

**ALGOMA DISTRICT SCHOOL BOARD**

644 Albert Street East
Sault Ste Marie, ON P6A 2K7
Phone 705-945-7111
www.adsb.on.ca

COMMITTEE OF THE WHOLE MEETING AGENDA**Tuesday, April 8, 2025****EDUCATION CENTRE****Public Meeting Start 5:30 P.M.**

ITEM	TOPIC	LEAD
1.0	Call to Order (Motion) 1. Land Acknowledgment: Read by Trustee Greg Bowman 2. Roll Call	
2.0	Presentations/ Monitoring/Discussion Strategic Priority: Achievement 1. Success of Prior Learning Assessment & Recognition (PLAR) Guests: Teacher Julie Zachary and featuring student voice of Jaze St.Pierre. 2. Literacy in ADSB Primary Classrooms 3. Update on new Three Rivers JK-12 School	 MB MB JSM
3.0	System Updates/Upcoming Events 1. ADSB Family Voice Survey 2. Discussion: Future C.O.W. Topics	 JM LR
4.0	Next Meeting Dates 2025 04 29 Regular Board Meeting	
5.0	Adjourn Committee of the Whole Meeting (Motion)	

REPORT TO THE BOARD of 2025 04 08		Item #1.0
Prepared By:	Chair Sarlo	
Strategic Priority:	n/a	
Purpose:	Information	Discussion Motion
Topic/Issue:	Call to Order	



Rationale	
Call to order session of the Committee of the Whole Meeting of 2025 04 08.	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board move into Committee of the Whole Meeting of 2025 04 08 at _____pm.	
Motion was: Carried Defeated Initials of Chair: Resolution #	

REPORT TO THE BOARD of 2024 04 08		Item #2.1
Prepared By:	Superintendent Bell	
Strategic Priority:	Achievement	
Purpose:	Information Discussion Motion	
Topic/Issue:	Prior Learning Assessment and Recognition (PLAR)	



Rationale										
Ontario's Student Success Strategy is designed to ensure that all students have the opportunity to achieve their full potential. As per Ministry Policy/Program Memorandum 129, Prior Learning Assessment and Recognition (PLAR), <i>Boards must develop and implement policies and procedures related to the equivalency process that are consistent with provincial policy.</i> Prior Learning Assessment and Recognition (PLAR) is a process through which students earn credits for knowledge and skills acquired outside of the formal secondary school program. The PLAR process involves two main components, challenge and equivalency. This report will focus on equivalency.										
Key Highlights										
- Acknowledging Diverse Learning Experiences: PLAR recognizes that students acquire valuable knowledge and skills outside of formal education settings, such as through work, volunteer activities, or personal interests. - Promoting Equity and Accessibility: By allowing students to earn credits for prior learning, PLAR reduces barriers to education and promotes inclusivity. It ensures that all students, regardless of their background, have the opportunity to succeed and progress in their education. - Enhancing Student Engagement and Motivation: Recognizing prior learning can boost students' confidence and motivation, as they see their existing skills and knowledge valued within the school system. This can lead to increased engagement and a more positive attitude towards learning. - PLAR Credit Accumulation: The graph illustrates the positive impact of the PLAR program on credit accumulation among students. This year's data (represented in orange) covers credits earned from September to March, suggesting that we can expect even greater success by the end of the year. In the 2024-2025 academic year, 585 district students participated in the PLAR program, and as of March 31st this year, 497 students have already engaged with the program.										
<table><caption>PLAR Credit Accumulation</caption><thead><tr><th>Grade</th><th>2023-2024</th><th>2024-2025 (Sep-Mar)</th></tr></thead><tbody><tr><td>Grade 9 & 10</td><td>353</td><td>328</td></tr><tr><td>Grade 11 & 12</td><td>540</td><td>319</td></tr></tbody></table>		Grade	2023-2024	2024-2025 (Sep-Mar)	Grade 9 & 10	353	328	Grade 11 & 12	540	319
Grade	2023-2024	2024-2025 (Sep-Mar)								
Grade 9 & 10	353	328								
Grade 11 & 12	540	319								
Anticipated Benefits										
- Enhanced Accessibility and Reducing Barriers: PLAR provides students with the opportunity to earn credits for prior learning, thereby reducing barriers to education and promoting inclusivity. - Improved Student Outcomes: PLAR supports student achievement and well-being by acknowledging diverse learning experiences and facilitating smoother transitions into secondary education. - Credit Accumulation and Grad Rates: The PLAR process supports students in their credit accumulation and pathways to their Ontario Secondary School Diploma.										
Insights/Learning										
- Pathways for Success: Ongoing review and adaptation of PLAR policies and procedures are essential to meet the evolving needs of students and the education system. - Learning and Support: As a system, the continued commitment to individualized pathways and personalized approaches to supporting student success is imperative.										
Considerations/Next Steps										
- Continued learning and conversations with secondary administrators, guidance and student success teams to build understanding and support implementation. - Ongoing review and adaptation of PLAR procedures are essential to support the system and schools.										

REPORT TO THE BOARD of 2024 04 08		Item #2.2
Prepared By:	Superintendent Bell	
Strategic Priority:	Achievement	
Purpose:	Information Discussion Motion	
Topic/Issue:	Literacy in Primary Classrooms (Early Reading Screening)	



Rationale	
Early reading screening (ERS) was mandated by Ministry of Education PPM 168, as a result of the Ontario Human Rights Commission Right to Read. The screener is one component of supporting the transition in teacher practice around the teaching of early literacy skills which are defined in the revised Language Curriculum. This is the first year of implementation of the ERS screening tool (Acadience) in Kindergarten to Grade 2 which is a quick, evidence informed assessment, completed one-on-one with students. The purpose of early reading screening is to: monitor children's development in early reading skills; identify children who need additional support; and guide classroom instruction.	
Key Highlights	
- In the new language curriculum (2023), reading is taught using evidence-based instructional strategies. Students develop foundational knowledge and skills in reading and writing, spelling, vocabulary, reading fluency and comprehension. Teachers are refining instructional strategies to align with the new curriculum. - Strand B: Foundations of Language - knowledge and skills are taught in oral language and vocabulary, the relationship between sounds and letters of the alphabet, and the ability to read and write words with both speed and accuracy. - All K-2 teachers and SERTs received training during the 2024-25 school year. All elementary VPs received training on Acadience in June 2024, and additional training on Use of Data/Data Interpretation in the fall. - All SK-2 students assessed at the beginning of year – these results reported to parents on the Term 1 report card. - Students who achieved below or well below benchmark were reassessed in March, with those results shared on the June report card.	
Anticipated Benefits	
- Screening identifies students at risk for reading difficulties, allowing for targeted supports to improve outcomes. - Screener provides specific data in the reading skill areas that can be used to inform instructional next steps for teachers for the whole class, and targeted small groups. - Developing capacity in VPs as instructional leaders as they are alongside teachers in coaching and supporting this work in K-2 literacy.	
Insights/Learning	
- Teachers are refining their teaching practices to align with the curriculum and evidence from screening results and other assessment information about students. - Importance of data in responding to student needs and informing classroom practices.	
Considerations/Next Steps	
- Continue to refine instructional practices in the classroom to support student success that are in alignment with the new language curriculum. - Continue to develop understanding of the screener and the analysis of data to develop specific, targeted instruction for small groups and individuals. - Continue to work toward fidelity of use of the screener and board-endorsed support resources.	

REPORT TO THE BOARD of 2025 04 08		Item #2.3
Prepared By:	Joe Santa Maria, Associate Director of Corporate Services & Ops	
Strategic Priority:	Achievement Well Being Engagement	
Purpose:	Monitoring	
Topic/Issue:	Update on New Three Rivers JK-12 School in Blind River	



Rationale
To update Trustees and the Public on the Progress of our new JK-12 school in Blind River
Key Highlights
- Along with our Architects (IDEA), the contractor (Finnway) continues to make progress on the new school, as we continue to collaborate through weekly meetings - School has now been named Three Rivers JK-12 school {Home of the Otters}
Anticipated Benefits
- Creating modern, inviting, healthy and innovative learning spaces for our students - New School for our students and the community in Blind River in a Rural Region of the Board - Excitement of the project within our community partners (i.e. Town of Blind River, Mississauga First Nation and Serpent River First Nation, etc.) - Partnership with our Algoma District Social Services Administration Board (ADSSAB) for a new daycare and EarlyON centre within the school - Our partnership with Conseil Scolaire Public du Grand Nord de l'Ontario (CSPGNO) as a Joint Use School might well be seen as a model in the province, especially for smaller rural communities
Insights / Learning
- Thankful to the staff of the Town of Blind River and their cooperation - Strong Ongoing Indigenous partners with Mississauga First Nation & Serpent River First Nation - Given the time needed for site preparation and unavoidable weather, we continue to monitor progress with anticipated opening being ready in the spring of 2026
Considerations/Next Steps
- Work with our school teams in 2025-26 school year to come together and prepare for the transition - Continue to monitor progress with the contractor to ensure timeline and cost targets are met - Provide updates to our families as we approach opening

