



JANUARY 25, 2016

2016-2017 TOPICS:

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- Accountability Pillar Results
- Transportation Guidelines
- Recruitment
- Online IPP
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- Reading (Literacy)
- Leaves
- Practical Applications of Numeracy
- Staffing Allocations
- Student Engagement
- Student Results and Surveys
- Digital Literacy
- Year End Activities
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Recruitment

Each year the FVSD undertakes to provide the best possible teachers to the 15 schools, 4 Learning Stores and the Northern Home Education Program within our jurisdiction. To do so, every January we begin a recruiting drive that takes us to Edmonton, Fredericton NB, Halifax NS, Thunder Bay ON and St. John's NL. These five trips allow us to meet and interview potential new teachers from 12 different universities. For 2017 we have added a second Edmonton University and scheduled a trip to Saskatoon SK to increase the size of our candidate pool.

Why you might ask, does the FVSD spend this amount of time and money to travel across the country to find teachers when there are teachers in Alberta who are not working full-time? The reasons for this are many and varied but certainly focus on providing a quality education for the children we serve. Reasons include;

- Alberta does not produce enough teachers to fill all the positions available in the province
- Not all graduating students want to leave home and come to our northern environment
- We are striving to hire the best possible teachers and to do that we have to build a pool of strong candidates
- There is competition out there from other boards who have similar needs as ours and are selecting from the same universities.

In 2015 we hired 32 new teachers, and in 2016 the number was 23. The trend of requiring 20 or more new teachers each year has been steady for many years and is one we see likely continuing for some time to come. Without the work our division staff and administration teams, consisting of principals and vice-principals, do during our recruiting drives, we would potentially be filling positions after the school year begins. Our goal of *Building Success - One Student At A Time* would be difficult to achieve without the provision of quality instruction for our students through the recruitment process.

For more information, please contact Kevin Pittman, Assistant Superintendent of Operations at kevinp@fvsd.ab.ca or 780-927-3766.

“Building Success - One Student at a Time”

Online IPP

In September of 2016, the Fort Vermilion School Division launched a new online Individualized Program Plan (IPP). This new IPP has some exciting features that will be helpful for teachers as they develop plans to support students with diverse learning needs.

First of all, the new IPP is accessible anywhere as long as the teacher has access to the Internet. Secondly, the IPP integrates with Power School, the FVSD Student Information System, which automatically enters student demographic information into the IPP. No longer do teachers need to access information from one database and enter it into the IPP manually. Thirdly, the various sections of the IPP provide a wealth of resources for teachers in the form of banks and drop down lists. For example, a wide variety of Instructional, Environmental and Assessment strategies and accommodations have been entered into the database to provide ideas for teachers. The Strengths and Needs sections are pre-populated with ideas as are other areas within the IPP. Teachers also retain the ability to enter their thoughts in each of these sections. However, the banks contained within the IPP will provide ideas and be particularly useful for teachers who may be new to the world of IPPs.

The most significant change is the ability to create an IPP that contains only strategies and accommodations. Some students may not need specific goals beyond the normal expectations of the Programs of Study. These students may, however, require accommodations or varied teaching strategies to be successful in their courses. In these cases, the student may have an "Accommodations Only" IPP. It is important to note that these students must be following the regular outcomes for the courses they are taking. If modifications are being made to the curriculum, the student would require an IPP with specific goals. The "Accommodations Only" IPP has the potential to streamline planning for students who can be successful with accommodations only; however, it is important to track student progress carefully. If a student is not passing his/her courses with just accommodations, the Learning Team should consider the reasons for the student's lack of success and plan changes accordingly. In these cases, the students may need goals in addition to accommodations.

I would like to thank the Teachers, Inclusive Education Coordinators, Diverse Learning Coordinators and Administrators from around the division for their involvement in the development and testing of this new IPP. Teachers and Inclusive Education Coordinators are to be commended especially for their diligence and perseverance this year. We are still tweaking the IPP to make it as efficient and effective as possible. As with anything new, there have been glitches as we have implemented the online IPP, and teachers have identified areas that need correction. At the end of the process, we will have an online tool that harnesses the power of technology to allow teachers to focus on what matters most: identifying goals, objectives, strategies, accommodations and learning tools that will lead students to a high level of success.

For more information, please contact Kathryn Kirby, Assistant Superintendent of Inclusive Education at kathrynk@fvsd.ab.ca or 780-927-3766.

