

**EDUCATION PARTNER ADVISORY COMMITTEE
AGENDA**

TUESDAY, NOVEMBER 4, 2025

3:00 PM – 4:30 PM PST

4:00 PM – 5:30 PM MST

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. Numeracy Continuous Learning Implementation (p. 4)

App. 5A

➤ From data to action

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 10, 2026.

8. Adjournment



**EDUCATION PARTNER ADVISORY COMMITTEE
MINUTES
TUESDAY, SEPTEMBER 16, 2025**

- Board:** S. Nazaroff, Committee Chair
J. Bremner, Vice Chair (*via video conference*)
M. J. Blackmore (*via video conference*)
S. Chew (*via video conference*)
- Partners** D. Leeming, KLTF
J. Foster, KLPVPA
S. Kalabis, KLPVPA
N. Nazaroff, DPAC (*via video conference*)
T. Stokes, DPAC
- District Staff:** T. Smillie, Superintendent
C. MacArthur, Secretary-Treasurer
B. Eaton, Director of Instruction – Innovative Learning
D. Holitzki, Assistant Superintendent
C. Makiev, Literacy (K-3) District Teacher Coordinator
T. Malloff, District Principal
M. Mobbs, Literacy (4-12) District Teacher Coordinator
C. Singh, Director of Human Resources
P. Wedman, Executive Assistant
- Regrets:** D. Lang, Chair
K. Etheridge
A. Gribbin
M. Shunter
L. Trenaman
L. Carriere, Director of Aboriginal Education
C. Kerr, Director of Operations
CUPE representative

1. Call to Order

The meeting was called to order at 11:30 AM

2. Acknowledgement of Aboriginal Territory

3. Receiving Presentations/Delegations - Nil

4. Changes or Omissions to Minutes - Nil

5. New or Ongoing Business

A. 2025-2026 Terms of Reference

The 2025-2026 Terms of Reference were reviewed.

B. Supporting the Strategic Plan

- SD8 Literacy Professional Learning Plan



Superintendent Smillie outlined how the Literacy Continuous Learning report aligns with the school learning plans and the Strategic Plan. The effectiveness of the Strategic Plan is monitored through the cycle of learning reports throughout the school year.

Assistant Superintendent Holitzki and District Principal Malloff presented an overview of the SD8 Three-Year Action Plan for Literacy and other supports for the curriculum.

District Teacher Coordinator Makiev presented on the Early Literacy Profile and lead the group through a UFLI Foundations activity for grade one students. Questions and discussion happened after the activity.

District Principal Malloff presented on Acadience Universal Screener, and led the group through a grade three screener for key literacy progression.

District Teacher Coordinator Mobbs presented on the Intermediate Literacy Assessment and led the group through a couple activities from the assessment.

Assistant Superintendent Holitzki reviewed a portion of the Foundation Skills Assessment (FSA) assessing reading comprehension. Due to being short on time, the group could not go through the activity.

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

7. Meeting Schedule & Reminders

The next meeting of the Committee is scheduled for November 4, 2025.

8. Adjournment

The meeting was adjourned at 1:02 PM

Committee Chair

Secretary-Treasurer



EDUCATION PARTNER ADVISORY COMMITTEE

HANDOUTS

Related to Item 5A:

***Numeracy Continuous Learning
Implementation.***

- 1. Number Sense Assessment (NSA) Handout – Grade 2 (p. 5)**
- 2. Foundations Skills Assessment (FSA) Handout – Grade 4 (p. 6)**
- 3. Student Numeracy Assessment and Practice (SNAP) Handout (p. 22)**



Name: _____

Date: _____

Today's number is: _____

□ = even ○ = odd

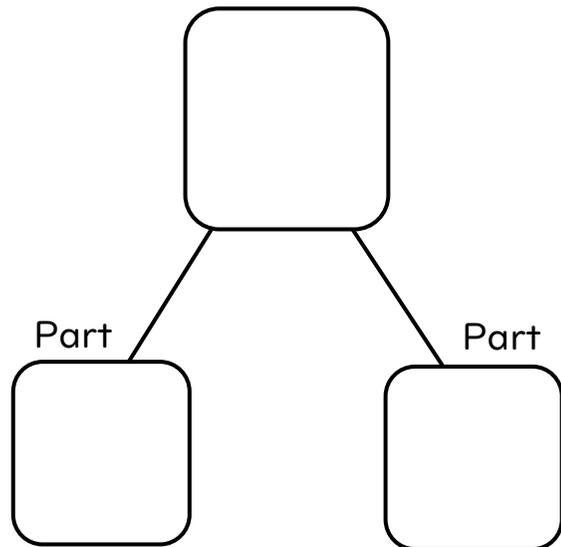
Build it or draw it.

Place Value Chart

Tens	Ones

Expanded Form

Whole



+ Addition Equation

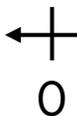
- Subtraction Equation

10 less
-10

Today's number

10 more
+10

Mark and print where each number goes on the number line:



Foundation Skills Assessment

4



Student Response Booklet

Name: _____

PEN: _____

School: _____

Theme:

**please check your choice

1 – How Things Work

2 – Taking Care

BACK TO
COVER PAGE
OF THIS ITEM

For Marker use only:

Literacy

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Numeracy

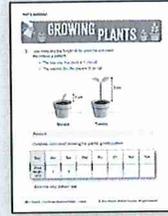
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PART 2: NUMERACY

In this part of the booklet, you will

- complete three numeracy questions



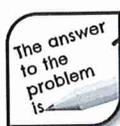
Be successful!



- Read the questions carefully to understand the problem.
- Think about the strategy or strategies you need to solve the problem.



- Find the information you will need to solve the problem.



- Clearly show all your thinking.
- Show all the steps leading to your solution.
- Clearly show your solution.
- Make sure your solution makes sense.

BACK TO
COVER PAGE
OF THIS ITEM

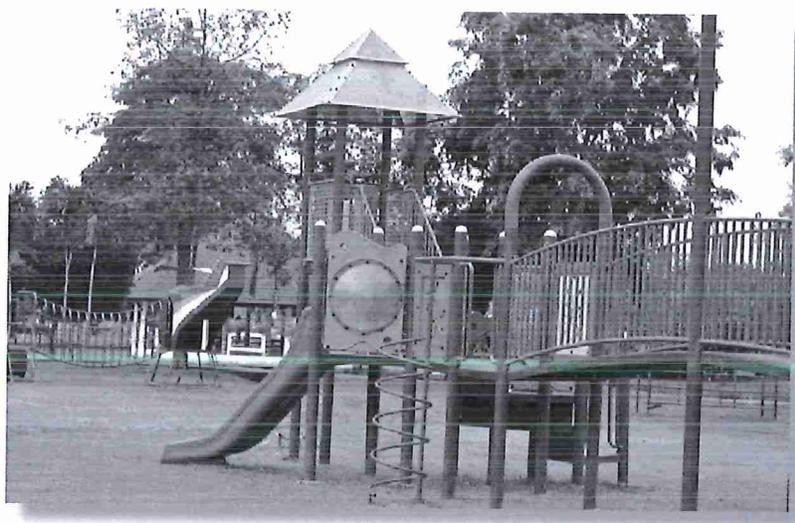




Planning the Playground

1. Terry’s school is adding more space to the playground.

Terry asks his classmates what they think the extra space should be used for.



Here are the results from his survey:

climbing bars	climbing bars	tag games
four square	tag games	four square
tag games	basketball	tag games
soccer	soccer	basketball
basketball	soccer	tag games
climbing bars	soccer	soccer



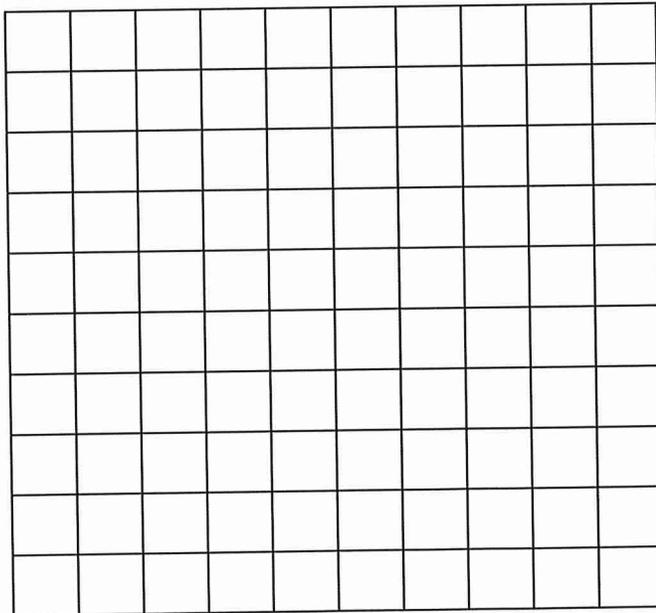
Part A

How many students chose each activity?

Part B

Graph the information from the survey.

Title:



Part C on next page

BACK TO
COVER PAGE
OF THIS ITEM



PART 2: NUMERACY

Part C

Using the information, what do you think Terry should recommend for the extra space? Why?

Score

BACK TO
COVER PAGE
OF THIS ITEM

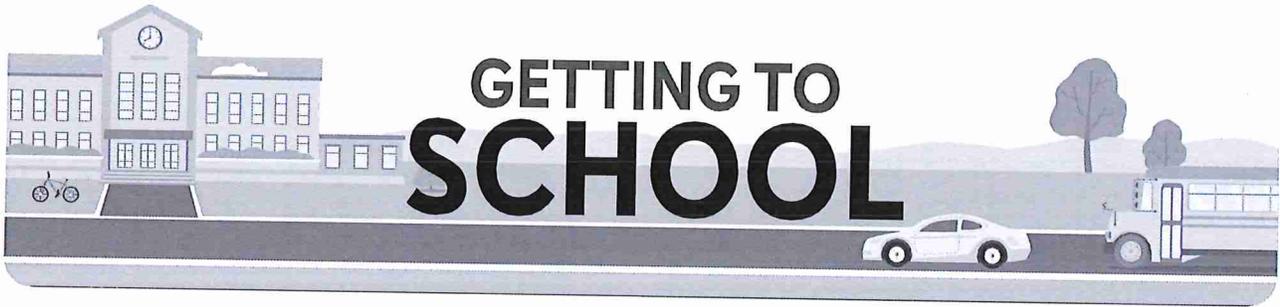


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BACK TO
COVER PAGE
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PART 2: NUMERACY



2. Carol counts the ways students get to school.

Carol sees scooters, bikes and cars.

- Scooters have 3 wheels
- Bikes have 2 wheels
- Cars have 4 wheels



She counts 33 wheels altogether.

Part A

Is it possible for Carol to see only bikes?

Circle one: Yes No

How do you know?

BACK TO
COVER PAGE
OF THIS ITEM



Part B

Show one possible combination of bikes, scooters and cars she might see.

Part C

If Carol did not see any cars, how many scooters and bikes might she see? Show one possible solution.

Score

BACK TO
COVER PAGE
OF THIS ITEM

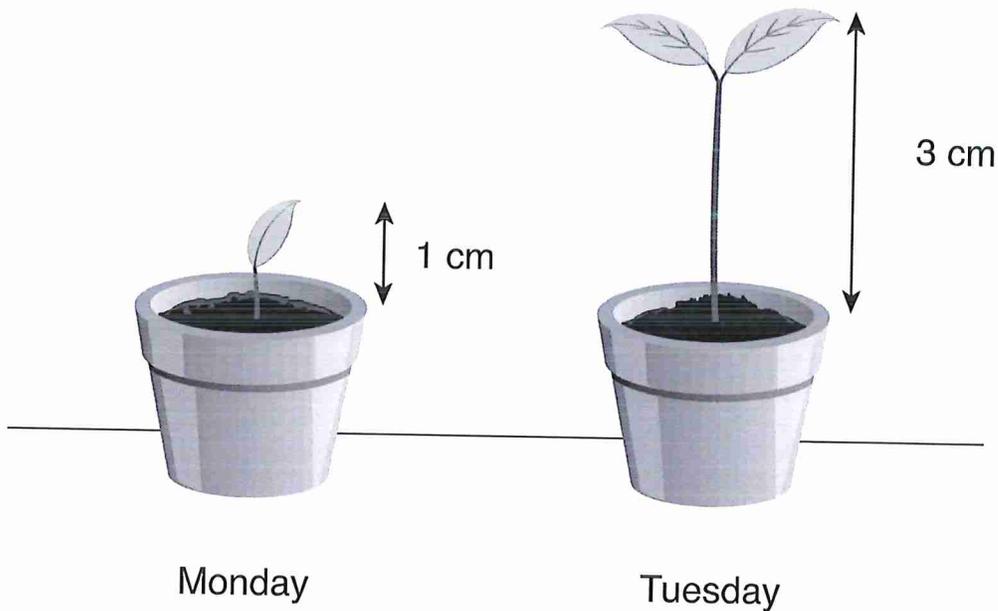




3. Jon measures the height of his plant for one week.

He notices a pattern.

- The first day, the plant is 1 cm tall.
- The second day the plant is 3 cm tall.



Part A

Complete Jon's chart showing the plant's growth pattern.

Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Plant Height (cm)	1	3					

Describe your pattern rule.

Part B on next page

BACK TO
COVER PAGE
OF THIS ITEM



PART 2: NUMERACY

Part B

Complete another chart showing a growth pattern that is different than Part A.

Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Plant Height (cm)	1	3					

Describe your pattern rule.

Score

BACK TO
COVER PAGE
OF THIS ITEM



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BACK TO
COVER PAGE
OF THIS ITEM



PART 2: NUMERACY



My Numeracy Checklist

Look back at your work.

Ask yourself:

- Did I write my answers in a way others will understand?
- Did I clearly show all of my thinking?
- Did I clearly show my solution?
- Did I check to see if my answers make sense?

End of Part 2

Wait until your teacher tells you to go ahead to the reflection activity.

BACK TO
COVER PAGE
OF THIS ITEM







FSA Grade 4 Scoring Rubrics

Literacy – Comprehend and Connect Questions

		1	2	3	4
Snapshot		<i>Demonstrates a limited understanding or misreading of the text(s) and or question; possibly a verbatim recall of information.</i>	<i>Demonstrates an understanding of the gist of the text(s) and question. The reader is able to support their thinking in a simplistic way; literal interpretation of main ideas and concepts.</i>	<i>Demonstrates a clear understanding of the text(s) and question. The reader is able to support their thinking using mostly accurate details closely linked to the central idea of the question and text(s).</i>	<i>Demonstrates an in-depth understanding of the text(s) and question. The reader supports their thinking using accurate text based information; may be insightful.</i>
	NR	No response (answer page is blank)	0 Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.		

Literacy – Personal Response Questions

		1	2	3	4
Snapshot		<i>Response acknowledges the purpose; brief and unorganized; shows limited understanding; limited or no personal connections; simple language.</i>	<i>Response shows some understanding of the purpose; some sense of organization; ideas may be unevenly developed; some personal connections; generally simple language.</i>	<i>Response shows clear understanding of the purpose; organized; ideas are developed; clear personal connections; sense of voice; language is clear and varied.</i>	<i>Response shows extensive understanding of the purpose; focused and organized; ideas are supported; multiple personal connections; strong sense of voice; language is precise and varied.</i>
	NR	No response (answer page is blank)	0 Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.		

Numeracy – Written Response Questions

		1	2	3	4
Snapshot		<i>Student demonstrates limited ability to view the situation mathematically. Approach or representation is ineffective. Reasoning or evidence is absent.</i>	<i>Student demonstrates basic ability to view the situation mathematically. Approach or representation is difficult to follow. Reasoning or evidence is lacking to some degree.</i>	<i>Student demonstrates proficient ability to view the situation mathematically. Approach or representation is sensible and generally can be followed. Reasoning or evidence contains minor inconsistencies.</i>	<i>Student demonstrates advanced ability to view the situation mathematically. Approach or representation is effective and is easily followed. Reasoning and evidence are clear and well presented.</i>
	NR	No response (answer page is blank)	0 Data simply recopied from question Picture, work or solution is unrelated to problem Incorrect solution with no work shown Inappropriate response (work contains profanity, inappropriate diagram or language) Everything erased		

BACK TO COVER PAGE OF THIS ITEM





Operations SNAP

Equation: _____

Use and justify a strategy to estimate the answer:

Show one way to solve the equation:

Show another way to solve the equation:

Write a real-life example or a math story or problem:

Reflection:

Reasoning & Analyzing:

Estimate 1 2 3

Understanding & Solving:

Example 1 1 2 3
Example 2 1 2 3

Connecting & Reflecting:

Real-Life 1 2 3
Reflection 1 2 3

BACK TO COVER PAGE OF THIS ITEM

