

EDUCATION PARTNER ADVISORY COMMITTEE

AGENDA

TUESDAY, SEPTEMBER 15, 2026

9:00 AM – 11:00 PM

In person: School Board Office, 811 Stanley Street, Nelson BC

Via video conference: [Zoom](#) - Webinar ID: 657 3277 9733 – Password: 495118

1. Call to Order

2. Acknowledgement of Aboriginal Territory

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.

3. Receiving Presentations/Delegations - Nil

4. Changes or Omissions to Minutes (p. 2)

App. 4

5. New or Ongoing Business

A. 2026-2027 Terms of Reference (p. 4)

App. 5A

B. Supporting the Strategic Plan

- SD8 System Coherence, Aligning School Learning Plans with the Strategic Plan

- SD8 Alignment for Equity (p.5)

App. 5B.1

- Student Learning Data (p. 6)

App. 5B.2

C. Artificial Intelligence in SD8

- Considerations for Using AI in K-12 Schools

- K-12 AI Resources in SD8

6. Comments or Questions from the Public Regarding Items in this Agenda

7. Meeting Schedule & Reminders

The next meeting of the Committee is scheduled for March 9, 2027.

8. Adjournment



**EDUCATION PARTNER ADVISORY COMMITTEE
MINUTES**

TUESDAY, MAY 19, 2026

11:00 AM – 12:00 PM

Board:

S. Nazaroff, Committee Chair
S. Chew, Board Chair (*via video conference*)
J. Bremner, Vice Chair (*via video conference*)
M. J. Blackmore (*via video conference*)
K. Etheridge (*via video conference*)
D. Lang (*via video conference*)
L. Trenaman

Partners

J. Foster, KLPVPA
S. Kalabis, KLPVPA

District Staff:

T. Smillie, Superintendent
B. Eaton, Director of Instruction – Innovative Learning
C. MacArthur, Secretary-Treasurer
L. Carriere, Director of Aboriginal Education
D. Holitzki, Assistant Superintendent
C. Kerr, Director of Operations
T. Malloff, District Principal
H. Kerr Executive Assistant
C. Kerr, Director of Operations

Regrets:

C. Singh, Director of Human Resources
S. Bruskowski, Executive Assistant
M. Shunter (*via video conference*)
A. Gribbin (*via video conference*)

1. Call to Order

The meeting was called to order at 11:00 AM.

2. Acknowledgement of Aboriginal Territory

3. Receiving Presentations/Delegations - Nil

4. Changes or Omissions to Minutes - Nil

5. New or Ongoing Business

Career development pathways were discussed as well as the importance of providing students with diverse pathway options. Feedback on programming was sought from members. The trades pathway model begins with exploration in grade 9, expands to experiential learning in grade 10, and offers apprenticeship and dual credit opportunities in grades 11–12 through post-secondary partnerships.



A. Work Experience Programs

District-supervised work experience programming includes safety orientation, secondary school credits, and placements connected to students' education and career goals.

B. Trades Training Programs

Trades programming continues to provide students with hands-on exploration opportunities through guest speakers, field trips, trade samplers and dual credit pathways, helping students make informed decisions before entering foundational training. Student engagement and achievement were highlighted through capstone presentations, Skills Canada participation, trades expos, post-secondary partnerships, and supports designed to prepare students for successful entry into trades programs.

C. Dual Credit Programs

Dual credit programming continues to provide students with opportunities to earn secondary school credits while beginning post-secondary coursework, including programs such as Early Childhood Education and Intro to Business through Selkirk College. Eligibility requirements, application processes, online delivery, and student supports were reviewed, along with expansion funding and continued program development to strengthen student learning pathways.

D. Sustainability for Learners

Sustainability and climate action remain an important strategic focus, with initiatives supporting climate literacy, place-based learning, social responsibility, and environmentally responsible practices across classrooms, schools, and communities. Supports for educators include curriculum-connected resources, Indigenous perspectives, collaborative working groups, Green Teams, school sustainability leads, and school-based projects that connect climate action to everyday student learning.

6. Comments or Questions from the Public Regarding Items in this Agenda - Nil

7. Meeting Schedule & Reminders

The next meeting of the Committee is scheduled for September 15, 2026.

8. Adjournment

The meeting was adjourned at 12:15 PM.

Committee Chair

Secretary-Treasurer



EDUCATION PARTNER ADVISORY COMMITTEE**2026-2027 TERMS OF REFERENCE***Reviewed: September 15, 2026***Purpose**

The Education Partner Advisory Committee will provide advice to the Board on specific topics that are relevant to the Board's governance responsibilities. The Education Partner Advisory Committee will offer an opportunity for the Board to engage with partner groups around a specific topic.

Discussions will be held in a manner that builds trust and sustains strong functional relationships and strengthens communication and information sharing. The discussions will be purposeful and constructive.

Scope

Education Partner Advisory Committee input will be considered in matters related to the district but will not replace the accountability of district management and the Board of Education in decision-making. The Education Partner Advisory Committee does not have the authority for decision-making and no motions will be brought forward.

Committee Membership

Chair: Trustee Elected by the Board

Members: Board of Education, Senior Leadership Team, 2 Principal or Vice- Principal reps, 2 KLTF reps, 2 CUPE reps, 2 DPAC reps, and Indigenous Rights Holders Representatives

Meetings

An annual schedule of meetings will be developed and approved by the Board.

The Education Partner Advisory Committee will meet up to four times per year during the period when schools are in session.

An agenda will be developed prior to each meeting to meet the Board's accountabilities. Partner representatives may bring forward topics of interest for consideration as it aligns to the purpose of the Committee. These items will be brought forward to the Education Partner Advisory Committee Chair and Superintendent two weeks prior to the committee meeting or at the Education Partner Committee for consideration at agenda setting to be considered for following relevant meetings. A rationale will be provided if an item is not placed on the agenda for the following meetings. Operational issues, labour relations or personnel matters will not be addressed.

To facilitate open discussion, summary minutes will be recorded, following the minute-taking standards in Policy 124.

Order of Business

The order of business will be as follows:

- Call to Order
- Acknowledgement of Aboriginal Territory
- Receiving Presentations/Delegations
- Changes or omissions to Minutes
- New or Ongoing Business
- Comments or Questions from the Public regarding items on this Agenda
- Meeting Schedule and Reminders
- Adjournment





School District 8
Kootenay Lake

SD8 VERTICAL ALIGNMENT FOR EQUITY-CENTERED STUDENT SUCCESS

From Classroom Inquiry to District Level Impact

MINISTRY & PROVINCIAL CONTEXT

ENHANCING STUDENT LEARNING (ESL) REPORT

CONTINUOUS LEARNING REPORTS



Literacy

Continuous Learning Report

- FSA Trends
- Local Assessments
- Equity Gaps



Numeracy

Continuous Learning Report

- Grade 4/7/10 Trends
- Cohort Analysis
- Instructional Shifts



Caring & Inclusive Schools

- Belonging Data
- Two Caring Adults
- Inclusion Practices



Culture & Identity Development

- Indigenous Success
- Local First Nation Partnerships
- LEA/Enhancement Agreement Alignment

EQUITY-CENTERED STUDENT SUCCESS

- Literacy Growth
- Numeracy Growth
- Caring and Inclusive

Relationships Learn • Children & Youth in Care • Students of Care

Moving Forward

District Analysis, Strategic Engagement & Adjustment

SCHOOL LEARNING PLANS



Aggregated Evidence & Impact Data



When equity guides inquiry at the classroom level, and evidence informs strategy at the district level, SD8 shows coherent vertical alignment from School Learning Plans to the Enhancing Student Learning Report.



Student Learning Data

App. 5B.2

A one-page governance guide for reading evidence, asking questions and monitoring improvement

Graduation Assessments

FALL

GRADE 10 LITERACY | GRADE 10 NUMERACY | GRADE 12 LITERACY

Provincial assessments provide a system snapshot of literacy and numeracy proficiency. Reports generally reflect the previous school year's assessment results.

BOARD QUESTIONS

- How are results used to guide programming and supports?
- How do literacy and numeracy patterns compare over time?
- What emerges when results are cross-referenced with other evidence?

Foundation Skills Assessment

JAN-FEB

GRADES 4 AND 7 | READING | WRITING | NUMERACY

The annual FSA provides province-wide information about progress in foundational skills. Participation rates and local classroom evidence are essential context.

BOARD QUESTIONS

- Who participated, and is the sample representative?
- How do FSA patterns align with local assessments and reporting evidence?
- What trends suggest a need for system-level action?

How Are We Doing?

DECEMBER

OUTCOMES FOR SELF-IDENTIFIED INDIGENOUS STUDENTS

This annual report brings together enrolment, FSA, graduation assessments, course marks, completion, transitions and survey results for Indigenous learners.

BOARD QUESTIONS

- What strengths, disparities and trends are visible across measures?
- How do on-reserve and off-reserve outcomes compare, where available?
- How are findings shared with First Nations, and what actions follow?

Student Learning Survey

AUGUST

GRADES 4, 7, 10 & 12 | STUDENT PERSPECTIVES

The annual survey gathers perceptions of school experience, including belonging, safety, well-being and preparation for post-secondary learning and work.

BOARD QUESTIONS

- What do learners say about belonging, safety and well-being?
- What patterns differ across grades or student groups?
- What participation patterns or gaps affect interpretation?

READ THE WHOLE STORY

1

Purpose

Be clear whether evidence is for information, monitoring or a decision.

2

Participation

Check sample size, participation rates and who may be missing.

3

Triangulation

Use multiple quantitative and qualitative sources; no measure stands alone.

4

Trends & equity

Look over time and disaggregate carefully to identify strengths and gaps.

