No Change	New Board	Change	Comments
59	Peace River South	Melissa Panoulas	Secretary Treasurer	-	1	-	
10	Arrow Lakes	Shelly Woolf	Asst Secretary Treasurer	1	-	-	
72	Campbell River	Kevin Patrick		-	1	-	
28	Quesnel	Bettina Ketcham	Secretary Treasurer	-	-	1	City Council did the same so board followed suit
70	Alberni	Lindsay Cheetham	Secretary Treasurer	1	-	-	
33	Chilliwack	Gerry Slykhuis	Secretary Treasurer	-	1	-	
5	Southeast Kootenay	Robert Norum	Secretary Treasurer	1	-	-	Bringing in auditors to provide tax advice to trustees (home office etc.)
20	Kootenay-Columbia	Natalie Verigin	Secretary Treasurer	1	-	-	Waiting to see what others do, have a policy in place (election vs non election year)
19	Revelstoke	Bruce Tisdale	Secretary Treasurer	-	-	1	
61	Victoria	Katrina Stride	Associate Secretary Treasurer	-	-	1	\$1,500 increase Jan 1st
	Mission	Corien Becker	Secretary Treasurer	-	1	-	
36	Surrey	Simon Ayres	Asst Secretary Treasurer	-	-	1	
60	Peace River North	Brenda Hooker	Secretary Treasurer	-	-	1	
6	Rocky Mountain	Dale Culler	Secretary Treasurer	-	1	-	
27	Cariboo-Chilcotin	Kevin Futcher	Secretary Treasurer	1	-	-	
52	Prince Rupert	Cam McIntyre	Secretary Treasurer	1	-	-	Policy is to update every 2 yrs to the ave of a defined group of districts
82	Coast Mountains	Alanna Cameron	Secretary Treasurer	-	1	-	

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Devices (Board Chair)
2017 Survey (Compiled by BCSTA as of December 22, 2017)

Please note that survey results are confidential and are for internal member use only. Other reproduction or circulation of the survey results is not authorized.

Board of education	Which of the following devices does your school district provide to Board Chairs?			
	Desktop computer	Laptop	Tablet/iPad	Mobile phone
SD05 (Southeast Kootenay)		Laptop		
SD06 (Rocky Mountain)		Laptop		
SD10 (Arrow Lakes)		Laptop		Cost share on mobile phone (50% of monthly expense reimbursed)
SD19 (Revelstoke)				
SD20 (Kootenay-Columbia)			Tablet/iPad	
SD22 (Vernon)		Laptop		
SD23 (Central Okanagan)		Laptop		Mobile phone
SD27 (Cariboo-Chilcotin)		Laptop		Mobile phone
SD28 (Quesnel)				
SD33 (Chilliwack)		Laptop		Mobile phone
SD34 (Abbotsford)		Laptop	Tablet/iPad	Mobile phone
SD35 (Langley)			Tablet/iPad	
SD36 (Surrey)		Laptop	Tablet/iPad	Mobile phone
SD37 (Delta)		Laptop	Tablet/iPad	
SD38 (Richmond)		Laptop		Mobile phone
SD39 (Vancouver)			Tablet/iPad	
SD40 (New Westminster)				The Chair is reimbursed the monthly plan of her personal cell phone
SD41 (Burnaby)				no devices are provided; Trustees receive a tech allowance
SD42 (Maple Ridge-Pitt Meadows)		Laptop		Mobile phone
SD43 (Coquitlam)			Tablet/iPad	
SD44 (North Vancouver)			Tablet/iPad	
SD45 (West Vancouver)		Laptop		Printer is also provided. Paper stock & toner are provided upon request.
SD46 (Sunshine Coast)		Laptop		
SD47 (Powell River)			Tablet/iPad	
SD48 (Sea to Sky)		Laptop		Mobile phone
SD50 (Haida Gwaii)		Laptop		
SD51 (Boundary)				Laptop or Tablet/iPad (Individual Trustee choice)
SD52 (Prince Rupert)		Laptop		
SD53 (Okanagan Similkameen)			Tablet/iPad	
SD54 (Bulkley Valley)		Laptop		Mobile phone
SD57 (Prince George)		Laptop		Mobile phone

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Devices (Board Chair)
2017 Survey (Compiled by BCSTA as of December 22, 2017)

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Board of education	Which of the following devices does your school district provide to Board Chairs?				
	Desktop computer	Laptop	Tablet/iPad	Mobile phone	Other (please specify)
SD58 (Nicola-Similkameen)			Tablet/iPad	Mobile phone	
SD59 (Peace River South)					
SD60 (Peace River North)		Laptop			
SD61 (Greater Victoria)				Mobile phone	
SD62 (Sooke)		Laptop		Mobile phone	
SD63 (Saanich)				Mobile phone	
SD64 (Gulf Islands)		Laptop		Internet	
SD67 (Okanagan Skaha)			Tablet/iPad	Mobile phone	
SD69 (Qualicum)				Mobile phone	
SD70 (Alberni)					
SD71 (Comox Valley)		Laptop	Tablet/iPad		The Board will provide the necessary equipment to enable trustees to effectively perform their duties and responsibilities.
SD73 (Kamloops/Thompson)					
SD74 (Gold Trail)		Laptop			
SD75 (Mission)		Laptop			Can choose other computing device if preferred
SD78 (Fraser-Cascade)			Tablet/iPad		if the trustee wants a laptop it is taken from their pro-d budget
SD79 (Cowichan Valley)		Laptop		Mobile phone	
SD82 (Coast Mountains)		Laptop			
SD84 (Vancouver Island West)					
SD85 (Vancouver Island North)					
SD87 (Stikine)					
SD91 (Nechako Lakes)		Laptop			
SD92 (Nisga'a)		Laptop			
SD93 (Conseil Scolaire Francophone)		Laptop			

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Devices (Vice Chair)
2017 Survey (Compiled by BCSTA as of December 22, 2017)

Please note that survey results are confidential and are for internal member use only. Other reproduction or circulation of the survey results is not authorized.

Board of education	Which of the following devices does your school district provide to Vice Chairs?				Other (please specify)
	Desktop computer	Laptop	Tablet/iPad	Mobile phone	
SD05 (Southeast Kootenay)		Laptop			
SD06 (Rocky Mountain)		Laptop			
SD10 (Arrow Lakes)		Laptop			
SD19 (Revelstoke)					
SD20 (Kootenay-Columbia)			Tablet/iPad		
SD22 (Vernon)		Laptop			
SD23 (Central Okanagan)		Laptop		Mobile phone	printer if needed.
SD27 (Cariboo-Chilcotin)		Laptop		Mobile phone	
SD28 (Quesnel)					
SD33 (Chilliwack)		Laptop			
SD34 (Abbotsford)		Laptop	Tablet/iPad	Mobile phone	
SD35 (Langley)			Tablet/iPad		
SD36 (Surrey)		Laptop	Tablet/iPad	Mobile phone	Laptop or desktop provided
SD37 (Delta)		Laptop			
SD38 (Richmond)		Laptop		Mobile phone	printer
SD39 (Vancouver)			Tablet/iPad		The Vice Chairperson is reimbursed the monthly plan of her personal cell phone.
SD40 (New Westminster)					
SD41 (Burnaby)					no devices are provided; Trustees receive a tech allowance
SD42 (Maple Ridge-Pitt Meadows)		Laptop			
SD43 (Coquitlam)			Tablet/iPad		
SD44 (North Vancouver)			Tablet/iPad		Printer is also provided. Paper stock & toner are provided upon request.
SD45 (West Vancouver)		Laptop			
SD46 (Sunshine Coast)		Laptop			
SD47 (Powell River)			Tablet/iPad		
SD48 (Sea to Sky)		Laptop			
SD50 (Haida Gwaii)		Laptop			
SD51 (Boundary)					Laptop or Tablet/ipad (individual's choice)
SD52 (Prince Rupert)					
SD53 (Okanagan Similkameen)			Tablet/iPad		
SD54 (Bulkley Valley)		Laptop			
SD57 (Prince George)		Laptop		Mobile phone	
SD58 (Nicola-Similkameen)			Tablet/iPad		
SD59 (Peace River South)					
SD60 (Peace River North)		Laptop		Mobile phone	

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Devices (Vice Chair)
2017 Survey (Compiled by BCSTA as of December 22, 2017)

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Board of education	Which of the following devices does your school district provide to Vice Chairs?			
	Desktop computer	Laptop	Tablet/iPad	Mobile phone
SD61 (Greater Victoria)				
SD62 (Sooke)		Laptop		
SD63 (Saanich)				Mobile phone
SD64 (Gulf Islands)		Laptop		Internet
SD67 (Okanagan Skaha)			Tablet/iPad	
SD69 (Qualicum)				
SD70 (Alberni)				Mobile phone
SD71 (Comox Valley)		Laptop	Tablet/iPad	
SD73 (Kamloops/Thompson)				The Board will provide the necessary equipment to enable trustees to effectively perform their duties and responsibilities.
SD74 (Gold Trail)		Laptop		
SD75 (Mission)		Laptop		Can choose other computing device if preferred
SD78 (Fraser-Cascade)			Tablet/iPad	
SD79 (Cowichan Valley)			Tablet/iPad	
SD82 (Coast Mountains)		Laptop		
SD84 (Vancouver Island West)				
SD85 (Vancouver Island North)				
SD87 (Stikine)				
SD91 (Nechako Lakes)		Laptop		
SD92 (Nisga'a)		Laptop		
SD93 (Conseil Scolaire Francophone)		Laptop		

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Devices (Board Members)
2017 Survey (Compiled by BCSTA as of December 22, 2017)

Please note that survey results are confidential and are for internal member use only. Other reproduction or circulation of the survey results is not authorized.

Board of education	Which of the following devices does your school district provide to Board Members?			
	Desktop computer	Laptop	Tablet/iPad	Mobile phone
SD05 (Southeast Kootenay)		Laptop		
SD06 (Rocky Mountain)		Laptop		
SD10 (Arrow Lakes)		Laptop		
SD19 (Revelstoke)				
SD20 (Kootenay-Columbia)			Tablet/iPad	
SD22 (Vernon)		Laptop		
SD23 (Central Okanagan)		Laptop		Mobile phone printer if needed.
SD27 (Cariboo-Chilcotin)		Laptop		Mobile phone
SD28 (Quesnel)				
SD33 (Chilliwack)		Laptop		
SD34 (Abbotsford)		Laptop	Tablet/iPad	Mobile phone
SD35 (Langley)			Tablet/iPad	
SD36 (Surrey)		Laptop	Tablet/iPad	Mobile phone
SD37 (Delta)		Laptop		
SD38 (Richmond)		Laptop		Mobile phone
SD39 (Vancouver)			Tablet/iPad	One Trustee is provided a VSB mobile phone. All other Trustees are reimbursed the monthly plan of their personal mobile phones.
SD40 (New Westminster)				none; they receive a tech allowance
SD41 (Burnaby)				
SD42 (Maple Ridge-Pitt Meadows)		Laptop		
SD43 (Coquitlam)			Tablet/iPad	
SD44 (North Vancouver)			Tablet/iPad	Printer is also provided. Paper stock & toner are provided upon request.
SD45 (West Vancouver)		Laptop		
SD46 (Sunshine Coast)		Laptop		
SD47 (Powell River)			Tablet/iPad	
SD48 (Sea to Sky)		Laptop		
SD50 (Haida Gwaii)		Laptop		
SD51 (Boundary)				Laptop or Tablet/ipad (Individual's choice)

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Devices (Board Members)
2017 Survey (Compiled by BCSTA as of December 22, 2017)

Please note that survey results are confidential and are for internal member use only. Other reproduction or circulation of the survey results is not authorized.

Board of education	Which of the following devices does your school district provide to Board Members?			
	Desktop computer	Laptop	Tablet/iPad	Mobile phone
SD52 (Prince Rupert)				
SD53 (Okanagan Similkameen)			Tablet/iPad	
SD54 (Bulkley Valley)		Laptop	Tablet/iPad	
SD57 (Prince George)		Laptop		Mobile phone
SD58 (Nicola-Similkameen)			Tablet/iPad	
SD59 (Peace River South)				
SD60 (Peace River North)		Laptop		Mobile phone
SD61 (Greater Victoria)				
SD62 (Sooke)		Laptop		
SD63 (Saanich)				
SD64 (Gulf Islands)		Laptop		We will be providing chromebooks shortly as we move to electronic Board packs.
SD67 (Okanagan Skaha)			Tablet/iPad	Internet
SD69 (Qualicum)				
SD70 (Alberni)				Mobile phone
SD71 (Comox Valley)		Laptop	Tablet/iPad	
SD73 (Kamloops/Thompson)				The Board will provide the necessary equipment to enable trustees to effectively perform their duties and responsibilities.
SD74 (Gold Trail)		Laptop		
SD75 (Mission)		Laptop		Can choose other computing device if preferred
SD78 (Fraser-Cascade)			Tablet/iPad	or they can have a laptop from pro-d funds
SD79 (Cowichan Valley)			Tablet/iPad	
SD82 (Coast Mountains)		Laptop		
SD84 (Vancouver Island West)				
SD85 (Vancouver Island North)				
SD87 (Stikine)				
SD91 (Nechako Lakes)		Laptop		
SD92 (Nisga'a)		Laptop		
SD93 (Conseil Scolaire Francophone)		Laptop		

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Details on Budget and Related Guidelines on Provision
2017 Survey (Compiled by BCSTA as of December 22, 2017)

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Board of education	Please provide the details on the budget and related guidelines on provision:
SD05 (Southeast Kootenay)	
SD06 (Rocky Mountain)	Annual cost of laptops is approximately 200 per year per trustee; 9 trustees = 1800
SD10 (Arrow Lakes)	
SD19 (Revelstoke)	N/A
SD20 (Kootenay-Columbia)	
SD22 (Vernon)	trustees to return laptop to the district at the end of their term.
SD23 (Central Okanagan)	One Mobile Device Provided. Laptop OR Mobile Phone
SD27 (Cariboo-Chilcotin)	Each term a new laptop and cell phone is loaned to each board member. Must be returned at the end of the term.
SD28 (Quesnel)	n/a
SD33 (Chilliwack)	
SD34 (Abbotsford)	Board Policy: Sufficient funds will be set annually to cover expenses where normally all trustees participate, such as BCSTA, retreats, meeting with Ministry; Trustees may expend funds as allocated to them within the allowance set by policy at their discretion to the max of their budget amount. No trustee shall exceed his or her budgetary allotment without express approval of the Board.
SD35 (Langley)	
SD36 (Surrey)	Policy 2925
SD37 (Delta)	
SD38 (Richmond)	
SD39 (Vancouver)	
SD40 (New Westminster)	
SD41 (Burnaby)	
SD42 (Maple Ridge-Pitt Meadows)	SD42 Policy 2925: Provision of Resources
SD43 (Coquitlam)	
SD44 (North Vancouver)	
SD45 (West Vancouver)	Trustees are provided the same laptops received by all staff
SD46 (Sunshine Coast)	
SD47 (Powell River)	replacement cycle as needed (likely once a term)
SD48 (Sea to Sky)	
SD50 (Haida Gwaii)	
SD51 (Boundary)	We supply one device for the 4 year term.
SD52 (Prince Rupert)	
SD53 (Okanagan Similkameen)	
SD54 (Bulkley Valley)	District provides a budget for Governance of the Board. The budget is supervised by the Secretary Treasurer

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Details on Budget and Related Guidelines on Provision
2017 Survey (Compiled by BCSTA as of December 22, 2017)

Please note that survey results are confidential and are for internal member use only. Other reproduction or circulation of the survey results is not authorized.

Board of education	Please provide the details on the budget and related guidelines on provision:
SD57 (Prince George)	Currently trustees are provided a taxable allowance to support their mobile phone which allows them to choose the device, carrier, and plan that best meets their needs. This is under review. Laptops are owned by the district and are to be returned to the district when a trustee's term of office is over
SD58 (Nicola-Similkameen)	
SD59 (Peace River South)	
SD60 (Peace River North)	
SD61 (Greater Victoria)	Budget provided for initial purchase of device, as well as ongoing monthly charges.
SD62 (Sooke)	
SD63 (Saanich)	
SD64 (Gulf Islands)	
SD67 (Okanagan Skaha)	Stipend-Trustees \$80,428 Benefits - Trustees 1,609 Contracts - General 8,000 Contracts - Professional 23,000 Advertising 500 Travel 42,000 Association Dues/Fees 39,500 Supplies - General 3,000 Total \$198,037
SD69 (Qualicum)	
SD70 (Alberni)	we don't normally supply these items, but on occasion have supplied laptops or tablets to Board members
SD71 (Comox Valley)	A board member has to option of either a Laptop or a Tablet
SD73 (Kamloops/Thompson)	Varies... more costs at the start of a trustees term. Not a significant cost to the district and the board retains ownership of the equipment.
SD74 (Gold Trail)	
SD75 (Mission)	Currently \$10,000 overall supplies budget (for all trustees combined)
SD78 (Fraser-Cascade)	
SD79 (Cowichan Valley)	
SD82 (Coast Mountains)	provided at the beginning of each term on office
SD84 (Vancouver Island West)	None provided
SD85 (Vancouver Island North)	
SD87 (Stikine)	
SD91 (Nechako Lakes)	trustees are also allowed \$50 monthly internet access reimbursement
SD92 (Nisga'a)	Remuneration..80,000 Travel...30,000 Dues and Fees..11,000 Board meeting costs...5,000 election, bi-election costs..2,500
SD93 (Conseil Scolaire Francophone)	

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Mileage
2017 Survey (Compiled by BCSTA as of December 22, 2017)

Please note that survey results are confidential and are for internal member use only. Other reproduction or circulation of the survey results is not authorized.

	Trustee mileage allowance (if \$0.54/km, enter: 0.54):	Mileage allowance tied to:	Other (please specify)	Comments/restrictions on trustee mileage allowance:
Board of education				
SD05 (Southeast Kootenay)	0.53	N/A		
SD06 (Rocky Mountain)	0.53	Staff rate		Most economical method must be utilized
SD10 (Arrow Lakes)	Same as CRA.	BCSTA rate of \$0.54/km (CRA maximum)		
SD19 (Revelstoke)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		
SD19 (Revelstoke)				
SD20 (Kootenay-Columbia)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		payments are to the maximum of \$ 3500 for pro d and travel expenses per trustee (requests for increase through board
SD22 (Vernon)	0.54	Other (please specify)	policy	
SD23 (Central Okanagan)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		
SD27 (Cariboo-Chilcotin)	0.53	Staff rate		
				A portion of trustee stipends is intended to cover expenses. For Trustees, when travel exceeds 500 km per month, any additional travel will be reimbursed at the mileage rate as established by BCSTA. Trustees must submit a travel log.
SD28 (Quesnel)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		For out of district expenses only.
SD33 (Chilliwack)	0.54	N/A		
SD34 (Abbotsford)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		N/A
SD35 (Langley)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		
SD36 (Surrey)	0.54	Other (please specify)	CRA Maximum/STA Rate	
SD37 (Delta)	0.54	Staff rate		only for travel outside of Delta
SD38 (Richmond)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		
SD39 (Vancouver)	0.54	Staff rate		per VSB Policy
SD40 (New Westminster)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		
SD41 (Burnaby)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		
SD42 (Maple Ridge-Pitt Meadows)	0.54	Staff rate		Out of district travel

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Mileage
2017 Survey (Compiled by BCSTA as of December 22, 2017)

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	Trustee mileage allowance (if \$0.54/km, enter: 0.54):	Mileage allowance tied to:	Other (please specify)	Comments/restrictions on trustee mileage allowance:
Board of education				
SD43 (Coquitlam)	0.55 Staff rate			
SD44 (North Vancouver)	BCSTA rate of \$0.54/km (CRA maximum)			Only allowed to be charged when travelling out of town on Trustee/Board business. No in-town mileage is paid.
SD45 (West Vancouver)	0.54 Other (please specify)		CRA, BCSTA & BCTF rates, but never to exceed CRA	n/a
SD46 (Sunshine Coast)	0.54 Staff rate			
SD47 (Powell River)	0.53 Staff rate			applies to out of town travel or in town for special meetings or events but not regularly scheduled occasions
SD48 (Sea to Sky)	0.52 Other (please specify)		Province of BC rate	1/3 of their remuneration is for reimbursement and therefore non taxable to account for mileage expense for up to 2 board meetings per month for 10 months
SD50 (Haida Gwaii)	0.53 Other (please specify)		MoE	n/a
SD51 (Boundary)	BCSTA rate of \$0.54/km (CRA maximum)			
SD52 (Prince Rupert)	BCSTA rate of \$0.54/km (CRA maximum)			
SD53 (Okanagan Similkameen)	BCSTA rate of \$0.54/km (CRA maximum)			N/A
SD54 (Bulkley Valley)	0.54 Staff rate			N/A
			Same rate for staff and trustees. Rate is determined in accordance with provincial government guidelines as set April 1 each year, effective July 1 of the same year	
SD57 (Prince George)	0.53 Other (please specify)			na
SD58 (Nicola-Similkameen)	BCSTA rate of \$0.54/km (CRA maximum)			
SD59 (Peace River South)	BCSTA rate of \$0.54/km (CRA maximum)			
SD60 (Peace River North)	0.52 Staff rate			must be for Board business. We have 4 Zones so we pay Trustees to travel into the Board office for meetings
SD61 (Greater Victoria)	0.53 Other (please specify)		Current Provincial Government Rate	

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Mileage
2017 Survey (Compiled by BCSTA as of December 22, 2017)

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Board of education	Trustee mileage allowance (if \$0.54/km, enter: 0.54):	Mileage allowance tied to:	Other (please specify)	Comments/restrictions on trustee mileage allowance:
SD62 (Sooke)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		Mileage outside of district area only is reimbursed.
SD63 (Saanich)	0.53	Staff rate		excludes travel to regularly scheduled committee and Board meetings
SD64 (Gulf Islands)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		
SD67 (Okanagan Skaha)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		
SD69 (Qualicum)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		
SD70 (Alberni)	0.53	Staff rate		
SD71 (Comox Valley)	0.53	Staff rate		
SD73 (Kamloops/Thompson)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		Trustees attending to Board related business within their electoral area will be reimbursed for travel costs in excess of fifteen kilometers (15km) one way or thirty kilometers (30km) round trip.
SD74 (Gold Trail)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		
SD75 (Mission)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		
SD78 (Fraser-Cascade)	0.53	BCSTA rate of \$0.54/km (CRA maximum)		None. Just asked to carpool when necessary
SD79 (Cowichan Valley)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		
SD82 (Coast Mountains)	0.52	Staff rate		n/a
SD84 (Vancouver Island West)	0.53	Staff rate		
SD85 (Vancouver Island North)	0.53	N/A		Will increase to \$0.54/km on July 1/18
SD87 (Stikine)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		
SD91 (Nechako Lakes)	0.54	BCSTA rate of \$0.54/km (CRA maximum)		

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Mileage
2017 Survey (Compiled by BCSTA as of December 22, 2017)

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Board of education	Trustee mileage allowance (if \$0.54/km, enter: 0.54):	Mileage allowance tied to:	Other (please specify)	Comments/restrictions on trustee mileage allowance:
SD92 (Nisga'a)	0.54 (maximum)	BCSTA rate of \$0.54/km (CRA)		The rates should be tied to the BCPSEA travel guidelines.
SD93 (Conseil Scolaire Francophone)	0.53	N/A		

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Remuneration
2017 Survey (Compiled by BCSTA as of December 22, 2017)

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	Remuneration and expenses allowance (if \$15,000, enter: 15000):				Other Payments	Comments on remuneration and expense allowance (especially if 'Other payments' have been indicated):	How are remuneration increases determined? (e.g., based on Provincial Consumer Price Index)
	Chair	Vice Chair	Trustee	Trustee			
Board of education							
SD05 (Southeast Kootenay)	\$ 16,224.00	\$ 13,655.00	\$ 13,520.00				Stakeholder committee
SD06 (Rocky Mountain)	\$ 15,011.00	\$ 12,231.00	\$ 11,119.00				Rates are adjusted each July 1 by the Consumer Price Index (CPI) for British Columbia for the preceding calendar year.
SD10 (Arrow Lakes)	\$ 13,100.00	\$ 11,600.00	\$ 10,600.00		Where a Trustee lives a significant distance - mileage is paid to Trustees to attend Board functions including regular meetings, and committees.		
SD15 (Revelstoke)	\$ 9,475.00	\$ 8,882.00	\$ 8,290.00		Mileage		Consideration for changes will be tied to the CPI.
SD20 (Kootenay-Columbia)	\$ 14,355.00	\$ 12,229.00	\$ 11,165.00			\$ 3500 available for pro d/travel	Indexed to Teachers pay increases
							increased by the BC Consumer price index 12 month average % change as of November each year
						one-third of the annual indemnity shall be considered an allowance for expenses incidental. allowance for expenses shall be paid in December. taxable portion of the annual indemnity shall be paid in twelve equal installments.	
SD22 (Vernon)	\$ 17,964.00	\$ 16,443.00	\$ 15,215.00				The trustee indemnity adjustment shall be made to the base (15215) only effective Dec 1 of each year. this adjustment will reflect the cohort average.
SD23 (Central Okanagan)	\$ 20,941.00	\$ 19,514.00	\$ 18,574.00				Consumer Price Index
SD27 (Cariboo-Chilcotin)	\$ 16,000.00	\$ 13,500.00	\$ 12,500.00	120		Up to \$120 per day for extra meeting/conference	Percentage of annual wage increases of each employee group.
							As per Board Policy & Procedures 131 - Trustee Remuneration, at the March public Board meeting the Secretary informs the Board of the BC Consumer Price Index as of December 1 of the previous year along with any recent wage settlements involving the QDTA, CUPE Local 4990 and excluded staff. Trustees then vote on whether to receive a change to their remuneration
SD28 (Quesnel)	\$ 13,734.00	\$ 12,589.00	\$ 11,445.00	420		\$420 annual computer connectivity reimbursement is paid to each trustee	
SD33 (Chilliwack)	\$ 20,705.00	\$ 19,763.00	\$ 18,222.00	600		Communication Allowance 600.00 Cell phone provided to Chair. Laptop provided to all Trustees.	Based on Provincial CPI.
							As per policy 1.130, Indemnities for School Trustees based on the average of the indemnity rates paid in equal sized school districts.
SD34 (Abbotsford)	\$ 27,500.00	\$ 25,000.00	\$ 22,500.00	per receipts		Expenses are covered per receipts provided	Public committee setup to review
SD35 (Langley)	\$ 26,185.00	\$ 25,085.00	\$ 24,085.00				Vancouver Consumer Price Index
SD36 (Surrey)	\$ 38,400.00	\$ 35,900.00	\$ 33,400.00				
				actual travel expenses outside of Delta			
SD37 (Delta)	\$ 27,718.00	\$ 26,279.00	\$ 25,089.00			Travel within Delta is considered to be covered by the non-taxable one-third of the trustee remuneration	Based on average of metro districts excluding Surrey and Vancouver or annual CPI for Vancouver whichever is greater
SD38 (Richmond)	\$ 25,292.00	\$ 24,113.00	\$ 23,068.00				Adjusted annually by the CPI (Vancouver) rate
SD39 (Vancouver)	\$ 28,899.00	\$ 26,677.00	\$ 26,677.00			1/3 non-taxable 2/3 taxable	Based on Vancouver Consumer Price Index
SD40 (New Westminster)	\$ 25,139.00	\$ 23,593.00	\$ 22,055.00				Metro CPI
SD41 (Burnaby)	\$ 26,692.00	\$ 25,827.00	\$ 24,962.00	1000		Other payment relates to annual technology allowance	Vancouver CPI
SD42 (Maple Ridge-Pitt Meadows)	\$ 22,632.00	\$ 21,132.00	\$ 19,632.00	750		Annual automobile allowance is for district travel only. SD42 Policy: 2925 Provision of Resources	Based on Metro Vancouver Consumer Price Index
SD43 (Coquitlam)	\$ 46,927.00	\$ 44,794.00	\$ 42,661.00				Based on average of Coquitlam, Port Moody and Port Coquitlam councilors' indemnities; adjusted annually
SD44 (North Vancouver)	\$ 24,771.00	\$ 23,471.00	\$ 22,734.00	1200		Technology and connectivity fee paid at \$100 per month.	by Vancouver CPI

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Remuneration
2017 Survey (Compiled by BCSTA as of December 22, 2017)

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Board of education	Remuneration and expenses allowance (if \$15,000, enter: 15000):				Other Payments	Comments on remuneration and expense allowance (especially if 'Other payments' have been indicated):	How are remuneration increases determined? (e.g., based on Provincial Consumer Price Index)
	Chair	Vice Chair	Trustee	Trustee			
SD45 (West Vancouver)	\$ 24,557.00	\$ 22,862.00	\$ 22,297.00			Travel allowance \$1000/yr; Internet allowance \$420/yr	Trustee Stipend adjusted each July 01. If necessary to reflect increase in provincial CPI
SD46 (Sunshine Coast)	\$ 18,767.52	\$ 16,442.16	\$ 14,777.16	N/A			Increases occur annually to align with Vancouver CPI with periodic review
SD47 (Powell River)	\$ 15,647.00	\$ 13,451.00	\$ 12,078.00	600		approximately \$50 per month to cover home internet use to support wireless agendas and board correspondence	Policy has admin to review amount annually and make recommendations based on the average of any increases provided to non union staff
SD48 (Sea to Sky)	\$ 15,260.00	\$ 12,260.00	11260-13900				Average of previous two years change in the Provincial Consumer Price Index
SD50 (Haida Gwaii)	\$ 12,680.00	\$ 11,279.00	\$ 10,302.00	100/full-day meeting		\$100/day for attendance at all day meetings; \$50/day for less than full day meetings	
SD51 (Boundary)	\$ 13,308.00	\$ 12,068.00	\$ 10,820.00				Based on teacher increases
SD52 (Prince Rupert)	\$ 13,427.00	\$ 11,909.00	\$ 10,808.00	900		\$75/month (\$500) communication allowance	Teachers' Salary Increase
SD53 (Okanagan Similkameen)	\$ 11,348.00	\$ 9,209.00	\$ 9,209.00			0/N/A	Increased every 2 years to the average of identified Northern districts
SD54 (Bulkley Valley)	\$ 12,659.00	\$ 10,549.00	\$ 9,494.00			N/A	possibly
							Consumer price index on yearly basis
SD57 (Prince George)	\$ 18,270.00	\$ 16,770.00	\$ 15,270.00				Reviewed annually in accordance with Policy 8230, Regulation 2 which reads: The annual remuneration for trustees will be reviewed by the Management and Finance Committee on an annual basis prior to March 31.
SD58 (Nicola-Similkameen)	\$ 17,238.00	\$ 15,738.00	\$ 14,238.00				commencing in 2015, within the following guidelines: 2.1 Remuneration for the Chairperson will be increased by 1.5%.
SD59 (Peace River South)	\$ 16,787.75	\$ 15,787.75	\$ 14,787.75				2.2 Remuneration for the Vice-Chairperson will be \$1,500 less than that of the Chairperson. 2.3 Remuneration for trustees will be \$3,000 less than that of the Chairperson.
							Yearly CPI
SD60 (Peace River North)	\$ 19,968.84	\$ 21,550.79	\$ 15,325.00	45092		The Vice-Chair has higher travel due to the Zones in our District. The BCSTA expenses are included in "Other" along with a small donation to each PAC, a small amount of Trustee supplies and a small amount of benefits on salaries	Based on Canadian CPI
SD61 (Greater Victoria)	\$ 23,486.00	\$ 21,986.00	\$ 20,486.00				By Board review and motion
SD62 (Sooke)	\$ 17,000.00	\$ 16,000.00	\$ 15,000.00				Adjusted on an annual basis to reflect inflation rate as per Statistic Canada's Consumer Price Index.
							Review of other districts remuneration.
SD63 (Saanich)	\$ 15,000.00	\$ 10,928.00	\$ 10,928.00	reimburse nt of other expenses as incurred		Reimbursement of travel expenses including meal per diems and mileage. Trustees may also claim the cost of one printer cartridge per year and the incremental cost of business use vehicle insurance. The chair and vice chair may claim cell phone costs.	Per policy, annual percentage increases match annual percentage increases received by CUPE support staff.
SD64 (Gulf Islands)	\$ 15,995.00	\$ 14,853.00	\$ 13,710.00				Based on the Provincial Consumer Price Index July 1 of every year.
SD67 (Okanagan Skaha)	\$ 13,597.00	\$ 12,503.00	\$ 10,866.00				Based on Provincial Consumer Price Index
SD69 (Qualicum)	\$ 16,610.00	\$ 15,226.00	\$ 13,842.00				BC CPI

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Remuneration
2017 Survey (Compiled by BCSTA as of December 22, 2017)

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Board of education	Remuneration and expenses allowance (if \$15,000, enter: 15000):			Other Payments	Comments on remuneration and expense allowance (especially if 'Other payments' have been indicated):	How are remuneration increases determined? (e.g., based on Provincial Consumer Price Index)
	Chair	Vice Chair	Trustee			
SD70 (Alberni)	\$ 16,267.00	\$ 14,911.00	\$ 13,556.00	approved expenses	Trustees have SD Master Cards, to be used while on Board business. Expenses are approved before reimbursing Trustee	Comparison to like size districts (SD20, SD59, SD69)
SD71 (Comox Valley)	\$ 16,500.00	\$ 15,050.00	\$ 13,550.00	0		Based on Other VanIsland Trustee increases
SD73 (Kamloops/Thompson)	\$ 21,804.00	\$ 20,718.00	\$ 19,632.00			Percentage of employee group increases in the previous year. 10% Exempt staff and PVP's, 50% Teachers, 40% Support Staff.
SD74 (Gold Trail)	\$ 12,443.00	\$ 12,443.00	\$ 10,383.00	yes	FPEC Rep: 1,000; BCSTA/BCPSEA Rep: 1,000; Alternate reps: 200/mtg; Communication allowance: Co-Chairs 1,200; trustees 1,000	BC Consumer Price Index
SD75 (Mission)	\$ 19,426.00	\$ 17,611.00	\$ 16,392.00			
SD78 (Fraser-Cascade)	\$ 13,828.00	\$ 12,675.00	\$ 11,523.00	\$40 for Internet		Vancouver CPI
SD79 (Cowichan Valley)	\$ 12,000.00	\$ 11,000.00	\$ 10,000.00			Remuneration is not tied to any factors.
SD82 (Coast Mountains)	\$ 14,444.00	\$ 12,560.00	\$ 11,304.00			Trustee remuneration shall be reviewed annually in December and be tied to the B.C. Consumer Price Index. Increases may be deferred by Board resolution.
SD84 (Vancouver Island West)	\$ 12,000.00	\$ 10,750.00	\$ 9,000.00	none	n/a	
SD85 (Vancouver Island North)	\$ 13,597.00	\$ 12,464.00	\$ 11,332.00		Remuneration only. Expenses dealt with as per district employee travel rates policy.	None in past 10 years +. No policy on this.
SD87 (Stikine)	\$ 10,000.00	\$ 8,600.00	\$ 7,550.00	\$150 per full day meeting		Prior year BC CPI
SD91 (Nechako Lakes)	\$ 13,000.00	\$ 12,000.00	\$ 11,000.00	n/a	Plus \$150 per full day meeting (\$75 per 1/2 day meeting)	Board review and resolution comparison to other districts of same size
SD92 (Nisga'a)	\$ 11,628.00	\$ 10,980.00	\$ 10,344.00	Yes	Other payments is for: official duties of the Board outside the monthly meetings are: \$100 per day plus an additional \$100 per day for travel to these meetings that are outside the District.	
SD93 (Conseil Scolaire Francophone)	\$ 17,000.00	\$ 16,000.00	\$ 15,000.00			To be reviewed each September

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Meals
2017 Survey (Compiled by BCSTA as of December 22, 2017)

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Board of education	Meal Allowance (if \$10.00, enter: 10) Note: BCSTA's meal allowance rates are as follows: breakfast \$10, lunch \$17, dinner \$23.				Comments on meal allowance:
	Breakfast	Lunch	Dinner	Full day	
SD05 (Southeast Kootenay)	20	25	35	80	
SD06 (Rocky Mountain)	13 in district; 16 out of district	15 in district; 19 out of district	19 in district; 25 out of district	39 in district; 50 out of district	
SD10 (Arrow Lakes)	10	17	23	50	
SD19 (Revelstoke)	10	17	23		
SD20 (Kootenay-Columbia)	10	17	23	50	
SD22 (Vernon)	10	15	20	45	for major conferences, i.e. BCSTA AGM daily allowance is increased to 60
SD23 (Central Okanagan)	10	17	23	50	
SD27 (Cariboo-Chilcotin)	10	15	25	50	Or there is an option to pay on actual receipt.
SD28 (Quesnel)	10	17	23	50 n/a	
SD33 (Chilliwack)	10	17	24.5	51.5	
SD34 (Abbotsford)	\$10 (or receipts)	\$15 (or receipts)	\$25 (or receipts)	N/A	N/A
SD35 (Langley)	10	12	20	8	same as staff
SD36 (Surrey)	18	24	33		
SD37 (Delta)	actual cost up to \$10	actual cost up to \$17	actual cost up to \$23	\$50	
SD38 (Richmond)	10	17	23	50	
SD39 (Vancouver)	\$10	\$15	\$25	\$50	per VSB policy
SD40 (New Westminster)				No specified limit	
SD41 (Burnaby)	10	15	25	50	
SD42 (Maple Ridge-Pitt Meadows)	10	14	30	54	SD42 Policy 4410: Travel Expenses
SD43 (Coquitlam)	10	10	20	40	There is also \$10/day allowance for incidentals
SD44 (North Vancouver)	20	20	30	50	Full day is capped at \$50. Individual meals have the above set rates.
SD45 (West Vancouver)	12	15	25	52	n/a
SD46 (Sunshine Coast)	10	17	23	50	
SD47 (Powell River)	10	15	20	50	Under review as it hasn't changed in a very long time and may be too low given current prices
SD48 (Sea to Sky)	10	17	23		Same as BCSTA rates.
SD50 (Haida Gwaii)	22.75	22.75	30.5	51.5	
SD51 (Boundary)	10	17	23	50	
SD52 (Prince Rupert)	10	17	23	50	Follows current BCSTA policy
SD53 (Okanagan Similkameen)	10	17	23	150	N/A
SD54 (Bulkley Valley)	15	20	25	60	N/A
SD57 (Prince George)	22	22	28.5	49	

BRITISH COLUMBIA BOARDS OF EDUCATION
Trustee Compensation - Meals
2017 Survey (Compiled by BCSTA as of December 22, 2017)

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Board of education	Meal Allowance (if \$10.00, enter: 10) Note: BCSTA's meal allowance rates are as follows: breakfast \$10, lunch \$17, dinner \$23.				Comments on meal allowance:
	Breakfast	Lunch	Dinner	Full day	
SD58 (Nicola-Similkameen)	9	15	21	50	very hard to get a meal in Vancouver for \$21
SD59 (Peace River South)	15	20	25	60	
SD60 (Peace River North)	11	19	26	56	
SD61 (Greater Victoria)	10	15	25	50	
SD62 (Sooke)	10	17	23	50	
SD63 (Saanich)	10	17	23	50	
SD64 (Gulf Islands)	10	15	25	50	
SD67 (Okanagan Skaha)	15	25	35	75	
SD69 (Qualicum)	10	17	23	50	
SD70 (Alberni)	10	17	23	50	
SD71 (Comox Valley)	11.5	15	25	51.5	
SD73 (Kamloops/Thompson)	15	17.5	27.5	\$60	Breakfast - if travel starts before 7:00 AM or ends after 7:00 AM, Lunch - if travel starts before 12:00 noon or ends after 12:00 noon, Dinner - if travel starts before 6:00 PM or ends after 6:00 PM.
SD74 (Gold Trail)	10 (in district amounts)		12	18	out of district amounts: breakfast: 15; lunch: 18; dinner: 27; full day: 60
SD75 (Mission)	10	15	25		
SD78 (Fraser-Cascade)	11.5	17.25	28.75	57.5	
SD79 (Cowichan Valley)	10	15	25	50	Extra \$7 per day allowed for incidentals
SD82 (Coast Mountains)	10	12	28	50	n/a
SD84 (Vancouver Island West)	15	17	25	57	
SD85 (Vancouver Island North)	9	15	21	50	
SD87 (Stikine)	14	19	27	60	
SD91 (Nechako Lakes)	10	15	20	50	per diem includes \$5 for incidentals
SD92 (Nisga'a)	10	12	28	50	Should be the BCPSEA rates
SD93 (Conseil Scolaire Francophone)	18	22	28		

BRITISH COLUMBIA BOARDS OF EDUCATION Trustee Compensation - Professional Development 2017 Survey (Compiled by BCSTA as of December 22, 2017)		
Please note that survey results are confidential and are for internal member use only. Other reproduction or circulation of the survey results is not authorized.		
Board of education	Annual trustee professional development allowance (if \$1,000, enter: 1000)	Comments on annual trustee professional development allowance:
SD05 (Southeast Kootenay)	1500	
SD06 (Rocky Mountain)	3000	includes travel, meals and accommodations
SD10 (Arrow Lakes)		
SD19 (Revelstoke)	3000	Can be used by Board Chair and Vice Chair to off set cell phone expenses.
SD19 (Revelstoke)		
SD20 (Kootenay-Columbia)	3500	
SD22 (Vernon)		annual travel, meals and pro-d is 3000 mileage varies from annual 350 to 600 depending on travel distance from home to district office
SD23 (Central Okanagan)	1500	Unused portion can be carried forward to a max of 4 years annual allocation. (\$ 6000)
SD27 (Cariboo-Chilcotin)		Trustees are encouraged to attend BCSTA events.
SD28 (Quesnel)	15000	The District Trustee Governance Budget is approximately \$15,000 per year to cover the seven trustees. The Board must decide how these monies are allocated.
SD33 (Chilliwack)	2500	
SD34 (Abbotsford)	See below	Not an allowance, per se - but a \$14,000 annual budget for all trustees.
SD35 (Langley)	0	included in expense amount
SD36 (Surrey)	4000	Policy 2900
SD37 (Delta)	\$5,000 chair, \$4,200 vice chair & \$2,000 trustee	
SD38 (Richmond)	1000	
SD39 (Vancouver)	\$3,000	
SD40 (New Westminster)	No specified limit	
SD41 (Burnaby)	no set limit	
SD42 (Maple Ridge-Pitt Meadows)		SD42 Policy 2900: Trustee Professional Development and Attendance at Conferences
SD42 (Maple Ridge-Pitt Meadows)		SD42 Policy 2900: Trustee Professional Development and Attendance at Conferences
SD42 (Maple Ridge-Pitt Meadows)		
SD43 (Coquitlam)		
SD44 (North Vancouver)		No formal amount has been set.
SD45 (West Vancouver)	2500	The allowance of 2,500 is for all trustees together, not 2,500 each

BRITISH COLUMBIA BOARDS OF EDUCATION Trustee Compensation - Professional Development 2017 Survey (Compiled by BCSTA as of December 22, 2017)		
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Board of education	Annual trustee professional development allowance (if \$1,000, enter: 1000)	Comments on annual trustee professional development allowance:
SD46 (Sunshine Coast)		Guideline for trustee professional development: • Trustee personal professional development is important for the development and trusteeship of individuals on the board. • There is a distinction between personal professional development and board professional development, which would include the BCSTA Academy and Annual General Meeting. • Committee members support a cap for personal professional development. Once that cap is reached, trustees may apply for additional funds. • Trustees engaging in personal professional development shall report back to the board in a timely manner. • The board should consider bringing professional development opportunities to the coast to save on travel expenses. • In cases where the parent organization pays for travel expenses directly or reimburses the district, those costs trustee will not go towards a trustee's personal PD claim." Pro D as required, no set limit
SD47 (Powell River)		
SD48 (Sea to Sky)		
SD50 (Haida Gwaii)	0	
SD51 (Boundary)	2500	
SD52 (Prince Rupert)		
SD53 (Okanagan Similkameen)	N/A	
SD54 (Bulkley Valley)	1500	
SD57 (Prince George)	3500	
SD58 (Nicola-Similkameen)	1500	
SD59 (Peace River South)	0	Travel Costs and Registration Currently being reviewed by the Board of Education N/A Also allows for Zone meetings, Academy and AGM Annual budget for trustee professional development is \$28,000. This represents \$3,500 for each of 7 trustees, with the remaining \$3,500 available at the discretion of the Board of Education na
SD60 (Peace River North)		usually around \$35,000 expended
SD61 (Greater Victoria)	2000	
SD62 (Sooke)	1000	
SD63 (Saanich)		These is not a specific allocation for PD, but there is an overall budget allocation of \$26,500 used for conferences, seminars, etc.
SD64 (Gulf Islands)		
SD67 (Okanagan Skaha)		
SD69 (Qualicum)		
SD70 (Alberni)		don't have one.
SD71 (Comox Valley)	approx \$1,000	The above is an approx. amount, trustees are eligible to attend other Pro-D functions with prior approval.
SD73 (Kamloops/Thompson)	No set dollar value (see comment below)	School trustees shall be allowed to attend two (2) professional development seminars during each year of service to the School District.
SD74 (Gold Trail)	2500	
SD75 (Mission)	1500	
SD75 (Mission)		

BRITISH COLUMBIA BOARDS OF EDUCATION Trustee Compensation - Professional Development 2017 Survey (Compiled by BCSTA as of December 22, 2017)		
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Board of education	Annual trustee professional development allowance (if \$1,000, enter: 1000)	Comments on annual trustee professional development allowance:
SD78 (Fraser-Cascade)	3000	Carry over within their term any outstanding allowance not spent
SD79 (Cowichan Valley)	Not a fixed amount per trustee.	Fluctuates from year to year based on available opportunities
SD82 (Coast Mountains)	0	n/a
SD84 (Vancouver Island West)	N/A	Covered as required
SD85 (Vancouver Island North)		
SD87 (Stikine)	5600	
SD91 (Nechako Lakes)	n/a	n/a
SD92 (Nisga'a)	NONE	Should be standardized across the Province with an extra travel allowance for Northern Trustees and funded by BCSTA
SD93 (Conseil Scolaire Francophone)		



Memorandum

Date: December 7, 2018
To: Board of Education
From: Eileen Sadlowski, Secretary-Treasurer/CFO
Prepared by: Terry-Lee Beaudry, Deputy Superintendent of Schools
Mitch Vanaller, Director of Operations

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 culturally safe ways. As part of this work together, the Métis Society put forward a proposal to the Aboriginal Head Start Association of BC (AHSABC) to fund an Urban Aboriginal Head Start program in the Rutland area (to be named Awasisak Achakos Head Start). With "agreement in principle" in place from the AHSABC, the Métis Society is seeking a location within the Rutland area. As such, the Métis Society has proposed to partner with the Board of Education to establish an Urban Aboriginal Head Start Preschool Program on an elementary school site in Rutland. All costs and funding for this proposed early years project will be the sole responsibility of AHSABC in partnership with the Métis Society.

2.0 RELEVANT BOARD MOTION/DIRECTION

As per Board Policy 701 – Early Years Partnerships (see Appendix A), 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.

At the October 24, 2018 Public Board Meeting, the following was passed:

18P-136

THAT: The Board of Education support, in principle, the Partnership Proposal to build an Urban Aboriginal Head Start Preschool on site at either South Rutland Elementary School or Springvalley Elementary School, as attached to the Agenda and as presented at the October 24, 2018 Public Board Meeting.

3.0 BACKGROUND

The Aboriginal Head Start in Urban and Northern Communities (AHSUNC) Program, created in 1995, is a national community-based early intervention program. 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.

This Aboriginal Head Start off-reserve program aims to enhance child development and school readiness of Indigenous children. The program provides no-fee child care, which is complemented by other programs and supports such as programs for parent education and supports for inclusion of children with special needs. 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.

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.

At the November 21, 2018 Planning and Facilities Committee Meeting, the Committee recommended that the Board of Education grant approval to the Métis Society to build an Urban Aboriginal Head Start Preschool at South Rutland Elementary School.

4.0 POINTS FOR CONSIDERATION

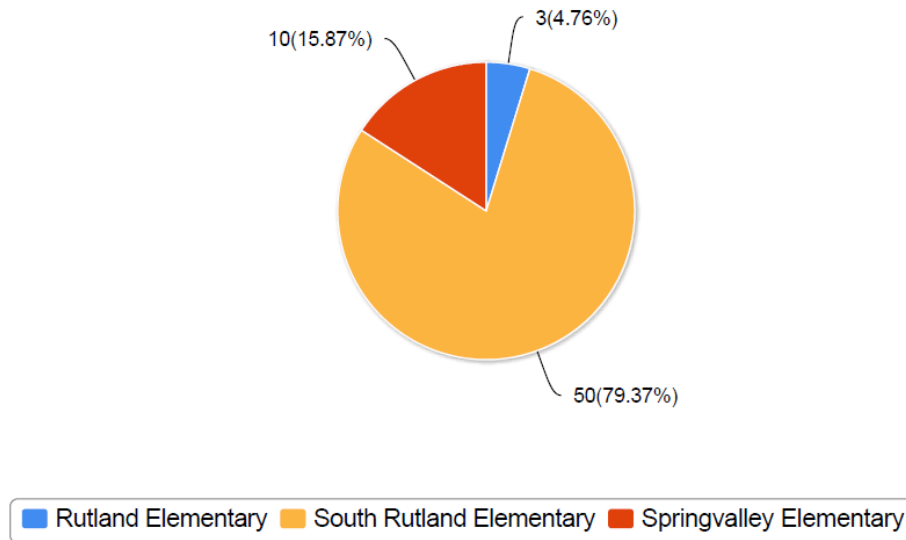
At the October 17th, 2018 Planning and Facilities Meeting, the Committee recommended that the Métis Society and staff consult with parents/caregivers of Indigenous preschoolers to consider the viability of locating the Urban Aboriginal Head Start Preschool at either Springvalley Elementary School or South Rutland Elementary School.

The Métis Society provided an overview of the Urban Aboriginal Head Start Program to the Springvalley Parent Advisory Council on Wednesday, November 7, 2018 and presented to the South Rutland Parent Advisory Council on Thursday, November 8, 2018. Over 12 parents were present at each meeting. On November 13, 2018, a forum was held at Rutland Secondary, providing an opportunity to discuss the proposed program and viability of each school site. Members of the Rutland community were also invited to provide their feedback through an online survey posted on the District and Rutland schools' websites.

Over 50 parents responded to the on-line survey. An analysis of the data reflected support for both school sites.

Parent Responses Received from Rutland Schools

1. Please indicate the Rutland school in which your child(ren) attend:



Staff have concluded that South Rutland Elementary and Springvalley Elementary meet the criteria for community need, accessibility, as well as, site/facility space. Both schools welcome the opportunity to partner with the Urban Aboriginal Head Start program. Both school sites are relatively flat and accessible. Utilities are accessible for water, sewer, gas, and power at each school site. However, both school sites will need to plan for additional parking and traffic flow.

It should also be noted that Quigley Elementary School and Pearson Road Elementary School currently have early learning programs being offered that serve Aboriginal children and families.

South Rutland Elementary



At South Rutland Elementary School, the proposed location:

- is closer to the gym and school access; and
- is farther away from the school parking lot.
- Utility work would be slightly more involved, requiring some additional site prep.

Springvalley Elementary



At Springvalley Elementary School, the proposed location:

- is closer to the parking lot;
- requires a paved/concrete walkway to access the facility;
- requires the relocation of the existing portable at Springvalley Elementary to be relocated to Springvalley Middle School, providing this space for the Urban Aboriginal Head Start Program.

In addition to receiving feedback on the preferred location of the Urban Aboriginal Head Start Program, the majority of parents strongly supported the concept of an Urban Aboriginal Head Start Program and expressed interest in enrolling their preschool child/children. However, some parents expressed concern with possible overcrowding, transportation issues, location of the portable infringing on playground space, parking, and exclusivity of the program.

Although South Rutland Elementary School and Springvalley Elementary School sites are both viable options for placement of an Urban Aboriginal Head Start Program, staff recommend placement at South Rutland Elementary School as there are minimal preschool options in Central Rutland. Additionally, the South Rutland Elementary School site requires less initial site preparation.

5.0 OPTIONS FOR ACTION

- 5.1 Support the recommendation.
- 5.2 Select a different site for placement of the Urban Aboriginal HeadStart Preschool.
- 5.3 Request additional information.

6.0 SECRETARY-TREASURER/CFO'S COMMENTS

Offering support through a dedicated site to an Urban Aboriginal Head Start program enables us to further expand the Preschool offerings in our community. These Partnerships have played a significant role in enhancing the preschool years and supporting early learning development.

7.0 RECOMMENDATION

THAT: The Board of Education grant approval to the Métis Society to build an Urban Aboriginal Head Start Preschool at South Rutland Elementary School.

8.0 APPENDIX

- A. Policy 701 – Early Years Partnerships



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

“Together We Learn”

- 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



Memorandum

Date: December 7, 2018
To: Board of Education
From: Mitch Van Aller, Director of Operations
Prepared By: David Widdis, Planning Manager

Action Item: Establishment of Canyon Falls Middle School Catchment Boundary

1.0 ISSUE STATEMENT

Catchment boundaries are established to define a geographic area from which students are eligible to attend a specific school. The boundaries help manage student enrolment and define transportation eligibility.

2.0 RELEVANT BOARD MOTION/DIRECTION

Main

18P-063 MOVED by Trustee Gorman, SECONDED by Trustee Cacchioni,
THAT: The Board of Education open Canyon Falls Middle School for Grade 6 and 7 students in 2019 for the Okanagan Mission family of schools.
CARRIED

Main

18P-064 MOVED by Trustee Gorman; SECONDED by Trustee Cacchioni,
AND THAT: Grade 7 students already in attendance at Okanagan Mission Secondary School, and transitioning into Grade 8, complete their Grade 8 year at Okanagan Mission Secondary School in 2019.
CARRIED

Main

18P-065 MOVED by Trustee Gorman, SECONDED by Trustee Cacchioni,
AND THAT: Canyon Falls Middle School will enroll Grade 6, 7 and 8 students in September 2020 and Okanagan Mission Secondary School will become a Grade 9 to 12 school.
CARRIED

3.0 BACKGROUND

Early in 2018, the District started construction on Canyon Falls Middle School in the OK Mission Family of Schools. This middle school will be the only middle school in the Mission area and is targeted to open September 2019. Okanagan Mission family of schools consists of

three elementary schools and one secondary school. The opening of Canyon Falls Middle School will allow this family of schools to implement the District grade configuration of K-5, 6- 8 and 9-12.

Prior to the opening of registration in February 2019 for Canyon Falls Middle School, the District needs to establish a catchment boundary for the middle school. Canyon Falls Middle School will serve the Okanagan Mission area which is similar to Okanagan Mission Secondary School. The elementary schools will feed into the middle school which will feed into the Okanagan Mission Secondary School for the area. Since the middle school will serve the Mission area, the recommended boundary should be the same as the secondary school. As the current secondary school catchment accommodates grade 7 and 8 students, the same catchment should be consistent for the new middle school. Appendix A shows the proposed catchment boundary.

November 21, 2018 Planning and Facilities Committee Meeting

Outcome:

The Committee recommended that the Board of Education approve the establishment of a middle school catchment boundary for Canyon Falls Middle School as presented at the Planning and Facilities Committee on November 21, 2018.

4.0 POINTS FOR CONSIDERATION

1. The establishment of the boundary does not impact the Okanagan Mission family of schools
2. Creating catchment boundaries will help manage student enrolment in the schools
3. Transportation eligibility is consistent with policy and regulations
4. The District recognizes that there is growing pressure for space, particularly within the Glenmore Corridor and its feeder schools. The District's Long Term Facility Plan is scheduled for review this fall and winter. As a part of that review, catchment boundaries in the Okanagan Mission schools will be reevaluated to determine the potential for alleviating some of this pressure. Based on the discussions, growth pressures, capacity issues, some catchment boundaries for schools may need to be amended.

5.0 OPTIONS FOR ACTION

1. Approve the recommended catchment boundary as presented.
2. Provide alternate direction to staff.

6.0 DIRECTOR'S COMMENTS

This will establish the new catchment boundary for Canyon Falls Middle School and allow for appropriate boundaries to be utilized for transportation.

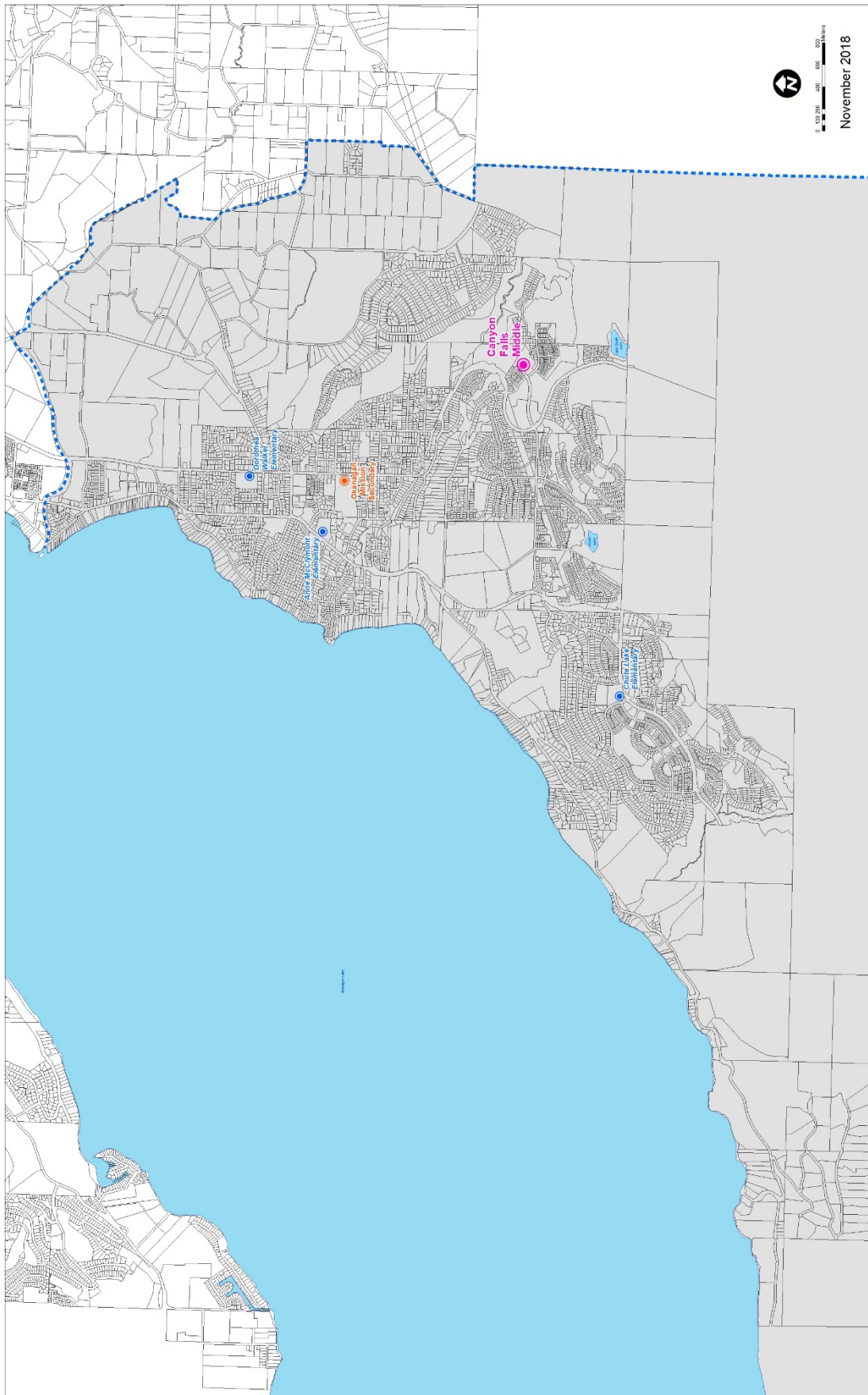
7.0 RECOMMENDATION

THAT: The Board of Education approve the establishment of a middle school catchment boundary for Canyon Falls Middle School as attached to the agenda, and as presented at the Public Board Meeting on December 12, 2018.

8.0 APPENDIX

- A. Proposed Canyon Falls Middle School Catchment Boundary.

PROPOSED - Canyon Falls Middle School Catchment Boundary





Memorandum

Date: December 7, 2018
To: Board of Education
From: Eileen Sadlowski, Secretary-Treasurer/CFO
Prepared By: David Widdis, Planning Manager

**Action Item: Proposed Catchment Boundary Amendment –
Bankhead Elementary and Watson Road Elementary Schools**

1.0 ISSUE STATEMENT

Recently a new subdivision was created around the Highpointe Drive and Clifton Road area. The current Bankhead Elementary School and Watson Road Elementary School catchment boundary splits the subdivision and in some cases the boundary splits individual properties which creates uncertainty when registering for an elementary school.

2.0 RELEVANT BOARD MOTION/DIRECTION

Main

18P-100 MOVED by Trustee Gorman, SECONDED by Trustee Fraser,
**THAT: Staff proceed with a Catchment Area Review for Bankhead
Elementary and Watson Road Elementary Schools.**
CARRIED

3.0 BACKGROUND

The Board of Education approved a catchment review for Bankhead Elementary and Watson Road Elementary schools this past September, to explore boundary options for the schools that would best follow road centrelines and property boundaries.

School District staff members have reviewed the demographics, future growth projections and facilities' capacities, as well as attended Parent Advisory Council meetings at these schools and Glenmore Elementary School to introduce the catchment area review and listen to parental input for consideration.

During the Parent Advisory Committee meetings Staff heard consistent messaging:

- Keeping neighbourhoods and peers together is important
- Keeping families together is important
- Ensuring the schools are sustainable for the long-term
- Provide transportation certainty was understandable for the School District

Staff have received one comment regarding this catchment review. The person supported the option to include the Highpointe Drive area in the Bankhead Catchment area.

Outcome:

The Committee recommended that the Board of Education approve Option #1 elementary catchment boundary amendments for Bankhead Elementary School (include Highpointe Drive) and Watson Road Elementary School as presented at the Planning and Facilities Committee on November 21, 2018.

4.0 POINTS FOR CONSIDERATION

1. The proposed boundary line follows road centre lines and property lines rather than having boundary line go through buildings
2. The boundary change will impact siblings of current Elementary students. When the siblings register for school, the siblings will be placed in priority as defined in Policy 405R, which will not guarantee them a place in the elementary School where the sibling attends.
3. Sixteen students located in the Highpointe Drive area, 11 attend Watson Rd; 4 attend Glenmore and 1 attends Bankhead
4. Move Highpointe Drive area to Bankhead Elementary
 - a. Current students of the schools can remain at the schools
 - b. Transportation eligibility may be impacted if the area is included in the Bankhead Elementary catchment, the area to the west of Vista View Lane will be bus eligible. As of September 2018, there are no elementary school students in this area
 - c. Bankhead Elementary has space to accommodate students over the next ten years
 - d. Siblings of current students not yet registered will attend Bankhead Elementary School to keep families together
5. Move Highpointe Drive area to Watson Road Elementary
 - a. Current students of the schools can remain at the schools
 - b. Majority of families in the neighbourhood (11 students) currently attend Watson Road Elementary School
 - c. Siblings of current students not yet registered will attend Watson Road School to keep families together
 - d. Current enrolment projections indicate Watson Road Elementary will continue to exceed its capacity over the next ten years;

5.0 OPTIONS FOR ACTION

1. Recommend that the Board of Education approve the catchment boundary changes as presented;
2. Provide additional or different direction.

6.0 SECRETARY-TREASURER'S COMMENTS

Establishing the catchments for Bankhead and Watson Road as recommended will help to manage future enrolment growth that is anticipated in the Glenmore Valley area.

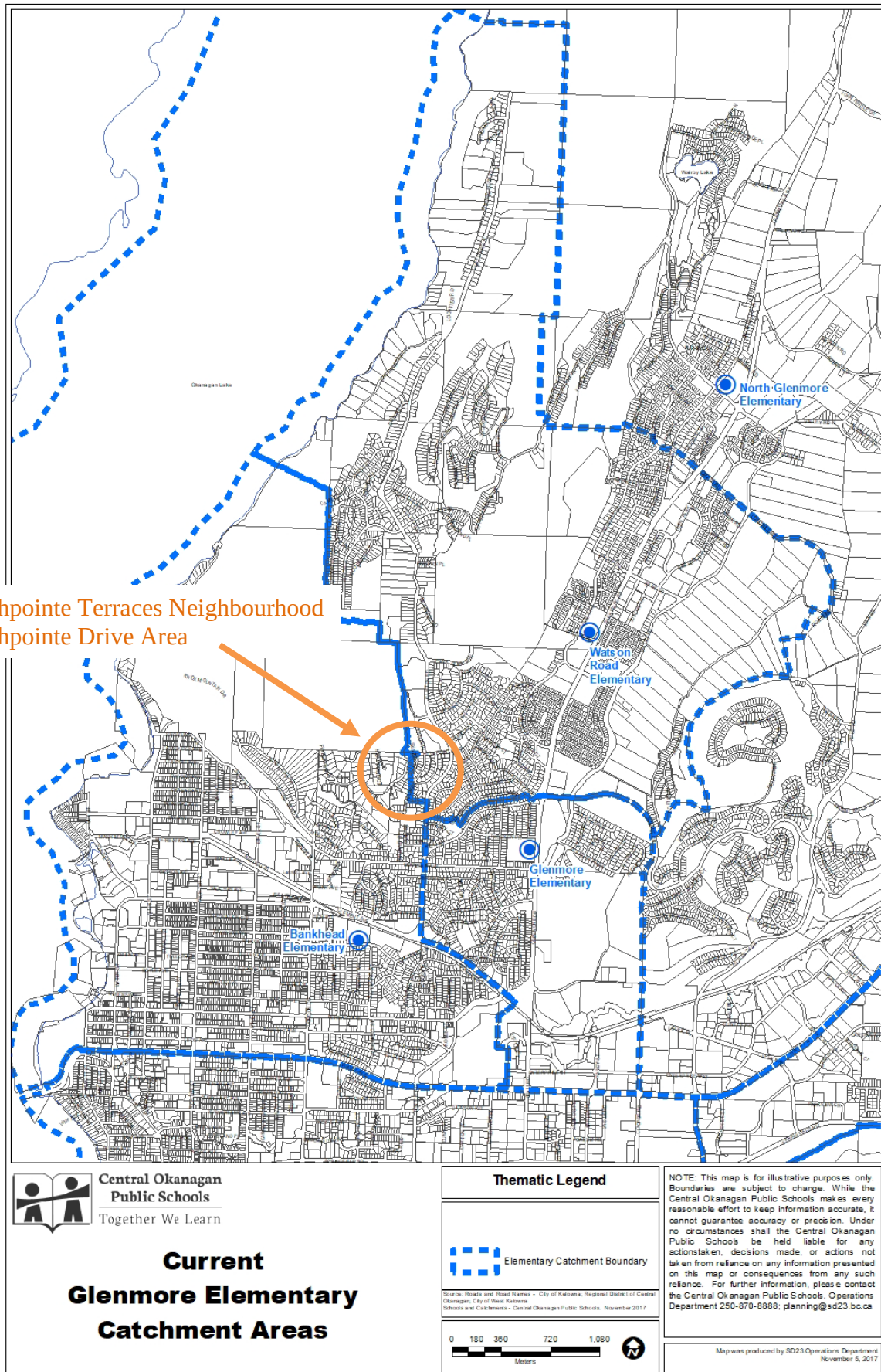
7.0 RECOMMENDATION

THAT: The Board of Education approve the elementary catchment boundary amendments for Bankhead Elementary School (include Highpointe Drive) and Watson Road Elementary School, as attached to the agenda, and presented at the Public Board Meeting on December 12, 2018.

8.0 APPENDICES

- A. Current Catchment Boundary
- B. Background Information and FAQ for Bankhead Elementary School and Watson Road Elementary Catchment Review
- C. Glenmore area Elementary Schools Enrolments and Projections
- D. Option #1 Catchment Boundary to move to Bankhead Elementary School
- E. Option #2 Catchment Boundary to move to Watson Road Elementary School

Appendix A





Catchment Boundary Review

Bankhead Elementary and Watson Road Elementary Schools

School District staff presented to the Planning and Facilities (P&F) Committee, with recommendations, the process for review of Bankhead Elementary and Watson Road Elementary Catchment Areas. Recently a new subdivision was created around the Highpointe Drive and Clifton Road area. The current Bankhead Elementary and Watson Elementary catchment boundary splits the subdivision and in some cases the boundary splits individual properties which creates uncertainty when registering for an elementary school.

A catchment review is to be a collaborative process to minimize disruptions to families, make the most effective use of existing facilities, provide certainty for transportation eligibility and create sustainable enrolment levels in these elementary schools. The (P&F) Committee recommended that the Board of Education proceed with the Catchment review for Bankhead and Watson Road Elementary Schools.

SD23 has established policies (Policy 405 and 405R) for setting/changing catchment areas. The following are the principles to follow for catchment review:

- reflect traditional neighbourhoods, subdivisions and regions;
- minimize safety concerns for elementary students as a result of major roadways or other known hazards;
- reflect long-term development to minimize stress caused by frequently changing boundaries in rapidly growing/declining areas;
- maximize the efficiency of schools and the transportation system;
- maintain a cohort of students at each grade level offered at the school, to support the long-term sustainability of the school.

The timeline for this catchment review started in September with the development of some options for this area. Presentations were made at Parent Advisory Committee meetings and the staff are expecting to provide a recommendation to the Board in November/December. Any changes to the catchment boundaries, if approved by the Board, will be implemented for September 2019.

The attachments are the current catchment boundaries and draft options for discussion purposes.

If you have any questions, please contact David Widdis, Planning Manager at 250-470-3276

Frequently Asked Questions

1. *What types of changes can be proposed?*

The types of changes that could be proposed include:

- changes to school boundaries (the catchment area for a school could change)

2. *What are the issues in my community?*

The shared catchment boundary for Bankhead Elementary School and Watson Road Elementary School divides a subdivision off Highpointe Drive that impacts the neighbourhood that includes Boynton Place, Traditions Crescent and Sladen Circle. The catchment review is to redraw the boundary that would not divide properties but following along streets or property lines.

3. *When will these changes come into effect?*

The proposed recommendation would come forward to the Planning and Facilities Committee meeting in November/December and moved forward to a public Board of Trustees meeting. If approved by the Board, the implementation for any change would be for September 2019.

4. *What will come forward to the Planning and Facilities Committee for review?*

The way the catchment boundary review process works, staff must develop a proposed plan detailing changes affecting schools in the review area. At this time, it is a proposed plan for change. That proposal is subject to consultation. After the consultation process, staff will make recommendations to the Planning and Facilities Committee and the committee will vote on those recommendations. The recommendations of the committee then go to Board for final approval.

5. *What will happen to students if these changes are made?*

The impact on students depends on the proposed change at the school. Every effort has been made to keep student cohorts together.

6. *How can parents and guardians get involved?*

Parents, guardians, students and community members will have an opportunity to learn more about the recommended plan and to provide feedback in the fall. This will occur in several ways, including:

- Attending a Parent Advisory Committee meeting;
- Provide written input to Planning.Review@sd23.bc.ca
- Attending a Planning and Facilities Committee or Board meeting.

7. *What students will have to move from one school to another? Can all existing students remain in their current school?*

Students who are in their current school this current year will continue to stay in the school until they move to middle school. If the catchment boundary is approved for September 2019, any new students applying to the school will be placed in priority based on Policy 405.

8. *Will siblings have to attend different schools?*

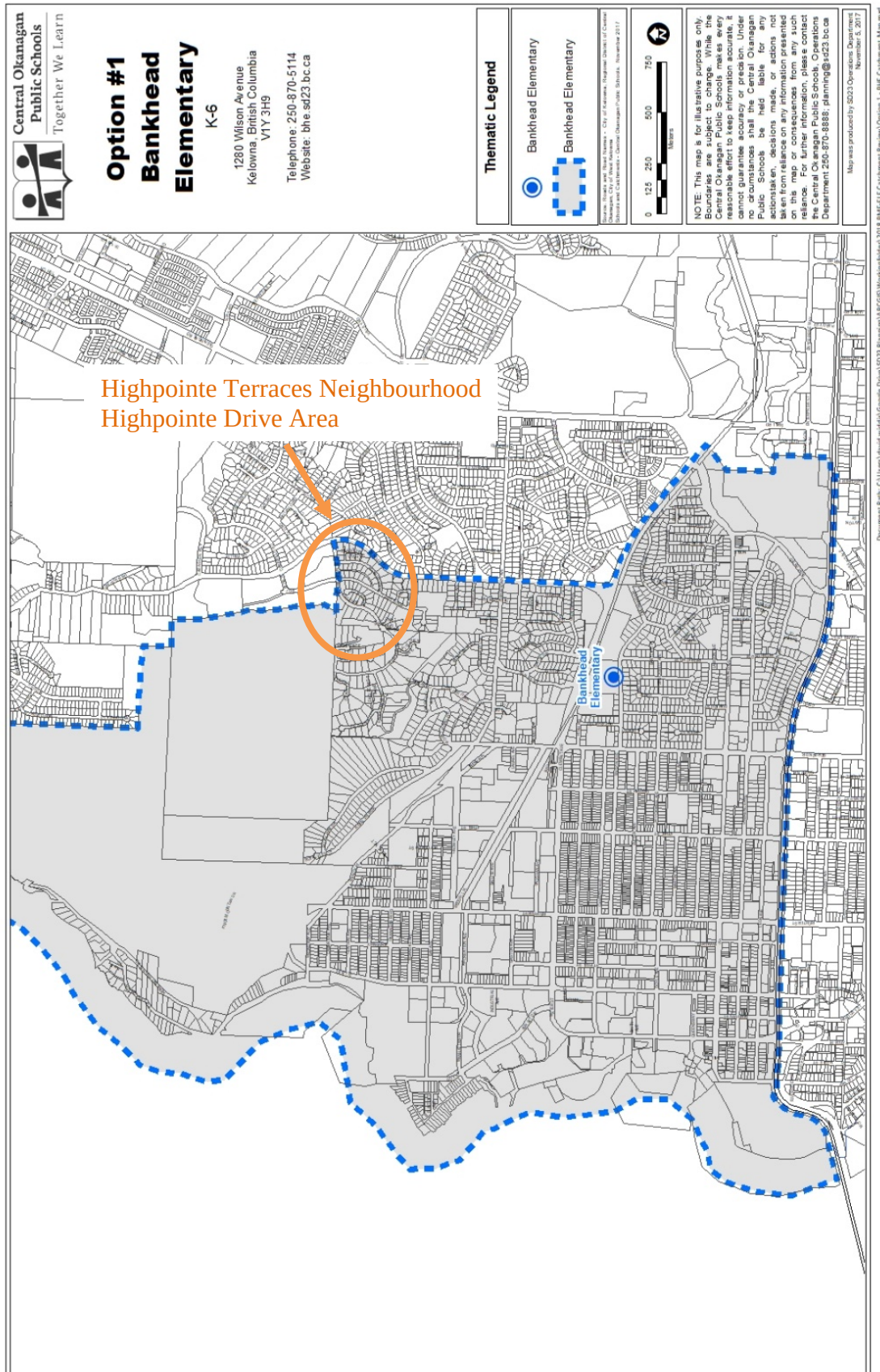
The Board of Education policy places a high priority on keeping siblings together, and the intent is to allow siblings to stay together if that is what families decide to do. Any changes that are recommended are to cause the least disruption to families in the area. Here are two examples of unique circumstances, which demonstrate how siblings could stay together:

- **Scenario 1:** Both siblings attend Bankhead Elementary School but are now in catchment for Watson Elementary School. The students are able to stay in the school until they are able to move to the middle school.
- **Scenario 2:** One sibling attends Bankhead Elementary School and a younger sibling is not currently attending a school. This situation is reviewed on a case by case basis. In previous catchment reviews, the Board has suspended policy to allow the younger sibling to attend the same school as the older sibling.

Appendix C

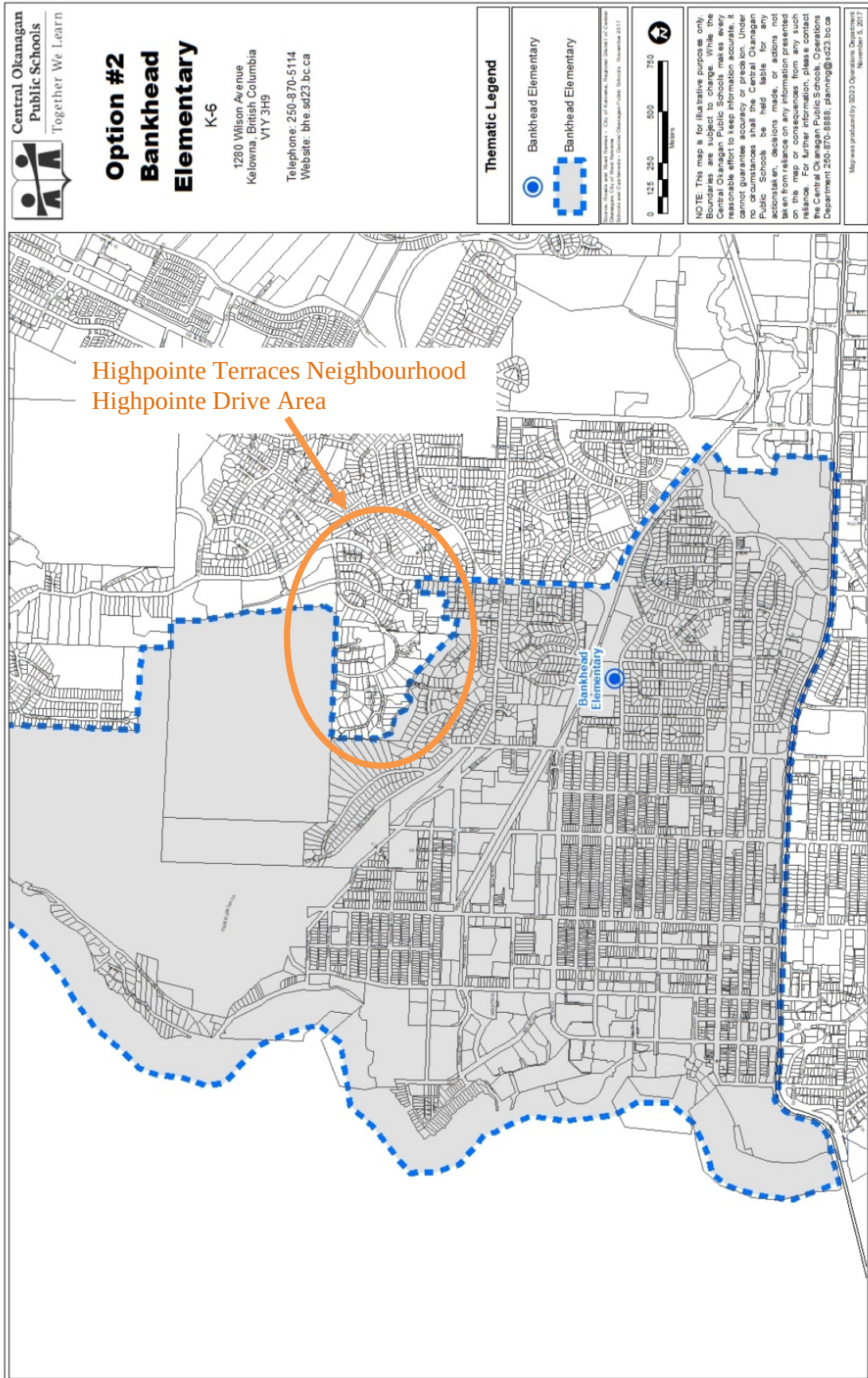
NORTH CENTRAL KELOWNA FAMILY PROJECTIONS: SD23 PROJECTIONS														
Updated Sept 28, 2018		Enrolment			Projections									
School	Nom Cap													
		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
		K-6	K-6	K-6	K-6	K-6	K-6	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Bankhead Elementary	415	275	286	315	326	332	325	323	323	341	340	342	345	346
Glenmore Elementary	515	650	636	652	651	630	620	589	589	593	570	571	572	574
North Glenmore Elementary	505	500	505	555	555	590	614	632	641	673	682	701	697	697
Watson Elementary	530	559	565	555	576	574	574	586	588	598	603	597	608	606

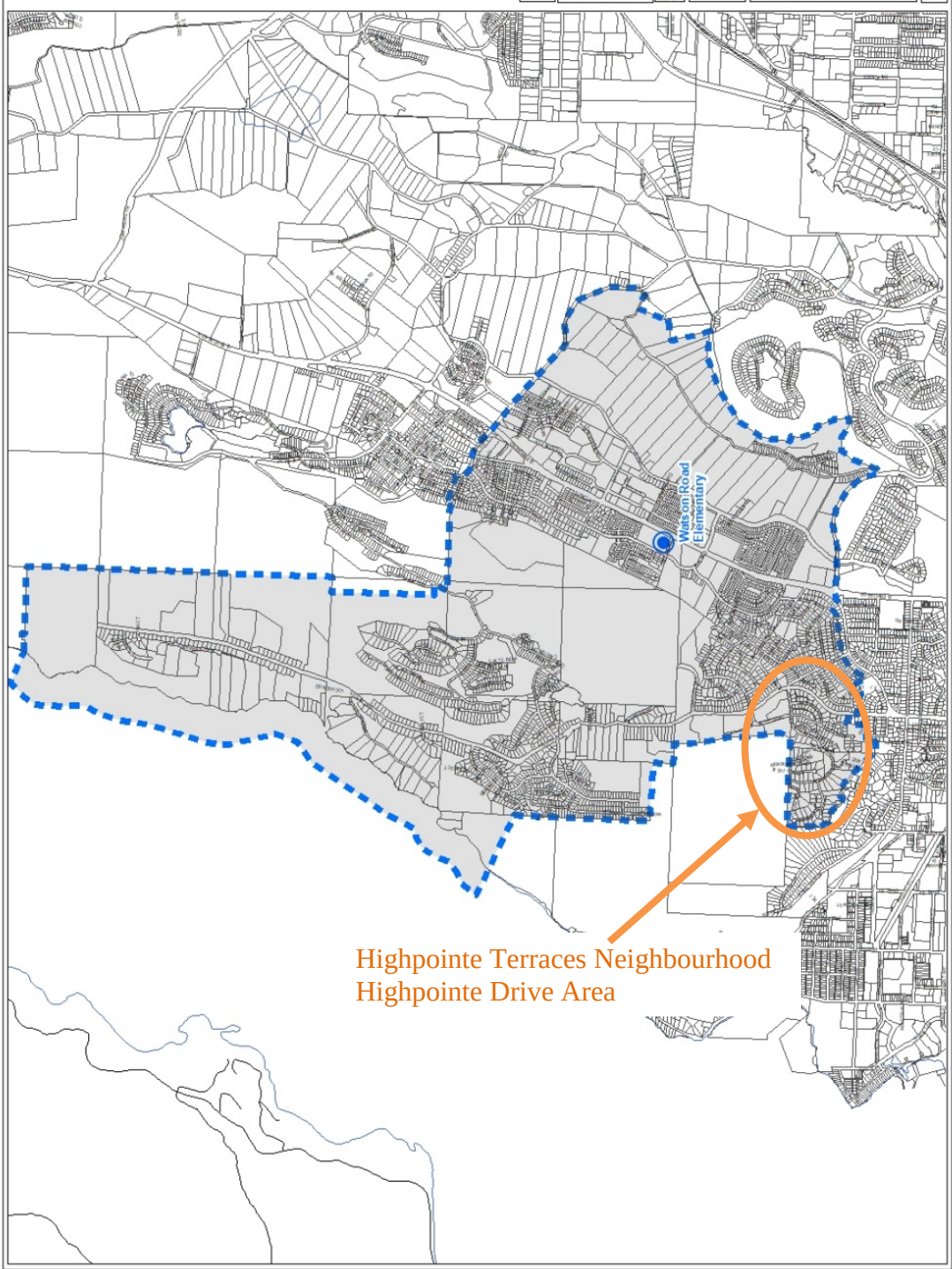
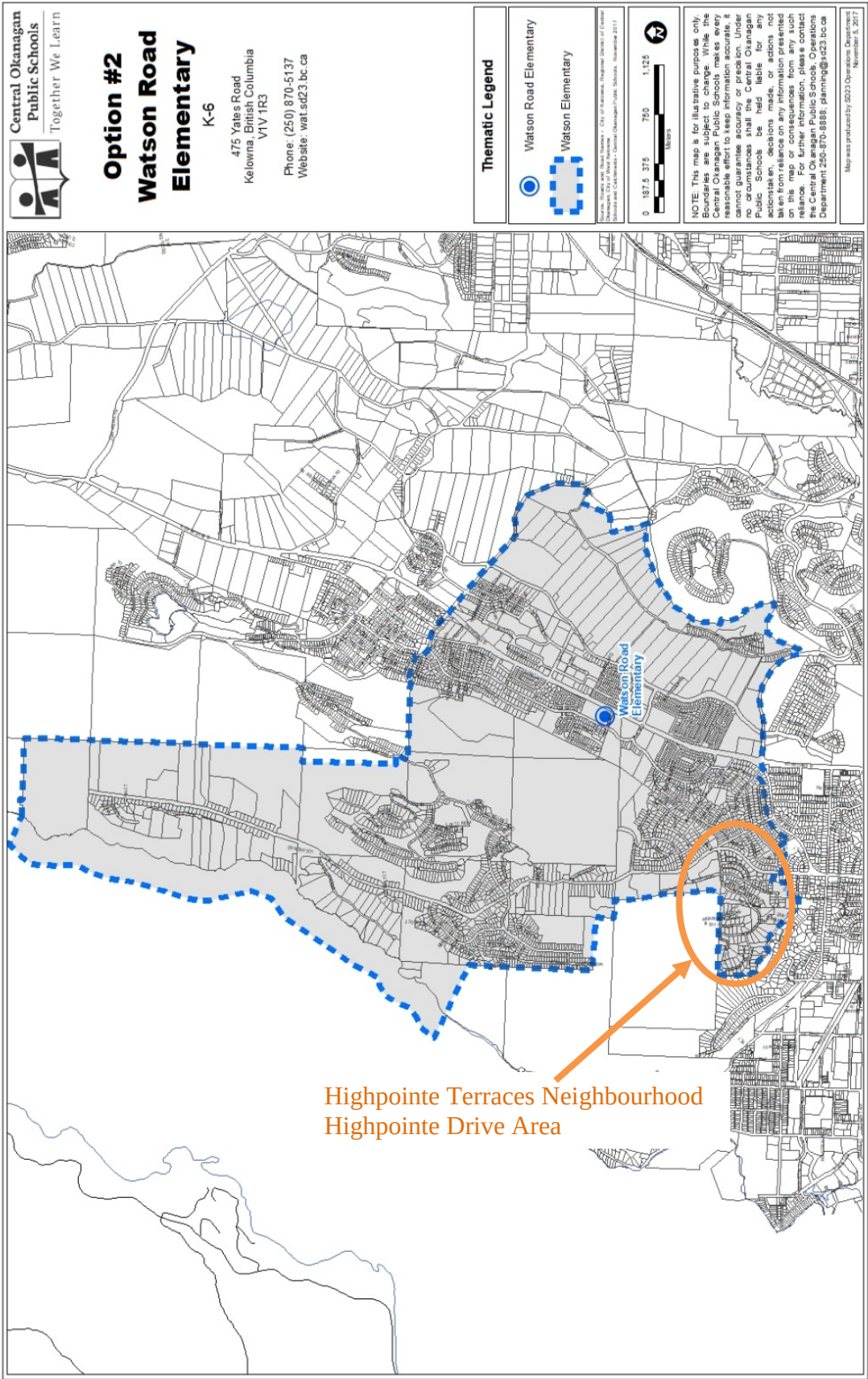
Appendix D





Appendix E





Highpointe Terraces Neighbourhood
Highpointe Drive Area

Document Path: C:\Users\mward\OneDrive\Google Drive\SD23 Planning\ARC/INFO\Working\2018\BME\211 Catchment Review\Option 2 - BME Catchment Map.mxd



Memorandum

Date: December 7, 2018
To: Board of Education
From: Eileen Sadlowski, Secretary-Treasurer/CFO
Prepared By: David Widdis, Planning Manager

Action Item: **Proposed Catchment Boundary for Black Mountain Elementary and Ellison Elementary Schools**

1.0 ISSUE STATEMENT

During the Board meeting regarding the transportation funding in September 2016, there was discussion regarding re-establishing the elementary boundaries in the Rutland area. Currently, this area has an open elementary catchment boundary. Direction from the Board was to hold off on establishing the Rutland proper area until there is a decision on the Rutland Middle School; however, the boundaries for Black Mountain and Ellison Elementary schools could move forward because they are distinct communities and the busing eligibility is based on having catchments.

2.0 RELEVANT BOARD MOTION/DIRECTION

Main Motion 18P-102 as Amended by 18P-103

THAT: Staff proceed with a Catchment Area Review for Black Mountain Elementary and Ellison Elementary Schools.

CARRIED

3.0 BACKGROUND

The development of the Long Term Facility Plan recommended to establish catchment boundary's for Black Mountain Elementary and Ellison Elementary Schools for two reasons:

- 1) Provide certainty regarding transportation eligibility and
- 2) Manage student enrolment for Black Mountain Elementary due to the projected growth in the Black Mountain area

The Board of Education approved a catchment review for Black Mountain and Ellison Elementary schools in September 2018, to explore boundary options for the schools.

School District staff members have reviewed the demographics, future growth projections and School capacities, as well as attended Parent Advisory Council meetings at these schools to introduce the catchment area review and listen to parental input for consideration.

During the Parent Advisory Committee meetings Staff heard consistent messaging:

- Keeping neighbourhoods and peers together is important
- Keeping families together is important
- Ensuring the schools are sustainable for the long-term
- Provide transportation certainty for schools and families was understandable for the School District

Staff received some comments from Black Mountain Elementary School parents regarding the draft boundary along Lewis Road and Garner Road and consideration to exclude the Toovey Neighbourhood from a Black Mountain Elementary catchment boundary. The summary of the comments and responses are provided in Appendix D.

Staff have not received any correspondence from parents in Ellison Elementary School.

November 21, 2018 Planning and Facilities Committee Meeting

Outcome:

The Committee recommended that the Board approve Option #3 (include Toovey Heights and Charleswood Drive areas) for Black Mountain Elementary School catchment boundary as presented at the Planning and Facilities Committee on November 21, 2018.

In addition, the Committee recommended that the Board approve Option #1 for Ellison Elementary School catchment boundary as presented at the Planning and Facilities Committee on November 21, 2018.

4.0 POINTS FOR CONSIDERATION

1. Creating catchment boundaries will help manage student enrolment in the schools
2. Transportation eligibility is consistent with policy and regulations
3. Current enrolment projections indicate Black Mountain Elementary will continue to exceed its capacity over the next ten years; enrolment projected to increase to 460 over the next ten years
4. Black Mountain Elementary School will require one or two portables to accommodate current projections
5. The historic kindergarten registrations for Black Mountain Elementary School have averaged about 70 students. The kindergarten projection for 2019 shows an increase over the average to 83. This increases the pressure on the school capacity; however, this is an anomaly and projections from 2020 forward, expects the kindergarten registrations to move back to the historic trend.
6. Black Mountain area continues to have higher migration rate of children moving into the area.
7. Toovey Heights Neighbourhood
 - a. Include Toovey Heights Neighbourhood with Black Mountain Elementary Catchment
 - Majority of families in the neighbourhood (27 students – 2018 Enrolment) currently attend Black Mountain Elementary School. The area averages 20 students attending Black Mountain Elementary over the last five years.

- Siblings of current students not yet registered will attend Black Mountain Elementary School to keep families together
 - The neighbourhood over the last four years has averaged about twenty students attending Black Mountain Elementary
 - The Rutland Area is an open catchment that allows families to choose which school to attend. In the Toovey Heights neighbourhood families have chosen Black Mountain Elementary school to register their children and have accepted the school being over capacity compared to other Rutland schools that are under capacity
- b. Exclude Toovey Heights Neighbourhood from Black Mountain Elementary Catchment
- Current students can remain at Black Mountain Elementary school
 - Siblings of current students registering for September 2019 or later will be subject to the student placement policy 405. However, the Board may suspend this policy to accommodate siblings of current students.
 - The exclusion of this area from Black Mountain Elementary may reduce the student projections for the school to the current enrolment levels. This would not occur immediately; however, over time the projections may decrease by removing the historical trend of number of students over time.
 - There are other schools in Rutland area that have room in the schools for more students
 - Enrolment projections for Black Mountain Elementary show a small decrease in enrolment by excluding this neighbourhood; however, the school will still require additional portables regardless of whether Toovey Heights students are included or excluded. Toovey Heights students could be accommodated in the short term without disruption.

5.0 OPTIONS FOR ACTION

1. Recommend that the Board of Education approve the catchment boundary changes as presented;
2. Provide additional or different direction

6.0 SECRETARY TREASURER'S COMMENTS

Establishing the catchments for Black Mountain and Ellison Elementary as presented will re-establish distinct catchments for each school and allow for appropriate boundaries to be utilized for transportation.

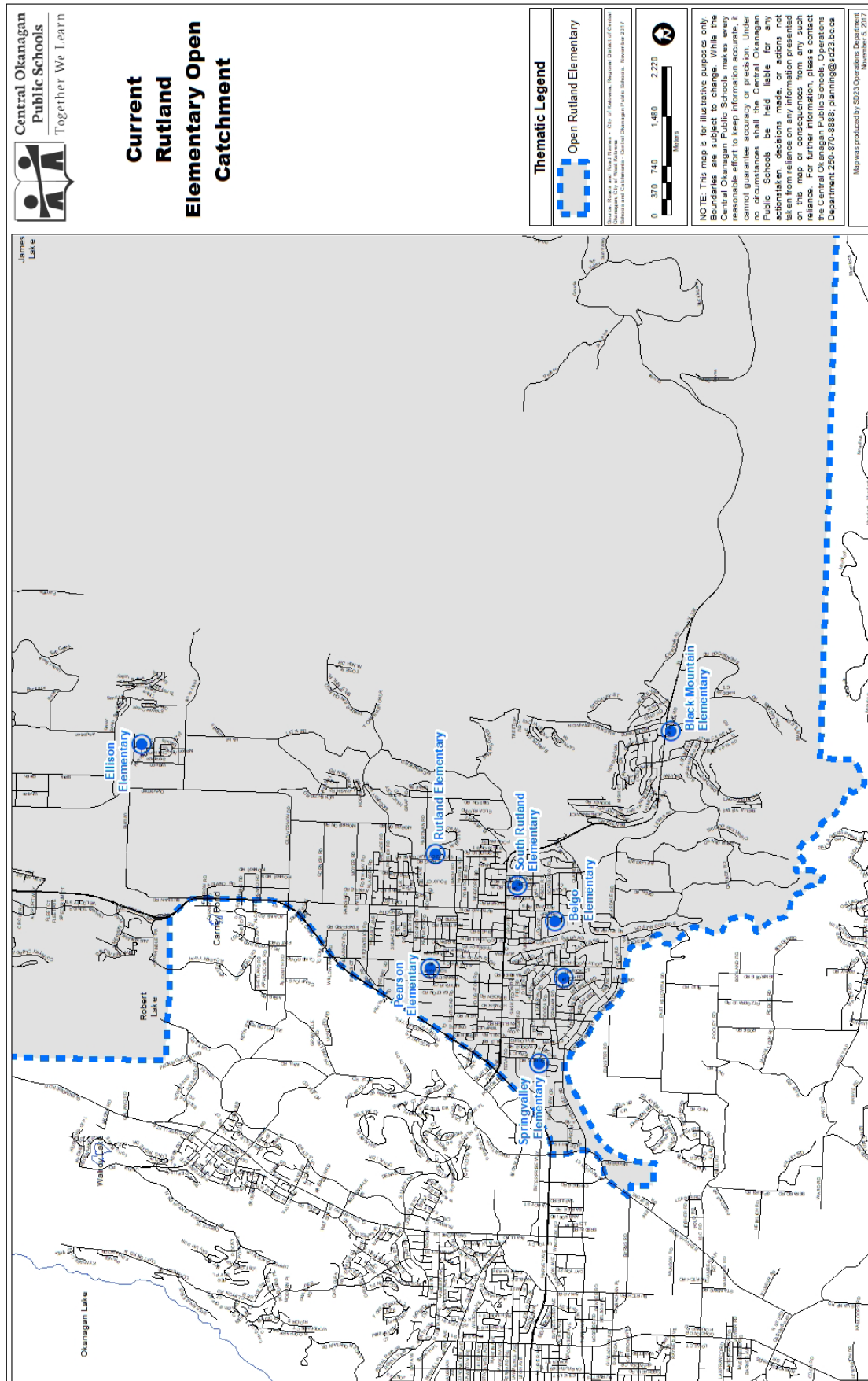
7.0 RECOMMENDATIONS

THAT: The Board of Education approve the elementary catchment boundary (include Toovey Heights and Charleswood Drive area) for Black Mountain Elementary School, as attached to the agenda, and presented at the Public Board of Education Meeting on December 12, 2018;

AND THAT: The Board of Education approve the elementary catchment boundary for Ellison Elementary School, as attached to the agenda, and presented at the Public Board Meeting on December 12, 2018.

8.0 APPENDICES

- A. Current Catchment Boundary for Rutland Elementary School
- B. Background Information and FAQ for Black Mountain Elementary-Ellison Elementary Catchment Review
- C. Rutland Area Enrolments and Projections
- D. Summary of Comments
- E. Option #1 Catchment Boundary for Rutland Elementary Schools
- F. Option #2 Catchment Boundary for Rutland Elementary Schools
- G. Option #3 Catchment Boundary for Rutland Elementary Schools



Appendix B



Catchment Boundary Review

Black Mountain Elementary and Ellison Elementary Schools

School District staff presented to the Planning and Facilities (P&F) Committee, with recommendations, the process for review of Black Mountain Elementary and Ellison Elementary Catchment Areas, which is a recommendation of the Long-Term Facility Plan (LTFP). During a Board meeting regarding the transportation funding in September 2016, there was discussion regarding re-establishing the elementary boundaries in the Rutland area. Currently, the Rutland area has an open elementary catchment boundary. Direction from the Board was to hold off on establishing the Rutland proper area until there is a decision on the Rutland Middle School; however, the boundaries for Black Mountain and Ellison Elementary schools could move forward because they are distinct communities and the busing eligibility is based on having catchments.

A catchment review is to be a collaborative process to minimize disruptions to families, make the most effective use of existing facilities, provide certainty for transportation eligibility and create sustainable enrolment levels in these elementary schools. The (P&F) Committee recommended that the Board of Education proceed with the Catchment review for Black Mountain Elementary and Ellison Elementary Schools.

The LTFP contains a series of overarching recommendations for all schools and catchment areas that provide a comprehensive plan outlining how the district will manage its school facilities in order to deliver its educational programs at the highest possible standard. SD23 have undertaken and completed several of the recommendations from the LTFP and this review is recommended in the section for the Rutland Area.

SD23 has established policies (Policy 405 and 405R) for setting/changing catchment areas. The following are the principles to follow for catchment review:

- reflect traditional neighbourhoods, subdivisions and regions;
- minimize safety concerns for elementary students as a result of major roadways or other known hazards;
- reflect long-term development to minimize stress caused by frequently changing boundaries in rapidly growing/declining areas;
- maximize the efficiency of schools and the transportation system;
- maintain a cohort of students at each grade level offered at the school, to support the long-term sustainability of the school.

The timeline for this catchment review started in September with the development of some options for this area. Presentations were made at Parent Advisory Committee meetings and the staff are expecting to provide a recommendation to the Board in November/December. Any changes to the catchment boundaries, if approved by the Board, will be implemented for September 2019.

The attachments are the current catchment boundaries and draft options for discussion purposes.

If you have any questions, please contact David Widdis, Planning Manager at 250-470-3276

Frequently Asked Questions

1. *What types of changes can be proposed?*

The types of changes that could be proposed include:

- changes to school boundaries (the catchment area for a school could change)

2. *What are the issues in my community?*

- Transportation eligibility – In an open catchment area, it can be unclear regarding the eligibility of students without defined boundary lines.
- Student management – Black Mountain Elementary School is over capacity and the 10 year projection indicates increased enrolment. The establishment of a catchment boundary will establish student placement eligibility using Policy 405.

3. *When will these changes come into effect?*

The proposed recommendation would come forward to the Planning and Facilities Committee meeting in November/December and moved forward to a public Board of Trustees meeting. If approved by the Board, the implementation for any change would be for September 2019.

4. *What will come forward to the Planning and Facilities Committee for review?*

The way the catchment boundary review process works, staff must develop a proposed plan detailing changes affecting schools in the review area. At this time, it is a proposed plan for change. That proposal is subject to consultation. After the consultation process, staff will make recommendations to the Planning and Facilities Committee and the committee will vote on those recommendations. The recommendations of the committee then go to Board for final approval.

5. *What will happen to students if these changes are made?*

The impact on students depends on the proposed change at the school. Every effort has been made to keep student cohorts together.

6. *How can parents and guardians get involved?*

Parents, guardians, students and community members will have an opportunity to learn more about the recommended plan and to provide feedback in the fall. This will occur in several ways, including:

- Attending a Parent Advisory Committee meeting;
- Provide written input to Planning.Review@sd23.bc.ca
- Attending a Planning and Facilities Committee or Board meeting.

7. *What students will have to move from one school to another? Can all existing students remain in their current school?*

Students who are in Black Mountain or Ellison this current year will continue to stay in the school until they move to middle school. If the catchment boundary is approved for September 2019, any new students applying to the school will be placed in priority based on Policy 405.

8. *Will siblings have to attend different schools?*

The Board of Education policy places a high priority on keeping siblings together, and the intent is to allow siblings to stay together if that is what families decide to do. Any changes that are recommended are to

cause the least disruption to families in the area. Here are two examples of unique circumstances, which demonstrate how siblings could stay together:

- **Scenario 1:** Both siblings attend Black Mountain or Ellison Elementary School but are now in catchment for Black Mountain Elementary or Ellison Elementary School. The students are able to stay in the school until they are able to move to the middle school.
- **Scenario 2:** One sibling attends Black Mountain Elementary or Ellison Elementary School and a younger sibling is not currently attending a school. This situation is reviewed on a case by case basis. In previous catchment reviews, the Board has suspended policy to allow the younger sibling to attend the same school as the older sibling.

Appendix C

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
		<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>
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
		<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>
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
		<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>
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

RUTLAND FAMILY PROJECTIONS: SD23 PROJECTIONS - Exclude Toovey Heights Neighbourhood														
Updated October 8, 2018		Enrolment			Projections									
School	Nom Cap	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
		<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>
Belgo	340	326	341	345	348	355	355	349	356	359	363	364	362	362
Black Mountain	390	408	425	438	453	450	454	457	455	457	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	183	168	162	167	164	156	155	158	159	160
Springvalley	345	256	264	272	269	264	255	253	271	266	258	265	265	265
		<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>
Rutland Middle	425	537	539	558	572	574	543	510	484	511	526	538	516	510
Springvalley Middle	550	434	440	463	493	562	583	580	544	553	542	565	559	569
		<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>	<u>9-12</u>
Rutland Secondary	1,550	1,461	1,389	1,358	1,384	1,360	1,399	1,482	1,519	1,560	1,556	1,484	1,484	1,494

Projections

There are two feeding streams for elementary schools moving to the two middle schools. The Elementary Schools of Ellison, Pearson Rd, Rutland and South Rutland feeding into Rutland Middle School and the Elementary Schools of Belgo, Black Mountain, Quigley and Springvalley feeding into Springvalley Middle School.

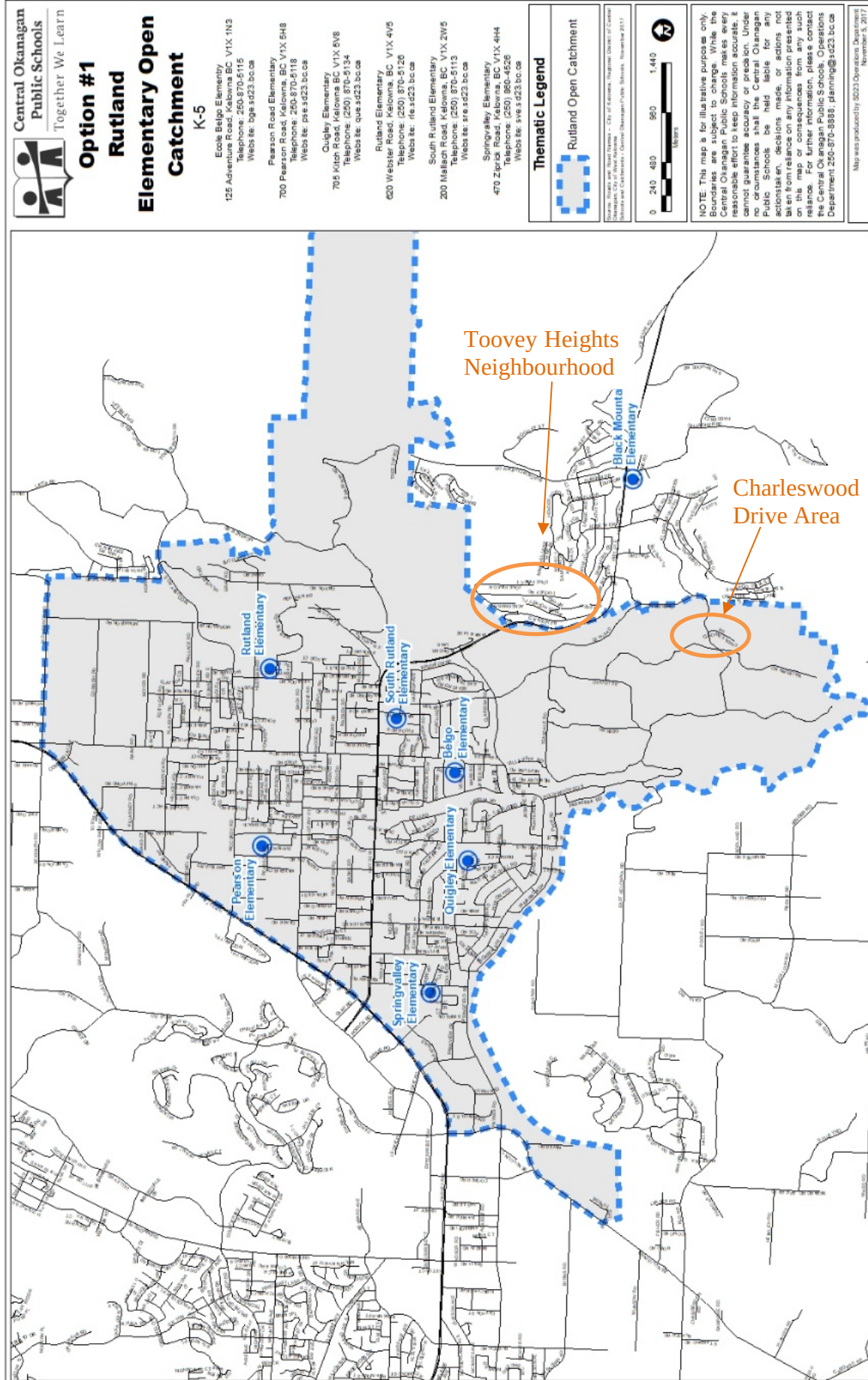
When projections are developed for catchment changes, the number of students impacted for a change are removed from the school and placed in the next catchment area school; however, since the next catchment area in this exercise is an open catchment, it can not be assumed the students would be placed in the closest school. Assumptions are made for the student placement in schools. Specifically for the Toovey Neighbourhood, average number of students going to Black Mountain Elementary over the last five years is about 20 students. There has been a high of 26 students and a low

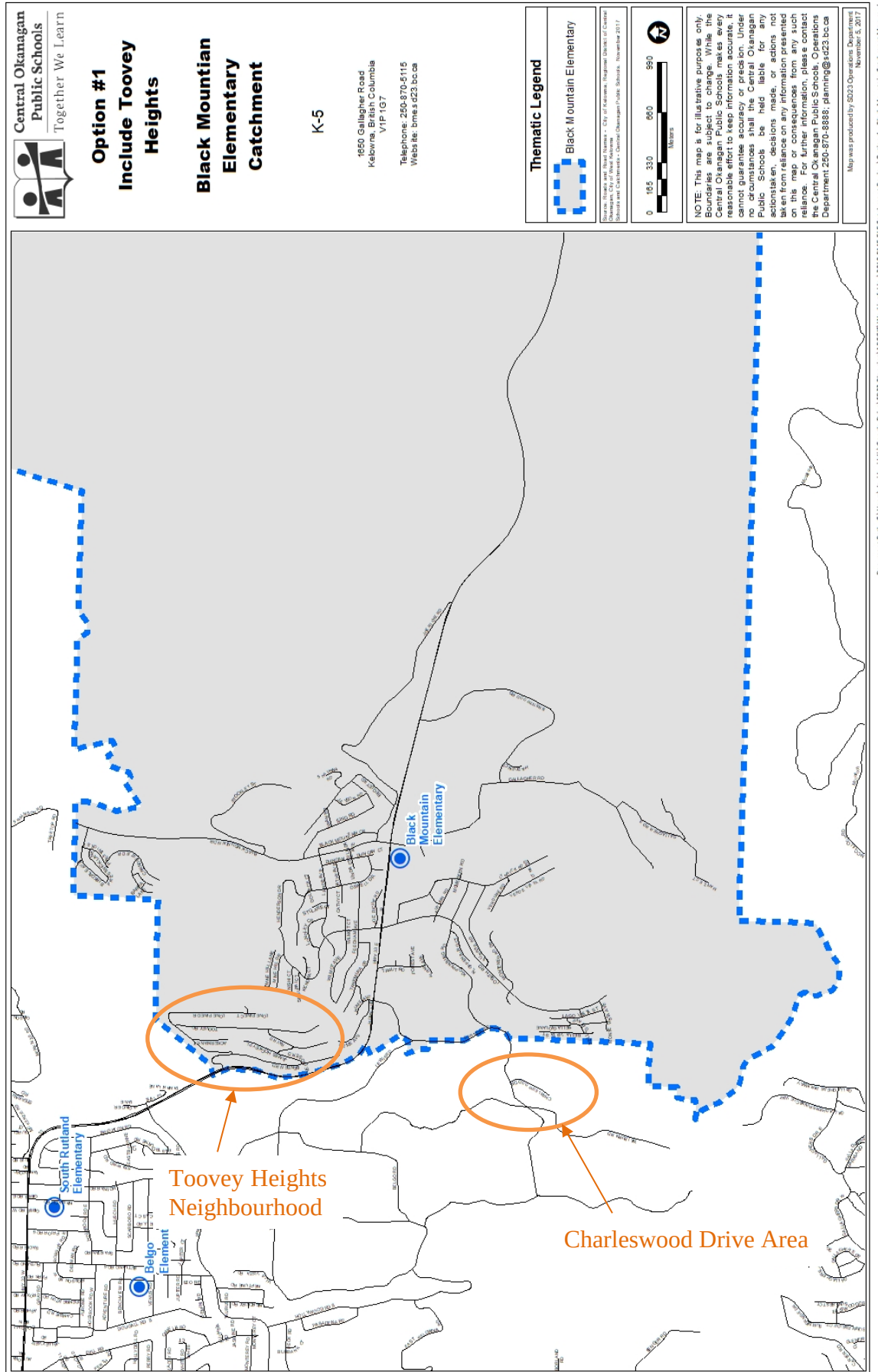
of 13 students attending Black Mountain. Other elementary students in this area are also attending Quigley, Rutland, Springvalley, South Rutland and others throughout the District. Not all students will change schools right away with the new boundary change. Some students will stay in the current school and move through the system. Only new students will be directed to the catchment school; however, the students may choose to go to another school due to the school of choice legislation that allows students the opportunity to register at any school and be accepted depending on space.

In addition, projections also rely on historic retention rates of cohorts moving through the system. Due to growth or decline in cohorts, additions or subtractions, student numbers may not have a change in the projections. Some assumptions made for this exercise were the majority of students will stay in Black Mountain and any new students were moved to the elementary schools that other families in the area attending, Quigley, Rutland, Springvalley and South Rutland. The numbers are also distributed among the grades. There is about four students per grade and as the students are moved through the grades starting in 2019, the impact from the catchment change does not have a significant impact on the projected enrolments for the middle schools.

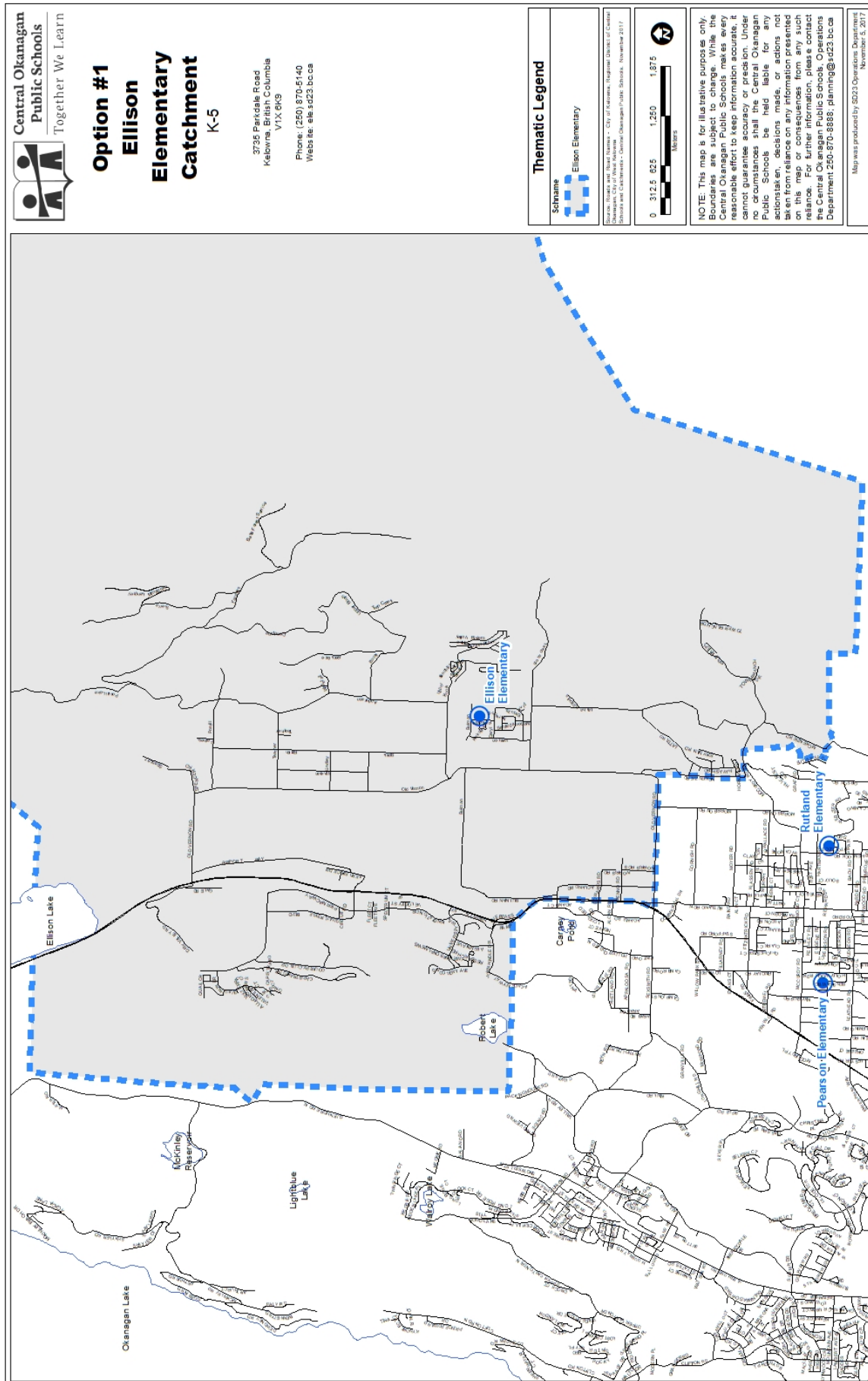
Appendix D
Summary of Comments Received

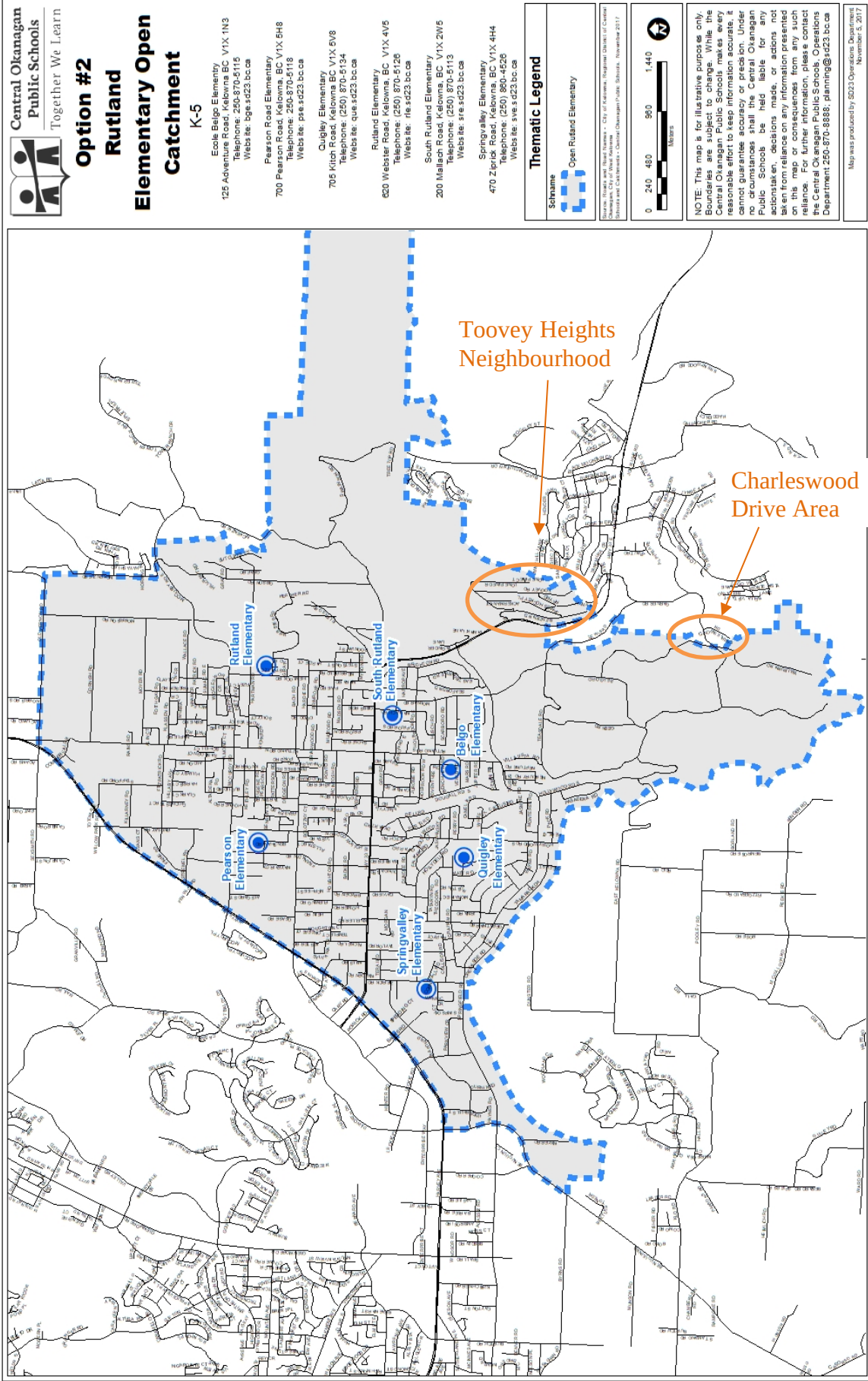
	Comment	Response	Action
1.	Should boundary for Black Mountain include the area of Charleswood Dr and Belgo Rd?	A review of September 2017 enrolment showed there was one student in the area attending Black Mountain Elementary. A review of the September 2018 enrolment shows four students attending Black Mountain and three students are in the Charleswood Dr area that is outside the draft boundary for the school.	Staff amended the draft boundary to include Lewis Road and Garner Rd as well as Charleswood Drive as shown in the recommended option
2.	Could Toovey Neighbourhood remain in Rutland Open Catchment?	As of September 30, 2018 there were 36 elementary students in the Toovey Neighbourhood attending SD23 schools. 27 students are attending Black Mountain Elementary, 4 attending Quigley, 2 attending Rutland Elem, 2 attending Springvalley Elem and 1 attending South Rutland Elem.	Staff recommend for Toovey neighbourhood to remain in the proposed catchment of Black Mountain Elementary

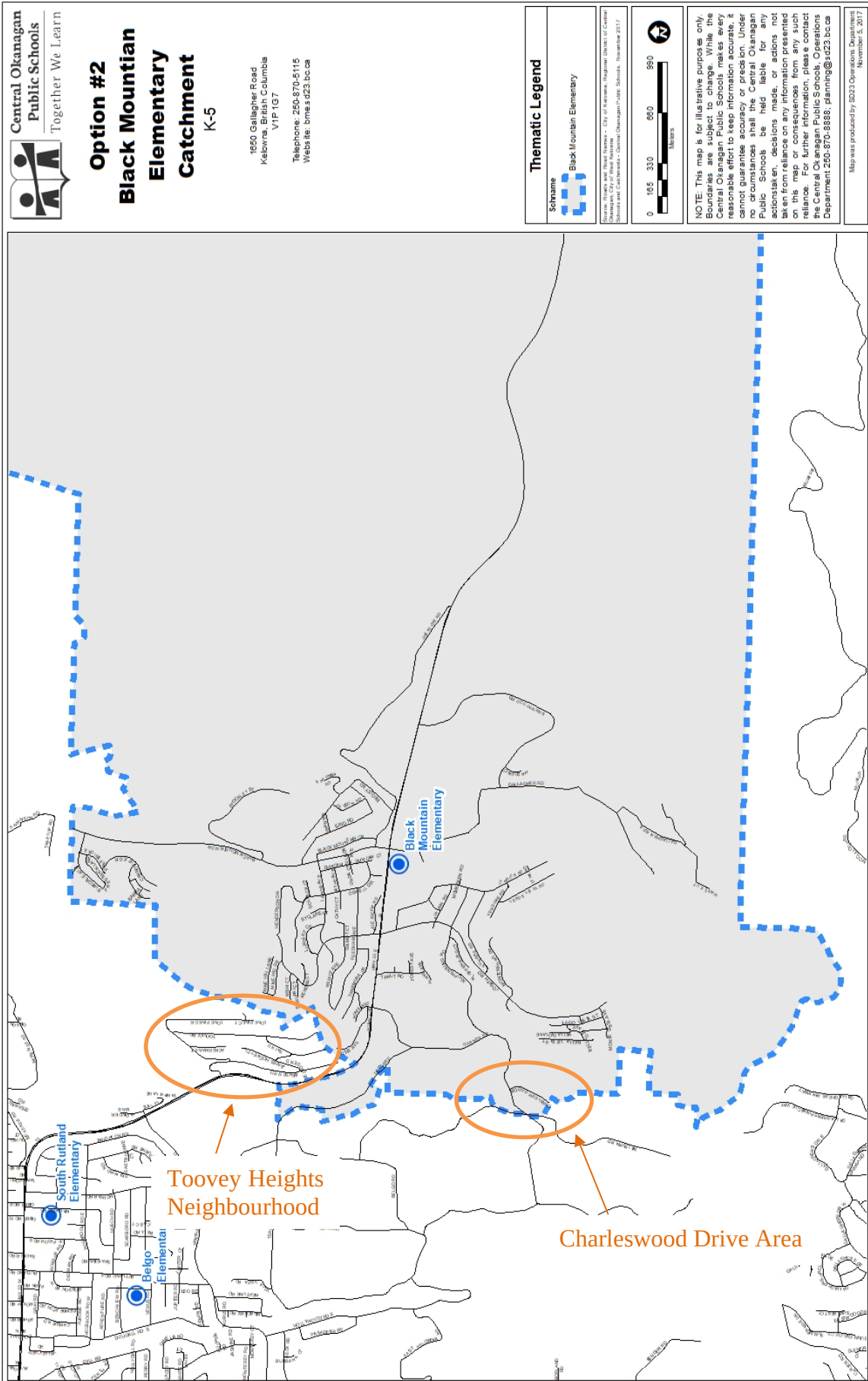


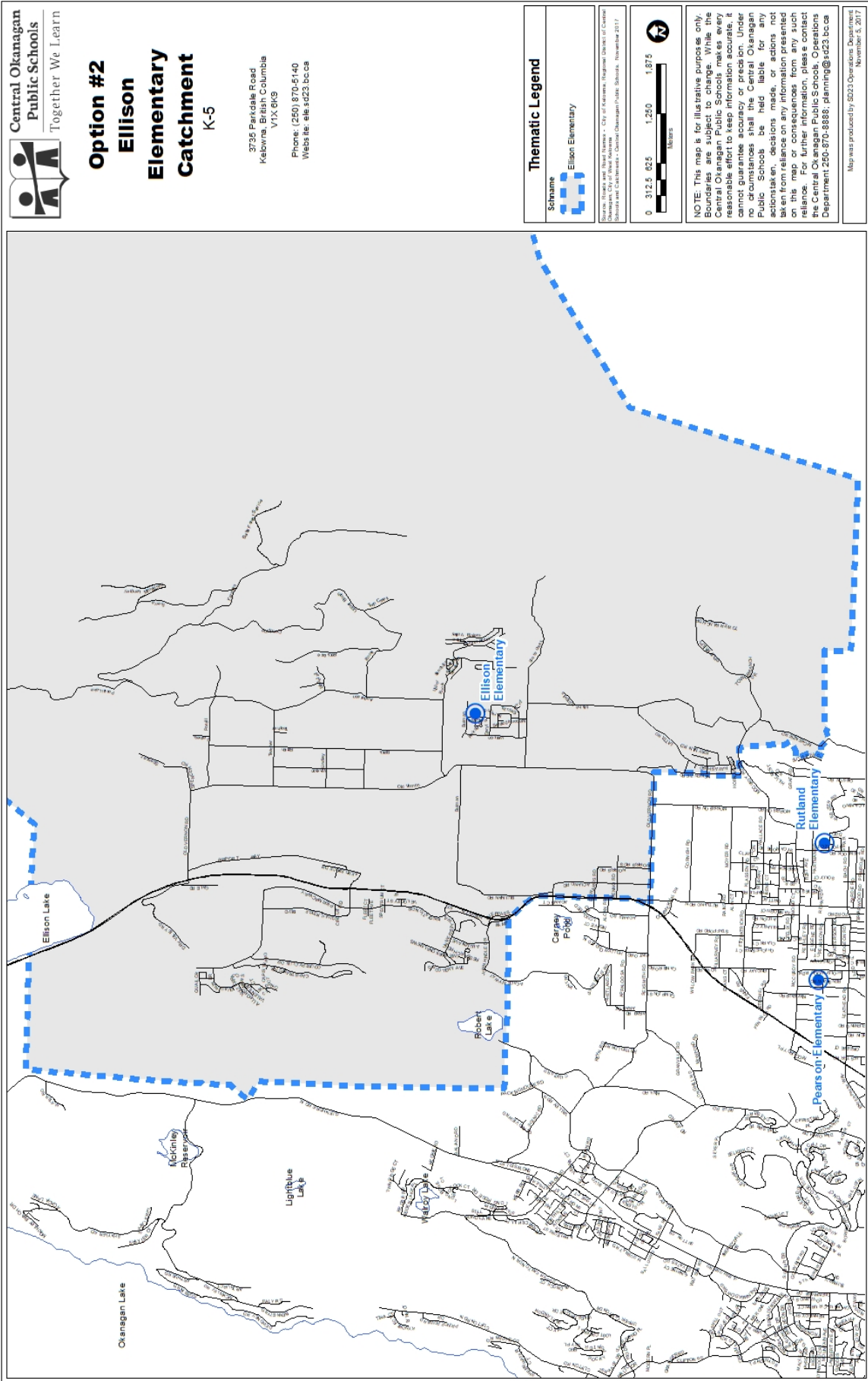


Recommended Option for Ellison Elementary

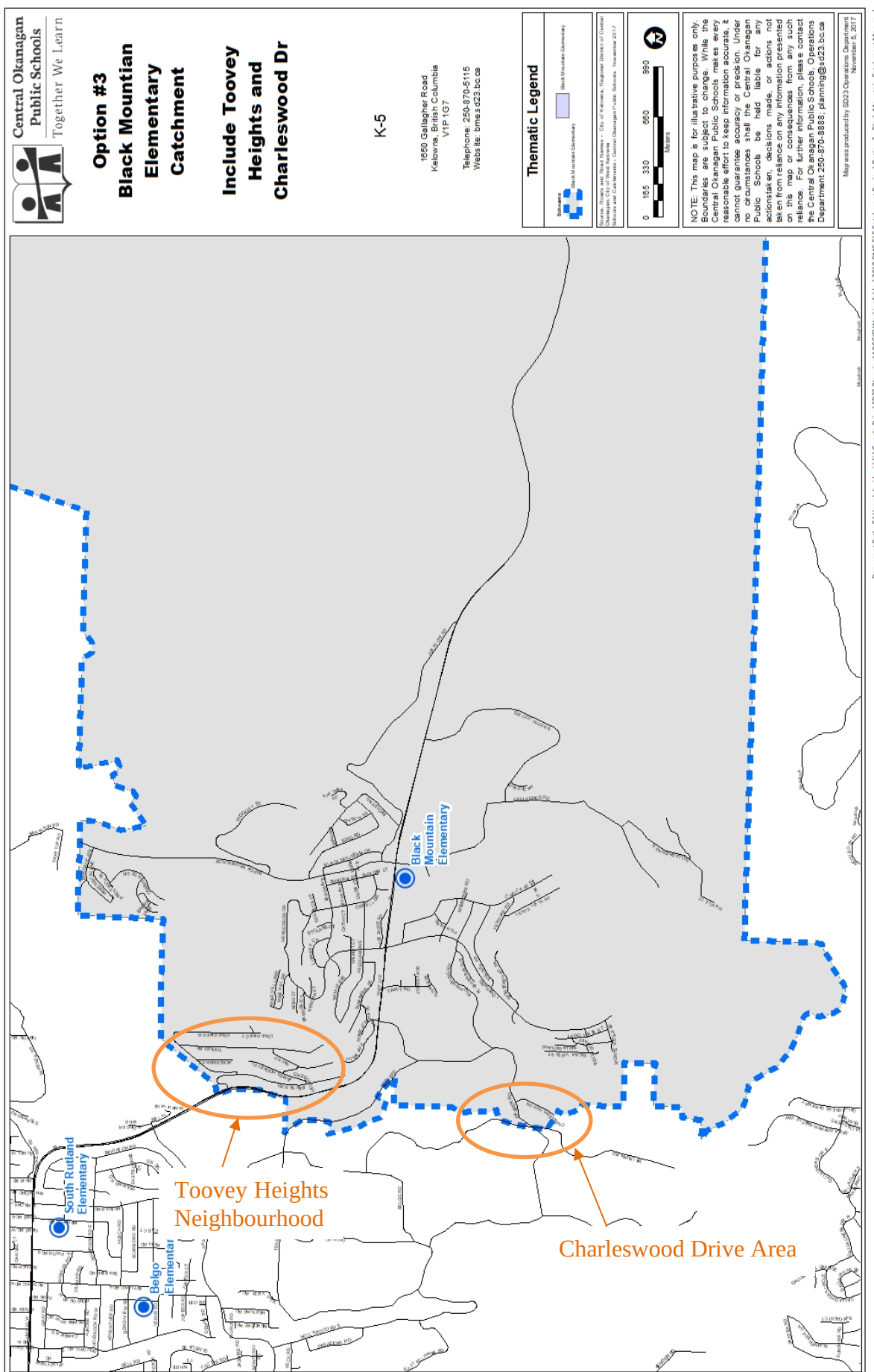








Recommended Option for Black Mountain Elementary





Memorandum

Date: December 6, 2018
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO
Action: **New Policy 632 and Regulations 632R – School Reconfigurations**

1.0 ISSUE STATEMENT

A recommendation was made by the Policy Committee to develop a Policy/Regulations on School Reconfigurations in response to concerns expressed regarding the consultation on the Westside grade reconfiguration.

2.0 RELEVANT BOARD MOTION/DIRECTION

December 5, 2018 – General Affairs Committee

Outcome:

THAT: The General Affairs Committee recommends to the Board of Education:

THAT: The Board of Education approve new Policy 632 – School Reconfigurations and Regulations 632R – School Reconfigurations, with the amendments approved at the General Affairs Committee on December 5, 2018 including the wording to include digital consultation.

3.0 RECOMMENDATION

THAT: The Board of Education approve new Policy 632 – School Reconfigurations and Regulations 632R – School Reconfigurations, as attached to the Agenda and as presented at the December 12, 2018 Public Board Meeting.

4.0 APPENDIX

- A. Draft New Policy 632 – School Reconfigurations
- B. Draft New Regulations 632R – School Reconfigurations



“Together We Learn”

School District No. 23 (Central Okanagan)

Policies And Procedures

Section Six: School District Facilities

632 – SCHOOL RECONFIGURATIONS

Introduction

The Board of Education supports the long-term goal of phasing in a consistent grade configuration in all areas of the District with K - 5 elementary, Grade 6 - 8 middle and Grade 9 - 12 senior secondary schools.

The timing of changes to the grade configuration structure will be based upon:

- The best needs of the students
- The unique needs of communities within the Central Okanagan Public Schools
- The need to manage growth and the best use of existing school buildings
- Financial considerations
- Extraordinary circumstances

The Board of Education has a responsibility to provide school facilities throughout the school district that will allow for program effectiveness for all students, health and safety of all occupants and operational efficiency. At times, the Board may have to consider alternate configuration options.

Policy

By the last meeting of the Board in November, the Superintendent will present an analysis to the Board on any recommendations for reconfiguration.

By no later than January, subsequent to agreeing to consider the Superintendent's recommendation, the Board will initiate a process of discussion and consultation with parents, staff and the community. The consultation process shall be in accordance with the attached regulations.

Consultation will be meaningful, and fair consideration will be given to all public input prior to the Board making its final decision.

At the first Board Meeting in March, the Board will consider the feasibility and acceptability of the reconfiguration as part of the Board's budget deliberations.

Prior to April 30th, based on the preceding process, the Board will make a decision on the reorganization of schools so that any reconfiguration could be effective in September of that same year.

Date Agreed:

Date Amended:

Date Reviewed:

Related Documents: Regulation 632R

632 – School Reconfigurations

Page 1 of 1



“Together We Learn”

Section Six: School District Facilities

**632R – SCHOOL RECONFIGURATIONS
(REGULATIONS)**

1. Prior to the end of November each year, the Superintendent will determine which schools will be evaluated for reconfiguration of grades, considering the following criteria:
 - 1.1 educational effectiveness
 - 1.2 learner equity
 - 1.3 class composition
 - 1.4 capacity/usage of the building
 - 1.5 the present and three-to-five year enrolment projection
 - 1.6 how the proposed change could affect the catchment areas of affected schools
 - 1.7 impact on transportation
 - 1.8 financial considerations
 - 1.9 alternative configuration options
 - 1.10 community impact
2. By the last Board of Education meeting in November, the Superintendent will present an analysis to the Board of the above-noted criteria, or will inform the Board that no reconfiguration of schools is recommended for the next school year.
3. The Board will review the information provided by the Superintendent and either instruct staff to:
 - 3.1 take no further action;
 - 3.2 begin the consultation process.

Consultation Process

1. The Superintendent will notify the school principals and the PAC Executives in writing that their family of schools has been identified for possible reconfiguration of grades.
2. Local governments and Indigenous communities will be specifically notified in writing and invited to provide input through the public consultation.
3. The Superintendent, or designate, and trustee(s) will meet with the principals and representatives from the school communities involved, including the members of PACs, representatives of the teaching staff and support staff, to review the analysis and supporting documentation that will later be presented at a public meeting.
4. The public meeting will be advertised in local news media.



Section Six: School District Facilities

5. The public consultation will use traditional forms of engagement as well as digital technologies.
6. The public consultation meeting will include the following information:
 - 6.1 educational effectiveness
 - 6.2 learner equity
 - 6.3 class composition
 - 6.4 capacity/usage of the building
 - 6.5 the present and three-to-five year enrolment projection
 - 6.6 how the proposed change could affect the catchment areas of affected schools
 - 6.7 impact on transportation
 - 6.8 financial considerations
 - 6.9 alternative configuration options
 - 6.10 community impact
7. At the first Board meeting in March, the Board will consider the feasibility and acceptability of the proposed reconfiguration of schools as part of the Board’s budget deliberations.
8. Prior to April 30th, based on the preceding process, the Board will make a decision on the reorganization of schools so that any reconfiguration could be effective in September of that same year.



Memorandum

Date: December 6, 2018
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO

Action Item: Grade Reconfiguration – Okanagan Mission Area

1.0 ISSUE STATEMENT

Central Okanagan Public Schools is in the construction phase for Canyon Falls Middle School. The school is scheduled to open September 2019.

2.0 RELEVANT BOARD MOTION/DIRECTION

May 9, 2018

18P-063

THAT: The Board of Education open Canyon Falls Middle School for Grades 6 and 7 students in 2019 for the Okanagan Mission family of schools.

18P-064

THAT: Grade 7 students already in attendance at Okanagan Mission Secondary School, and transitioning into Grade 8, complete their Grade 8 year at Okanagan Mission Secondary School in 2019.

18P-065

THAT: Canyon Falls Middle School will enroll Grade 6, 7 and 8 students in September 2020 and Okanagan Mission Secondary School will become a Grade 9 to 12 school.

3.0 BACKGROUND

To date, consultation has been ongoing with the community. The Board of Education has considered initial grade configurations and final grade configurations for the new Canyon Falls Middle School. Consultation to date has included:

- Assistant Superintendent, Rhonda Ovelson, met with each of the Principals of the affected schools to discuss the initial grade configuration which was approved by the Board of Education on May 9th (Motion 18P-063, 18P-064 and 18P-065).
- School Principals met with their Parent Advisory Councils and forwarded any questions/concerns to the Assistant Superintendent.
- Assistant Superintendent, Vianne Kintzinger, has attended a Parent Advisory Council Meeting at Chute Lake Elementary, Anne McClymont Elementary and Dorothea Walker Elementary to further discuss the grade reconfiguration of the schools in the Okanagan Mission area and to respond to parent questions/concerns.

- A survey was sent to the parents of the affected schools requesting the qualities and characteristics they would like to see in the new Principal at Canyon Falls Middle School.

4.0 POINTS FOR CONSIDERATION

Draft New Policy 632 – School Reconfigurations states:

By no later than January, subsequent to agreeing to consider the Superintendent’s recommendation, the Board will initiate a process of discussion and consultation with parents, staff and the community. The consultation process shall be in accordance with the attached regulations.

Draft New Regulations 632R – School Reconfigurations further states:

1. *The Superintendent will notify the school principals and the PAC Executives in writing that their family of schools has been identified for possible reconfiguration of grades.*
2. *Local governments and Indigenous communities will be specifically notified in writing and invited to provide input through the public consultation.*
3. *The Superintendent, or designate, and trustee(s) will meet with the principals and representatives from the school communities involved, including the members of PACs, representatives of the teaching staff and support staff, to review the analysis and supporting documentation that will later be presented at a public meeting.*
4. *The public meeting will be advertised in local news media.*
5. *The public consultation will use traditional forms of engagement as well as digital technologies.*
6. *The public consultation meeting will include the following information:*
 - 5.1 *educational effectiveness*
 - 5.2 *learner equity*
 - 5.3 *class composition*
 - 5.4 *capacity/usage of the building*
 - 5.5 *the present and three-to-five year enrolment projection*
 - 5.6 *how the proposed change could affect the catchment areas of affected schools*
 - 5.7 *impact on transportation*
 - 5.8 *financial considerations*
 - 5.9 *alternative configuration options*
 - 5.10 *community impact*

5.0 NEXT STEPS

Upon the approval of the Board of Education of the consultation process:

- a. Letters will be forwarded to the Parent Advisory Councils of the affected schools, and to the Aboriginal Education Council partners, to notify them of the grade configuration of the new Canyon Falls Middle School, as well as the changes to the grade configuration of Chute Lake Elementary, Anne McClymont Elementary, Dorothea Walker Elementary and Okanagan Mission Secondary Schools (as per new Regulation 632R – School Reconfigurations).
- b. The date and location of the public consultation meeting in January 2019 will be determined and notices of the meeting will be published on the District website, affected schools' websites, distributed to parents through the schools and electronically (School Connects).

6.0 OPTIONS FOR ACTION

1. Approve the recommended transition plan for school opening.
2. Approve an alternate transition plan for school opening.
3. Request additional information.

7.0 SUPERINTENDENT'S COMMENTS

This consultation and reconfiguration process began prior to the adoption of Policy 632 – School Reconfigurations and Regulations 632R – School Reconfigurations.

8.0 STAFF RECOMMENDATION

THAT: The grade configuration as previously approved by the Board of Education of the new Canyon Falls Middle, Okanagan Mission Secondary, Chute Lake Elementary, Anne McClymont Elementary and Dorothea Walker Elementary Schools continue on schedule;

AND THAT: The consultation process be completed as per new Policy 632 and Regulations 632R – School Reconfigurations;

AND FURTHER THAT: A public consultation meeting be held for the affected family of schools in January 2019.

9.0 APPENDIX

None.

Memorandum

Date: December 6, 2018
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO
Action Item: **Enrollment Application Dates for 2019/2020 School Year**

1.0 ISSUE STATEMENT

According to the *School Act*, Section 74.1 (4), Boards of Education are expected to establish an annual process to receive enrollment applications to enroll a person in an educational program. For the 2019/2020 school year, the proposed enrollment application dates are as follows:

Initial Enrollment Application Period:
Monday, February 4, 2019 to Friday, March 15, 2019*

Summer Enrollment Application Period:
Tuesday, August 27, 2019 to Thursday, August 29, 2019**

*The initial enrollment period helps school and district staff to project enrollment numbers and to determine staffing needs for the following year.

The Board's criteria for acceptance of enrollment applications, giving priority to catchment area students, remains in effect until the **closing date of enrollment applications on Thursday, August 29, 2019. After that date, schools may accept applications from 'out-of-catchment' students, space permitting, based on the date and time that the application is received.

Once again this year, an online enrollment application process will be made available to parents to avoid the need for them to line-up at their school of choice.

2.0 RELEVANT BOARD MOTION/DIRECTION

None.

3.0 BACKGROUND

Each year the Central Okanagan Public Schools sets dates for student enrollment applications to facilitate planning for the following September. This is the opportunity for parents to either enroll their children for the first time in Central Okanagan Public Schools, or to submit an application to attend a school of choice (see attached Policy 405 and Regulation 405R – *Student Placement*).

The established dates for the application period are required to assist staff with enrollment priorities as per Board Policy 405 and Regulation 405R - *Student Placement*.

4.0 POINTS FOR CONSIDERATION

Enrollment application information for the Central Okanagan Public Schools will be forwarded to the media as soon as the Board has approved the application dates. School administration will also be publicizing application dates on their school websites, in upcoming school newsletters, and/or on their telephone call-out system. The application dates will be posted on the Central Okanagan Public Schools website as soon as they are approved.

5.0 OPTIONS FOR ACTION

1. Approve the recommendation as presented.
2. Approve an alternate set of application dates.

6.0 FOLLOW-UP/REVIEW

As soon as the dates for the enrollment application period are established, staff will begin a broad-based information campaign to ensure all parents (school and community) are aware of the specified dates. Central Okanagan Public School staff will also host information meetings to inform parents about the French Immersion Program. The dates of these meetings will be advertised once confirmed.

Schools will also begin planning to facilitate the enrollment application process at each site. Parents will be informed of enrollment application acceptance or wait listings as soon as possible following the close of the enrollment application periods. Out-of-catchment students wishing to enter schools that are close to their capacity, will have to wait until the final close of enrollment applications on August 29, 2019, before finding out if they are able to enroll in the school of their choice.

7.0 SUPERINTENDENT'S COMMENTS

Obtaining as much information regarding future student enrollment, as early as possible, helps both parents and staff plan for the new school year. An initial enrollment application process between February 4th and March 15th will help to ensure that this information is available. Establishing a closing date for the application of the Board's enrollment application priorities of August 29th, ensures that in-catchment students have the maximum opportunity to gain access to their neighbourhood school.

8.0 RECOMMENDATION

THAT: The initial enrollment application dates for the 2019/2020 school year be set as February 4, 2019 through to March 15, 2019;
AND THAT: The closing date of enrollment applications, in order to apply the Board's enrollment application priorities as established in Regulation 405R – *Student Placement (Regulations)*, be set as August 29, 2019.

9.0 APPENDIX

- A. Board Policy 405 – *Student Placement*
- B. Board Regulation 405R – *Student Placement (Regulations)*

Appendix A



School District No. 23 (Central Okanagan)

Policies And Procedures

Section Four: Students

“Together We Learn”

405 – STUDENT PLACEMENT

Introduction

A student may enroll in an educational program at any school in our district, providing there is space, as outlined by Sections 2(2) and 74.1 of the *School Act*, this Policy and its Regulations.

The Board of Education will designate school catchment areas in the School District in order to:

- meet the program needs of the students as much as possible;
- make the best use of facilities, staff and transportation; and if possible,
- enable the school to develop a unique identity.

Policy

1. The principles for setting/changing catchment areas should include the requirement for boundaries to:
 - reflect traditional neighbourhoods, subdivisions and regions;
 - minimize safety concerns for elementary students as a result of major roadways or other known hazards;
 - reflect long-term development to minimize stress caused by frequently changing boundaries in rapidly growing/declining areas;
 - maximize the efficiency of schools and the transportation system;
 - maintain a cohort of students at each grade level offered at the school, to support the long-term sustainability of the school.
2. Where space permits, students should be allowed to remain in currently assigned schools and catchment area changes will apply only to new registrations.
3. In some situations it may be necessary and desirable to relocate students from one school to another. Except as specified in Board Policy 470 - *Transportation Services Management*, students are eligible for School District transport if they are directed to a school beyond the walk limits of their home. The two most common reasons for relocation are capping and reassigning.



Section Four: Students

“Together We Learn”

4. Capping occurs when a school, grade, class or program has reached the capacity as set by the Board. New students wishing to register in a capped school, grade, class or program will be directed to another school. When capping occurs:
 - 4.1 Students who have been directed to another school will have first option, based on a chronological list, of returning to their catchment area school when space becomes available during the year.
 - 4.2 Students will have the option of returning to their catchment area school at the beginning of the new school year if space is available, or remaining at the school to which they were directed.
5. Reassigning occurs when a student changes school catchment area as a result of a request by the parent, student or administration.
 - 5.1 A reassignment will be approved if the receiving school, grade or program has space to accommodate the student.
6. A student placement decision made by the Superintendent or designate may be appealed to the Board, under Board Policy 460 – *Appeals*.

Date Agreed: April 23, 1980

Date Amended: February 24, 1982; March 7, 1984; April 24, 1985;
February 14, 1990; September 8, 1993; June 7, 2000

Date Reviewed/Amended: November 13, 2002

Date Amended: November 12, 2003; February 22, 2006; June 30, 2008;
May 8, 2013

Date Reviewed: February 12, 2014

Related Documents: 405R, Policy 460



“Together We Learn”

Section Four: Students

405R – STUDENT PLACEMENT (REGULATIONS)

1. Placement

A student may enrol in an educational program at any school in our district, providing there is space, as outlined in Sections 2(2) and 74.1 of the *School Act*, this Policy and its Regulations, unless they have been directed to another school for any reason as determined by the Superintendent of Schools or designate.

Once a student has been registered in a school, he/she will be counted as a student of that school.

2. Enrolment Priorities

Priority shall be given to students on the following basis:

- catchment area students who, in the previous year, attended the school;
- catchment area students who, in the previous year, were ‘placed’ by the district in a different school;
- siblings of catchment area students;
- new catchment area students;
- siblings of non-catchment area students currently enrolled in the school;
- non-catchment area students who request to attend the school which is other than their catchment area school;
- non-district area students;
- international students.

The enrolment priorities are applied on a grade by grade basis and are not intended to cause the school to change its grade configuration. Each school is expected to maintain a cohort of students at each grade level offered at the school.

3. Capping

In situations where a grade, class, program or school has reached capacity as set by the Board of Education, capping will be used to relocate students to another school as follows:

- 3.1 Decisions related to capping will be made by the appropriate area Assistant Superintendent, in consultation with the parent(s)/student, the two Principals involved and the Director of Operations or designate if necessary.



Section Four: Students

“Together We Learn”

- 3.2 The Assistant Superintendent will provide to the Principals a form letter to communicate to parents the relocation of the student to another school and explaining the procedure.
- 3.3 The home catchment area Principal will place students on a chronological waiting list and will notify the parent(s)/student when space becomes available.
- 3.4 When notified that space is available, parent(s) will have the option of returning the student to the catchment area school, either immediately or at the beginning of the new school year, or have the student remain at the school to which he/she was relocated through capping. If the latter is chosen, the parent(s)/student will be responsible for transportation.

4. Non-Catchment Area Student Registrations

- 4.1 Each year, the Board will establish a formal registration period during which time a parent (or a student who is living independently) may seek to be registered at a school or program outside their catchment area in the following school year. Applications for registration will be considered in accordance with the Enrolment Priorities set out in Section 2 above, provided there is space in the school. Applications received after the formal registration period will be considered in September following the procedures identified in 4.2, 4.3 and 4.4 of these Regulations.
- 4.2 Applications for students from outside the school's catchment area will be placed on a chronological waiting list, based on the date and time the registration is received. After the students from within the catchment area have been placed into classes, non-catchment area students may be accepted into the school from the established Registration Priority waiting list.
- 4.3 The receiving Principal will notify the parent(s) of the acceptance/rejection of the registration and of the student's position on the waiting list by the end of the first week in September.
- 4.4 Once a student is accepted into a school outside of his/her catchment area, siblings of this student will be accepted by established registration priorities and according to space being available.



Section Four: Students

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- 4.5 Applications for transfers of non-catchment area students who are currently enrolled in the Central Okanagan School District will be considered on a case-by-case basis taking into account the considerations set out in Section 5.1 of these Regulations. Applications for transfers will not be used to circumvent the Enrolment Priorities for non-catchment area student registration in this Section.

5. Reassignment Registrations

- 5.1 A reassignment of a student may occur if it is deemed to be in the best interest of the student and the school, after consultation with the receiving Principal and the parent(s)/student.
- 5.2 The receiving Principal should notify the parent(s)/student of the decision, at the earliest possible date.

6. Transportation

Transportation to attend a school other than the catchment area school shall be the sole responsibility of the parents, as in Board Policy 470 - *Transportation Services Management* unless the student has been directed to attend another school because of capping, or for any other reason as determined by the Superintendent or designate.

7. Appeals

A student placement decision made in accordance with this Policy and Regulations may be appealed to the Board under Board Policy 460 – *Appeals* and Regulations 460.2R – *Appeals Related to Student Placement*.

Date Agreed: April 23, 1980

Date Amended: February 24, 1982; March 7, 1984; April 24, 1985;
September 28, 1988; February 14, 1990; September 8, 1993; June 7, 2000

Date Reviewed/Amended: November 13, 2002

Date Amended: June 11, 2003; January 14, 2004; February 22, 2006; June 30, 2008;
May 8, 2013; January 27, 2016; February 22, 2017;

Date Reviewed: February 12, 2014

Related Documents: Forms 405, 405.1, Policy 460, 460.2R



Memorandum

Date: December 7, 2018
To: Board of Education
From: Eileen Sadlowski, Secretary-Treasurer/CFO
Prepared By: Mitch Van Aller, Director of Operations
David Widdis, Planning Manager

Action Item: 2019-2020 Five Year Capital Update

1.0 ISSUE STATEMENT

Boards of Education are required to submit annually a Five Year Capital Plan to the Ministry of Education by end of June. The purpose is to identify the District's high priority capital projects.

2.0 RELEVANT BOARD MOTION/DIRECTION

*Main 18P-089 THAT: The Board of Education approve the 2019/2020 Capital Plan, as attached to the Agenda and as presented at the June 27, 2018 Public Board Meeting.
CARRIED*

3.0 BACKGROUND

Recently, staff have discussed the District's School Enhancement requests with the Ministry of Education Capital Branch. School Enhancement program provides funding to improve the safety, facility condition, energy efficiency and functionality of existing schools. Eligible projects include upgrades for electrical, energy efficiency, health and safety, mechanical, washrooms and flooring.

Through discussions with the Ministry, the District was informed that the current projects requested in the 2019/20 Capital Plan submission for School Enhancement cannot be supported due to the size of the projects. Staff was asked to consider projects that will have an approximate cost of \$500,000.

After staff evaluated other projects, it is recommended to add the request to upgrade Mount Boucherie Secondary washrooms. This project is a continuation of the recently completed first phase of washroom upgrades at Mount Boucherie Secondary. The estimated cost for this project is \$590,000.

The Ministry is looking for a response from the District as soon as possible as they continue to work through the Provincial Capital Allocations.

4.0 POINTS FOR CONSIDERATION

1. Current requests for School Enhancement projects are not supported by the Ministry.
2. The Mount Boucherie washroom upgrade could be supported by the Ministry as the cost fits within the allocation they have said is available and is an emergent need.

5.0 OPTIONS FOR ACTION

1. Approve the staff recommendation as presented
2. Provide alternate direction to staff.

6.0 SECRETARY-TREASURER/CFO'S COMMENTS

The Mount Boucherie washroom upgrade was to be funded through the Annual Facilities Grant (AFG). Since the funding can come from the School Enhancement Program, staff will reallocate the AFG funding to other district projects

7.0 RECOMMENDATION

THAT: The Board of Education approve the revised Capital Plan submission for School Enhancement Program, as attached to the Agenda and presented at the December 12, 2018 Public Board Meeting.

8.0 APPENDIX

- A. Revised School Enhancement Projects Capital Plan Request

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Memorandum

Date: December 6, 2018
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO
Action: **2018-2019 Senior Management Team Workplan**

1.0 ISSUE STATEMENT

The 2018-2019 Senior Management Team Workplan is being provided to the Board of Education for approval to fulfill the requirements as stated in Board Policy 210 – Superintendent of Schools/CEO Role Description, item 2.2 (attached as "Appendix A").

2.0 RELEVANT BOARD MOTION/DIRECTION

Board Policy 210 – Superintendent of Schools/CEO Role Description states:

"2.2 Additionally, in September of each year, the Superintendent will prepare for the Board's consideration, a list of specific projects that have been identified for inclusion in the senior management team's workplan for the upcoming school year. This list will be presented to the General Affairs Committee and then referred to the Board for approval."

The Board's Coordinating Committee recommended that the senior management team's workplan be forwarded to the General Affairs Committee after the election of the new Board.

December 5, 2018 – General Affairs Committee

Outcome:

THAT: The General Affairs Committee recommends to the Board of Education:

THAT: The Board of Education approve the 2018-2019 Senior Management Team Workplan, as amended at the December 5, 2018 General Affairs Committee Meeting.

3.0 BACKGROUND

The following are the major projects the senior management team has committed to work on this year:

Leading Learning

- Effective implementation of the new Graduation Years Program including the development in collaboration with the community of a CAPSTONE Project (formerly MAP)
- Complete the prototyping of Enhancing Student Learning Framework practices including: School/Community Learning Plans, Learning Forums, School Visits, Report to the Board of Education, Superintendent's Report on Achievement and the District's Learning Plan
- Complete a review of the prototypes and adjust next year's Enhancing Student Learning Framework
- Complete Collaborative Learning Services prototyping in time for budget development

- Complete planning and consultations for the expansion of French Immersion Programs for the Westside Family of Schools
- Monitor the progress of the implementation of the reconfiguration of grades for the Westside Family of Schools
- Continue to work on a strong grad transition plan for each of our learners
- Continue to Indigenize the K-12 curriculum
- Complete a Level 1 Career Program Review
- Complete a Level 3 Distributed Learning Program Review
- Develop the District's 3rd Aboriginal (Indigenous) Education Enhancement Agreement
- Establish a coherent leadership framework aligned with the Board of Education's Strategic Directions
- Support professional learning about the pedagogical core/learning focus

Management/Other

- Continue recruiting for teaching and administrative positions to meet the District's organizational needs
- Support the new Board of Education through a series of Trustees/Board Orientations
- Prepare for bargaining – select a Committee and establish objectives with the Board of Education
- Complete a productive round of local collective bargaining with CUPE Local 3523 and COTA
- Continue to refine the School-Based Team Process regarding identifying students as Exceptional Educational Needs and Severe Behavior Problems (Contract Language)
- Complete the District's Cyber Security Initiative
- Complete the District's review of FOIPPA practices related to closed circuit TV
- Complete and publish in Public, Staff or Administration the District's Administrative Procedures
- Support the management demands of the International Education Department by recruiting and hiring a District Principal or Associate Director

Leadership Development

- Continue to support the Leadership Team meeting model that divides our work into two half day monthly meetings. One focuses on Leading Learning and the other on Leading through Management. Topics are jointly developed by representative committees.
- Work with the Board of Education to plan professional development that supports their work
- Continue supporting and refining the District's Coaching, Coaching Training, Mentorship Coaching new Principals/Vice-Principals and Leadership Series

Sustainability/Operations

- Support the work of the Secretary-Treasurer, the Planning and Facilities Committee and the Board of Education in the revision of the Long-Term Facility Plan
- Develop a plan within the Long-Term Facility Plan that supports the maintenance and eventual replacement of Rutland Middle School
- Continue to lobby government to meet the priorities set out in the Long-Term Facility Plan including building both a Westside Family of Schools Secondary School and a Central Family of Schools Secondary School
- Review busing for French Immersion programs on the Westside Family of Schools

Community Partner/Engagement

- Support Health Promotion in all schools with a strong focus on Mental Health
- Prepare Board for District engagement/consultation on Strategic Plan
- Review and adjust District catchment areas
- Human Rights Committee: continue to support safe inclusive work places and schools
- Refine School Community Learning Forums – explore how to have more students participate in sharing their learning
- Engage the Indigenous Community to develop the District's 3rd Aboriginal (Indigenous) Education Enhancement Agreement

4.0 RECOMMENDATION

THAT: The Board of Education approve the 2018-2019 Senior Management Team Workplan, as attached to the Agenda and as presented at the December 12, 2018 Public Board Meeting.

5.0 APPENDIX

- A. Board Policy 210 – Superintendent of Schools/CEO Role Description



"Together We Learn"

Section Two: School District Administration

210 – SUPERINTENDENT OF SCHOOLS/CEO ROLE DESCRIPTION

Introduction

The Superintendent is the Chief Executive Officer of the School District and is accountable to the Board of Education.

The Superintendent is also required to carry out certain tasks for the Minister and Ministry of Education pursuant to, but not limited to, the School Act and Regulations.

Policy

1. The Primary Responsibilities of the Superintendent are to:

- 1.1 **Improve Education:** Educational program planning, implementation, and evaluation.
- 1.2 **Keep a Future Focus:** Vision, broad perspective, and strategic planning.
- 1.3 **Cultivate Board Relations:** Good working relations with Trustees and the Board.
- 1.4 **Deploy Human Resources:** Recruitment, assignment, supervision and evaluation of staff.
- 1.5 **Utilize Financial & Capital Assets Prudently:** Draft budget preparation, implementation of the approved budget, effective business administration and management of capital assets.
- 1.6 **Establish Good Public Relations:** High standards of communication, and congenial relations with partner groups and the community.
- 1.7 **Be a Principled Administrator:** A fair, judicious, and ethical Superintendent.
- 1.8 **Be an Exemplary Leader:** Evidence of creativity, decisiveness, and effective problem solving.
- 1.9 **Attend to Personal Wellness:** Set and achieve annual goals to ensure the maintenance of personal health.

2. Additional Specific Duties of the Superintendent are to:

- 2.1 The Superintendent will, in September of each year, prepare for the Board's consideration, objectives relating to the annual goals. The report will also include recommendations for the improvement of educational and operational services in



Section Two: School District Administration

"Together We Learn"

the District, along with a report on the achievement of the previous year's goals. These goals and recommendations will be presented to the General Affairs Committee and then referred to the Board for approval.

Objectives should, where possible, be measurable and have clear time lines.

- 2.2 Additionally, in September of each year, the Superintendent will prepare for the Board's consideration, a list of specific projects that have been identified for inclusion in the senior management team's workplan for the upcoming school year. This list will be presented to the General Affairs Committee and then referred to the Board for approval.
- 2.3 Prepare the Board's annual draft budget pursuant to Board Policy and Ministry Directives, and implement the budget approved by the Board and the Ministry.
- 2.4 Provide information to the Board, in a timely manner, on developing or continuing sensitive issues.
- 2.5 Ensure coverage by a senior district staff member as a liaison and resource person to all Board Committees.
- 2.6 Perform duties as may be assigned from time to time by the Board or the Minister of Education.

3. Evaluation of the Superintendent's Performance:

- 3.1 The Board will carry out the evaluation of the Superintendent's performance pursuant to his/her employment contract, and Board Policy 210 - Superintendent of Schools/CEO Role Description, and Policy 215 - Superintendent of Schools/CEO Evaluation.

Date Agreed: April 23, 1980

Date Amended: April 25, 1989; May 9, 1990; September 11, 1991;
December 14, 1994; September 25, 2002;

Date Reviewed/Amended: November 13, 2002

Date Amended: October 27, 2004; January 24, 2007;
April 10, 2013; November 26, 2014; April 12, 2017

Related Documents: School Act Sec. 22, Regulation 6,
Policy 215, Form F215

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
1	OKM	5	Lake Louise, Banff National Park, AB	Canada	Watershed and Glacier Studies	Quest BC Group	11	21	05-Sep-2018	09-Sep-2018	4
2	MBSS	5	Wenatchee, WA	USA	Athletic Competition	Varsity and Junior Varsity Football Team	9 to 12	46	13-Sep-2018	15-Sep-2018	2
3	OKM	4	Banff, Yoho and Kootenay National Parks, AB	Canada	Hiking, Camping, and Team Building	Grade 12 Students	12	130	16-Sep-2018	22-Sep-2018	6
4	KSS	4	Twin Lakes (near Cherryville, BC)	Canada	Hiking and Camping	Outdoor Education Students	12	24	20-Sep-2018	22-Sep-2018	2
5	MBSS	4	McCullough Lake, BC	Canada	Backpacking, Hiking, Wilderness Camping, Survival Skills	Outdoor Education Students	10 to 12	26	20-Sep-2018	22-Sep-2018	2
6	GESS	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Grad Retreat	Grade 12 Students	12	180	21-Sep-2018	21-Sep-2018	0
7	MBSS	5	Edmonton, AB	Canada	Canadian Student Leadership Conference	Leadership Students	11 & 12	5	23-Sep-2018	30-Sep-2018	7
8	DRK	4	Silver Lake Camp (near Peachland, BC)	Canada	Hiking, Camping, Archery, High Ropes	French Immersion Learning Community	7	75	25-Sep-2018	26-Sep-2018	1
9	RSS	4	Glacier National Park Rogers Pass, BC	Canada	Hiking and Camping	Outdoor Education Students	10 to 12	24	25-Sep-2018	28-Sep-2018	3
10	MBSS	4	Boucherie Bluffs, BC	Canada	Climbing, Rappelling, Belaying, Hiking	Outdoor Education Students	10 to 12	12	26-Sep-2018	26-Sep-2018	0

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
11	DRK	4	Eagle Bay Camp (near Sicamous, BC)	Canada	Camping, Kayaking, Climbing Wall, Archery	Grade 8 Students	8	75	26-Sep-2018	28-Sep-2018	2
12	SVM	4	E.C. Manning Provincial Park, BC	Canada	Camping and Hiking	Outdoor Education Students	8	42	26-Sep-2018	28-Sep-2018	2
13	KLO	4	Myra Canyon Adventure Park Kelowna, BC	Canada	Team Building, Ropes, and Ariel Treetop Courses	WEB Leadership Classes	9	53	27-Sep-2018	27-Sep-2018	0
14	KSS	4	Gulf Islands, BC	Canada	SALTS Tall Ship Sailing	Outdoor Education and Rec Leadership Students	11 & 12	27	30-Sep-2018	5-Oct-2018	5
15	DRK	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building, Ropes and Ariel Treetop Courses	Grade 7 Students	7	65	1-Oct-2018	1-Oct-2018	0
16	OKM	4	Okanagan Mountain Park, BC	Canada	Canoe Trip and Environmental Science Inquiry	OKM Quest BC Class	11 & 12	23	1-Oct-2018	3-Oct-2018	2
17	MBSS	4	Boucherie Bluffs, BC	Canada	Climbing, Rappelling, Belaying, Hiking	Outdoor Education Students	10 to 12	17	2-Oct-2018	2-Oct-2018	0
18	OKM	5	Ashland, OR	USA	Attending the Oregon Shakespeare Festival	OKM Theatre Company	10 to 12	17	2-Oct-2018	6-Oct-2018	4
19	KLO	4	Myra Canyon Adventure Park, Kelowna, BC	Canada	Team Building, Ropes and Ariel Treetop Courses	Grade 7 Students	7	50	3-Oct-2018	3-Oct-2018	0
20	MJE	4	CANCELLED Silver Lake Camp (near Peachland, BC)	Canada	Community Celebration and Team Building	All Grade 5 Students	5	90	4-Oct-2018	4-Oct-2018	0

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
21	KSS	5	Washington, DC and New York City, NY	USA	Fine Arts, Media and Cultural Tour	Fine Arts and Media Students	10 to 12	38	8-Oct-2018	12-Oct-2018	4
22	MBSS	4	Skaha Bluffs Provincial Park, BC	Canada	Outdoor Leadership Development, Assisting Beginners' Rock Climbing	Leadership Students	11 & 12	8	09-Oct-2018	14-Oct-2018	5
23	MBSS	4	Okanagan Mountain Park, BC	Canada	Hiking	Outdoor Education Students	9	24	10-Oct-2018	12-Oct-2018	2
24	MBSS	4	Skaha Bluffs Provincial Park, BC	Canada	Introduction to Rock Climbing	Outdoor Education Students	10 to 12	12	10-Oct-2018	14-Oct-2018	4
25	KSS	4	Finlayson Lakes (near Mabel Lake, BC)	Canada	Hiking and Camping	Outdoor Education Students	11	46	11-Oct-2018	13-Oct-2018	2
26	GPE	5	Disneyland, Anaheim, CA	USA	"Dreams Take Flight" Program	Special Needs Students	5 & 6	5	15-Oct-2018	17-Oct-2018	2
27	SVE	5	Disneyland, Anaheim, CA	USA	"Dreams Take Flight" Program	Special Needs Students	3 to 5	6	15-Oct-2018	17-Oct-2018	2
28	GPS	4	Green Bay Bible Camp, West Kelowna, BC	Canada	Camping, Outdoor Activities	Pre-Gateway Class	10 to 12	20	16-Oct-2018	17-Oct-2018	1
29	KSS	4	Brent Mountain (near Penticton, BC)	Canada	Hiking	Outdoor Education Students	12	24	18-Oct-2018	18-Oct-2018	0
30	KSS	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership Students	10 to 12	26	18-Oct-2018	21-Oct-2018	3
31	KLO	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership Students	9	16	18-Oct-2018	21-Oct-2018	3

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
32	DRK	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership Students	8 & 9	10	18-Oct-2018	21-Oct-2018	3
33	MBSS	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Junior Firefighter Academy Students	11 & 12	17	18-Oct-2018	21-Oct-2018	3
34	MBSS	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership & Indigenous Leadership Students	10 to 12	20	18-Oct-2018	21-Oct-2018	3
35	RMS	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership & Indigenous Leadership Students	8 & 9	10	18-Oct-2018	21-Oct-2018	3
36	RSS	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership & Indigenous Leadership Students	8 to 12	10	18-Oct-2018	21-Oct-2018	3
37	SVM	4	Rockridge Canyon, Princeton, BC	Canada	BC Student Leadership Conference	Leadership & Indigenous Leadership Students	8 & 9	16	18-Oct-2018	21-Oct-2018	3
38	OKM	4	CANCELLED Pacific Rim National Park and Clayoquot Sound	Canada	Exploration of Ocean Ecosystems & Pollution and First Nations Cultural Practices	OKM Quest BC Class	11	23	18-Oct-2018	22-Oct-2018	4
39	OKM	4	Divide Lake, Okanagan Mountain Park (near Kelowna, BC)	Canada	Hiking, Camping, Exploration, Orienteering, and Geocaching	Outdoor Education Students	10 to 12	24	19-Oct-2018	20-Oct-2018	1
40	RSS	4	Bamfield, BC	Canada	Marine Biology Field Studies and Lab Work	Biology Students	11 & 12	20	19-Oct-2018	23-Oct-2018	4

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
41	OKM	4	Gulf Islands National Park and Victoria, BC	Canada	Sailing and Life Training	OKM-Quest BC, Leadership & International Education Students	7 to 12	27	21-Oct-2018	27-Oct-2018	6
42	MBSS	4	Okanagan Mountain Park, BC	Canada	Hiking	Outdoor Education Students	9	30	24-Oct-2018	26-Oct-2018	2
43	KSS	4	Beaver Lake (near Winfield, BC)	Canada	Camping and Canoeing	Outdoor Education Students	12	22	25-Oct-2018	26-Oct-2018	1
44	RSS	4	McCullough Forestry Rec-Site (near McCulloch Lake)	Canada	Camping and Hiking	Outdoor Education Students	9	25	25-Oct-2018	26-Oct-2018	1
45	KSS	4	Kettle Valley Railway, Penticton, BC (towards Osoy Lake)	Canada	Camping and Biking	Outdoor Education Students	11	24	1-Nov-2018	2-Nov-2018	1
46	RSS	4	RESCHEDULED TO NOV. 29-30, 2018 McCullough Forestry Rec-Site (near McCulloch Lake)	Canada	Camping and Hiking	Outdoor Education Students	11 & 12	18	1-Nov-2018	2-Nov-2018	1
46	MBSS	4	North Okanagan Fire Training Centre, Vernon, BC	Canada	Live Fire Training	MBSS Junior Fire Academy	11 & 12	28	3-Nov-2018	3-Nov-2018	0
47	RSS	4	McCullough Forestry Rec-Site (near McCulloch Lake)	Canada	Camping and Hiking	Outdoor Education Students	10	24	6-Nov-2018	7-Nov-2018	1
48	GMS & GNB	5	Ghuju University Haruhigaoka High School Kasugai, Aichi	Japan	Cultural Exchange Activities at Sister School and Assisting in English Classes	Student Scholarship Winners	8 & 9	4	10-Nov-2018	18-Nov-2018	8

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
49	OKM	4	Whistler, BC	Canada	Experiences in Coastal Geography and Sustainability and First Peoples' Principles	Quest, BC	11	24	13-Nov-2018	17-Nov-2018	4
50	OKM	4	Hardcore Archery, Kelowna, BC	Canada	Archery	Outdoor Education Students	10 to 12	14	21-Nov-2018	21-Nov-2018	0
51	OKM	4	Hardcore Archery, Kelowna, BC	Canada	Archery	Outdoor Education Students	10 to 12	14	28-Nov-2018	28-Nov-2018	0
52	RSS	4	RESCHEDULED FROM NOV. 1-2, 2018 McGillough Forestry Rec Site (near McCulloch Lake)	Canada	Camping and Hiking	Outdoor Education Students	11 & 12	18	29-Nov-2018	30-Nov-2018	1
53	KSS	5	Big Island and Oahu, Hawaii	USA	Biology Tour, Snorkelling, Catamaran Tour, Hiking, Swimming, Aquarium Visit	Marine Biology	11	24	29-Nov-2018	8-Dec-2018	9
54	OKM	5	CANCELLED Jyväskylä and Helsinki	Finland	Curricular School/ Hockey & Cultural Tour	OKM Hockey Canada Skills Academy	9 to 12	24	30-Nov-2018	9-Dec-2018	9
55	OKM	4	Hardcore Archery, Kelowna, BC	Canada	Archery	Outdoor Education Students	10 to 12	14	5-Dec-2018	5-Dec-2018	0
56	CPS	4	Big White Ski Resort, Kelowna, BC	Canada	Team Building	Gateway Class	10 to 12	20	11-Dec-2018	13-Dec-2018	2
57	GMS	5	Kasugai, Aichi	Japan	Students presenting on <i>Sustainability</i> at Trans-Pacific Conference	Sustainability Club Students	9	2	12-Dec-2018	16-Dec-2018	4
58	KSS	5	Edmonton, AB	Canada	Basketball Tournament	4A Boys' Basketball Team	10 to 12	15	12-Dec-2018	16-Dec-2018	4

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
59	KLO	4	Big White Ski Resort, Kelowna, BC	Canada	Team Building, Tubing, Skating	French Immersion Learning	8	50	14-Dec-2018	14-Dec-2018	0
60	RSS	4	Geen Lake (near Postil Lake, BC)	Canada	Camping and Snowshoeing	Outdoor Education	10 to 12	16	19-Dec-2018	21-Dec-2018	2
61	KSS	5	Seattle, WA	USA	Basketball Tournament	4A Boys' Basketball Team	10 to 12	15	26-Dec-2018	29-Dec-2018	3
62	MBSS	4	Silver Lake Forestry Camp, BC	Canada	Snowshoeing, Shelter Building, Survival Fires	Outdoor Education Students	9	30	10-Jan-2019	11-Jan-2019	1
63	MBSS	4	Silver Lake Forestry Camp, BC	Canada	Snowshoeing, Shelter Building, Survival Fires	Outdoor Education Students	9	30	14-Jan-2019	15-Jan-2019	1
64	MBSS	4	Kelowna Highlands, Kelowna, BC	Canada	Winter Camp Skills, Snow Shelter Building, Snowshoeing	Outdoor Education Students	10 to 12	40	18-Jan-2019	20-Jan-2019	2
65	OKM	4	Greta Ranch, Peachland, BC	Canada	Winter Camping	Outdoor Education Students	10 to 12	34	23-Jan-2019	25-Jan-2019	2
66	WAT	4	Gardom Lake Camp (near Enderby, BC)	Canada	Hiking, Outdoor Games, Shelter Building, Orienteering	Outdoor Education	6	73	30-Jan-2019	1-Feb-2019	1
67	KSS	4	Bob's Lake (near Elkhart Lodge), BC	Canada	Snowshoeing, Snow Shelter Building	Outdoor Education	11	30	12-Feb-2019	13-Feb-2019	1
68	KSS	4	Headwaters Lake (near Peachland, BC)	Canada	Snowshoeing, Snow Shelter Building	Outdoor Education	12	30	21-Feb-2019	23-Feb-2019	2
69	MBSS	5	Moscow, Idaho	USA	Lionel Hampton Jazz Festival	Music Students	10 to 12	40 to 50	21-Feb-2019	24-Feb-2019	3
70	MBSS	5	Honolulu, Hawaii	USA	Soccer Games and Tournament	AAA Girls' Soccer Team	9 to 12	20	7-Mar-2019	15-Mar-2019	8

LEVEL 4 AND 5 FIELD STUDY SUMMARY – 2018/2019

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	GROUP INVOLVED	GRADE	# OF STUDENTS	LEAVE DATE	RETURN DATE	# OF DAYS
71	MBSS	5	Toronto, Ontario	Canada	Toronto ABA Hair Show & Conference	Cosmetology Students	11 & 12	9	12-Apr-2019	16-Apr-2019	4
72	MBSS	4	Gulf Islands, BC	Canada	Sea Kayaking, Wilderness Camping	Outdoor Education Students	10 to 12	15	23-Apr-2019	28-Apr-2019	5
73	OKM	4	Whistler, BC	Canada	Participate in the Whistler Music Festival	Grade 9 Concert Band Students	9	70	2-May-2019	5-May-2019	3
74	OKM	5	Ottawa, ON	Canada	Participate in MusicFest	Jazz Students	10 to 12	43	14-May-2019	18-May-2019	4
75	KSS	5	San Francisco, CA	USA	Curricular Enhancement	Humanities Students	11 & 12	50	19-May-2019	25-May-2019	6
76	MJE	4	Green Bay Bible Camp, West Kelowna, BC	Canada	Watersports, Kayaking & Canoeing, Archery, Indoor Rock Wall Climbing	All Grade 4 Students	4	75	4-Jun-2019	4-Jun-2019	0
77	GPE	4	Camp Owaissi, Kelowna, BC	Canada	Hiking, Archery, Canoeing, Kayaking, Swimming, Orienteering	All Grade 5 & 6 Students	5 & 6	96	6-Jun-2019	7-Jun-2019	1
78	GME	4	Silver Lake Camp (near Peachland, BC)	Canada	Canoeing, Kayaking, Zip Lining, Hiking, Archery, Rock Wall Climbing	Grade 6 Students	6	80	12-Jun-2019	14-Jun-2019	2

Submitted to Board of Education Meeting – December 12, 2018



Canadian Union of Public Employees
Local 3523
Central Okanagan School Employees' Union

November 21, 2018

Mrs. Eileen Sadlowski
Secretary-Treasurer
Central Okanagan Public Schools
1040 Hollywood Road S
Kelowna, B.C. V1X 4N2

Dear Mrs. Sadlowski:

Our Annual General Meeting was held on Saturday, November 17, 2018 and the following CUPE Local 3523 members were elected to our Executive Board:

CUPE LOCAL 3523 EXECUTIVE – November 2018 – November 2019

TABLE OFFICERS:

<u>President:</u>	David Tether
<u>Vice-President:</u>	Margaret Varga
<u>Recording Secretary:</u>	Julie Melia
<u>Secretary-Treasurer:</u>	Kieran Fahy

SERGEANT-AT-ARMS: John O'Flaherty

SHOP STEWARDS:

<u>Aboriginal Advocates Shop Steward:</u>	Simone Gauthier
<u>Clerical/Library Assistant Shop Steward:</u>	Shelley Yost
<u>Custodial Shop Steward:</u>	Colleen Elder
<u>General Shop Steward:</u>	Ronn Dunn
<u>Operations Shop Steward:</u>	<i>vacancy</i>
<u>Student Support Services Shop Steward:</u>	Teri Wishlow (<i>1 vacancy</i>)
<u>Transportation Shop Steward:</u>	Duane Wheatley

Sincerely yours,

A handwritten signature in black ink, appearing to read "David Tether".

David Tether
President
CUPE Local 3523



Memorandum

Date: December 7, 2018
To: Board of Education
From: Delta Carmichael, Assistant Secretary-Treasurer

Information: Statement of Financial Information (SOFI) for June 30, 2018

1.0 RELEVANT BOARD MOTION/DIRECTION

None.

2.0 BACKGROUND

Per the Financial Information Act, the District must prepare, on an annual basis, a Statement of Financial Information. This statement must be filed with the Ministry of Education by December 31 of each year and must include a schedule showing:

- i. in respect of each employee earning more than a prescribed amount, the total remuneration paid to the employee and total amount paid for the employee's expenses, and;
- ii. a consolidated total of all remuneration paid to all other employees;

3.0 INFORMATION STATEMENT

Once the audited financial statements have been finalized, the District prepares the SOFI report (Appendix A) and has several processes in place to capture the appropriate information to support this report. This year, the Ministry suggested some changes/additions to this report. All changes/additions were incorporated into the June 30, 2018 SOFI report. The Full Report is available on the District's website (Board of Education – Committees – Finance and Audit).

4.0 OPTIONS FOR ACTION

None.

5.0 SECRETARY-TREASURER/CFO'S COMMENTS

None.

6.0 NEXT STEP

The report will then be signed and forwarded to the Ministry of Education before the December 31, 2018 deadline.

7.0 APPENDIX

- A. Statement of Financial Information for the Year Ending June 30, 2018

The entire SOFI Report is posted to District's website (Board of Education - Committees - Finance and Audit).



**Central Okanagan
Public Schools**

Together We Learn

STATEMENT OF FINANCIAL INFORMATION

For the Year Ending
June 30, 2018





Memorandum

Date: December 7, 2018
To: Board of Education
From: Eileen Sadlowski, Secretary-Treasurer/CFO
Prepared By: David Widdis, Planning Manager

Information Item: School District Portable Information

1.0 RELEVANT BOARD MOTION/DIRECTION

None

2.0 BACKGROUND

The District continues to use portables for the student management at school facilities. This past summer, the District bought seven portables and moved five portables due to the increasing enrolment and the implementation of the new grade configuration on the Westside. Attached is an updated portable report based on the changes this summer.

3.0 INFORMATION STATEMENT

The District annually reviews its portable inventory and needs based on current enrolments and projections. The attached information sheet provides some generally asked questions regarding portables and an inventory of portables throughout the District.

4.0 SECRETARY TREASURER'S COMMENTS

Planning for portables is an ongoing process. A number of factors may change the initial placement plan. Movement and installation traditionally occurs between May and August in order for them to be ready in September.

5.0 APPENDIX

A. Portable Inventory

Appendix A
Portable Inventory

WESTSIDE FAMILY PROJECTIONS: SD23 PROJECTIONS								
Enrolment		Projections				Projected	Actual	
School	2017	2018	Fixed Classrooms	Modular Classrooms	2017-2018 Portable Classrooms	Portable Moves for 2018	Portable Moves for 2018	2018-2019 Portable Classrooms
	<u>K-6</u>	<u>K-5</u>						
Chief Tomat Elementary	293	265	12		1	-1	0	1
George Pringle Elementary	489	442	20	2	0			0
Glenrosa Elementary	233	196	14	1	0			0
Helen Gorman Elementary	250	221	12		0			0
Hudson Road Elementary	283	230	13		2	-2	-1	1
Mar Jok Elementary	477	405	19		0			0
Peachland Elementary	196	178	13	1	0			0
Rose Valley Elementary	386	331	14		3	-3	-2	1
Shannon Lake Elementary	414	373	17		2	-2	-2	0
	<u>7-9</u>	<u>6-8</u>						
Constable Neil Bruce Middle	725	817	30		0	2	2	2
	<u>7-9</u>	<u>6-9</u>						
Glenrosa Middle	463	603	30		0			0
	<u>10-12</u>	<u>9-12</u>						
Mt. Boucherie Secondary	1147	1417	53		4	3	3	7
			247	4	12	-3	0	12

OK MISSION FAMILY PROJECTIONS: SD23 PROJECTIONS								
Enrolment		Projections				Projected	Actual	
School	2017	2018	Fixed Classrooms	Modular Classrooms	Current Portables	Portable Moves for 2018	Portable Moves for 2018	2018-2019 Portable Classrooms
	<u>K-6</u>	<u>K-6</u>						
Anne McClymont Elementary	581	568	16		8			8
Chute Lake Elementary	486	486	16	2	1			1
Dorothea Walker Elementary	497	507	16	1	4		1	5
	<u>7-9</u>	<u>7-9</u>						
Canyon Falls Middle	0	0			0			0
	<u>7-12</u>	<u>7-12</u>						
OK Mission Secondary	1359	1432	42		15			15
			90	3	28	0	1	29

LAKE COUNTRY FAMILY PROJECTIONS: SD23 PROJECTIONS								
Enrolment		Projections				Projected	Actual	
School	2017	2018	Fixed Classrooms	Modular Classrooms	Current Portables	Portable Moves for 2018	Portable Moves for 2018	2018-2019 Portable Classrooms
	<u>K-6</u>	<u>K-6</u>						
Davidson Road Elementary	476	498	17		0			0
Oyama Traditional School	165	166	6		1			1
Peter Greer Elementary	451	461	18	1	2			2
	<u>7-12</u>	<u>7-12</u>						
George Elliot Secondary	842	859	28		7			7
			69	1	10	0	0	10

CENTRAL KELOWNA FAMILY PROJECTIONS: SD23 PROJECTIONS							
School	Enrolment	Projections				Projected	Actual
	2017	2018	Fixed Classrooms	Modular Classrooms	Current Portables	Portable Moves for 2018	Portable Moves for 2018
	<u>K-6</u>	<u>K-6</u>					
Bankhead Elementary	286	309	17		0		0
Glenmore Elementary	634	642	21		5	1	1
North Glenmore Elementary	505	560	19	2	0	3	3
Watson Elementary	562	568	20	2	1		1
A.S. Matheson	264	280	15		0		0
Casorso	543	534	18	1	5		5
Raymer	244	251	16	1	0		0
South Kelowna	229	239	12		0		0
	<u>7-9</u>	<u>7-9</u>					
Dr. Knox Middle	768	816	32		2	2	3
KLO Middle	826	788	28		7		7
	<u>10-12</u>	<u>10-12</u>					0
Kelowna Secondary	1658	1656	64		8		8
			262	6	28	6	7
							35

RUTLAND FAMILY PROJECTIONS: SD23 PROJECTIONS							
School	Enrolment	Projections				Projected	Actual
	2017	2018	Fixed Classrooms	Modular Classrooms	Current Portables	Portable Moves for 2018	Portable Moves for 2018
	<u>K-5</u>	<u>K-5</u>					
Belgo	341	342	14		0		0
Black Mountain	426	436	16		1	1	1
Ellison	195	201	11		0		0
Pearson	232	229	20	1	0		0
Quigley	261	250	20		0		0
Rutland	424	416	16		2		2
South Rutland	182	179	13		0		0
Springvalley	266	263	14		1		1
	<u>6-8</u>	<u>6-8</u>					
Rutland Middle	538	563	17		10		10
Springvalley Middle	442	484	22		2		2
	<u>9-12</u>	<u>9-12</u>					
Rutland Secondary	1397	1347	62		0		0
			225	1	16	1	0
							16
						Projected	Actual
			Fixed Classrooms	Modular Classrooms	Current Portables	Portable Moves for 2018	Portable Moves for 2018
SD23 Totals			893	15	94	4	8
							102

Status Quo with no Reconfiguration	Westside	Other	Total	
Need	8	9	17	2 from inventory, purchase of 15 new
Available	0	-2	-2	
Net Needed	8	7	15	
Avg Cost /Portable	\$ 190,000	\$ 190,000		
	\$ 1,520,000	\$ 1,330,000	\$ 2,850,000	Original Projected Costs with No Reconfiguration

Estimate with Reconfiguration	Westside	Other	Total	
Need	5	9	14	2 from inventory, 8 recovered from westside elem, purchase of 4 new
Available	-3	-7	-10	
Net Needed	2	2	4	
	\$ 190,000	\$ 190,000		
	\$ 380,000	\$ 380,000		
Other Portable relocation Costs	\$ 240,000			
	\$ 620,000	\$ 380,000	\$ 1,000,000	Projected Costs with Westside Reconfiguration

Actual after Reconfiguration	Westside	Other	Total	
Need	5	8	13	1 from inventory, 5 recovered from westside elem, purchase of 7 new
Available	-5	-1	-6	
Net Needed	0	7	7	
Portable Purchases		\$ 744,825	\$ 744,825	
Relocation Costs		\$ 442,504	\$ 442,504	
			\$ 1,187,329	Actual Costs

The District was able to leave 3 portables at Westside Elementaries (Chief Tomat, Hudson Road and Rose Valley) originally scheduled for removal. This will allow for increased space to address enrolment or composition issues.

The additional actual costs of retaining these 3 portables on site and purchasing new was \$ 187,329



**Central Okanagan
Public Schools**
Together We Learn

BOARD OF EDUCATION INCAMERA BOARD MEETING GENERAL STATEMENT

Date: Wednesday, November 28, 2018
Time: 3:35 pm to 5:39 pm
7:29 pm to 7:50 pm
Location: School Board Office
1040 Hollywood Road S.
Kelowna, BC

Trustees in Attendance: Trustee M. Baxter (Chairperson)
Trustee N. Bowman
Trustee R. Cacchioni
Trustee C. Desrosiers
Trustee J. Fraser
Trustee A. Geistlinger
Trustee L. Tiede (*absent*)

Staff in Attendance: K. Kaardal, Superintendent of Schools/CEO
E. Sadlowski, Secretary-Treasurer/CFO
T. Beaudry, Deputy Superintendent
B. McEwen, Director of Instruction - Human Resources
K. Cormier, Assistant Director of Human Resources
M. Van Aller, Director of Operations (*arrived at 4:46 pm and left at 5:39 pm*)
S. Kamstra, Assistant Director of Operations (*arrived at 4:46 pm and left at 5:39 pm*)
M. DesRochers, Executive Assistant (*Recorder*)

**The following general statement is prepared and issued in accordance with
Section 72 (3) of the School Act RSBC 1996**

The meeting was called to order at 3:35 pm.

1. The Board adopted the Agenda as amended for the Incamera Meeting of November 28, 2018.
2. The Board adopted the Minutes as presented for the Incamera Meeting of November 14, 2018.
3. There were seven Human Resources Information Items.
4. There were two Human Resources Action Items.
(*The Deputy Superintendent of Schools excused herself during discussion on one Human Resources Action Item*).
5. There were three Action Items.
6. There was one Information Item.
7. There were no Items Requiring Special Mention.
8. There were two Invitations (For Trustee Attendance)

The meeting was recessed at 5:39 pm.
The meeting was reconvened at 7:29 pm
The meeting was adjourned at 7:50 pm.

Eileen Sadlowski, Secretary-Treasurer