

Alberta Distance Learning Centre  
Three Year Education Plan  
2013-2016  
&  
Annual Education Results Report  
2012-2013

*Success for Every Student*

November 26, 2013

## **Table of Contents**

<b>Accountability Statement</b>	1
<b>Education Plan/AERR Overview</b>	2
<b>Foundation Statements</b>	9
Mission Statement	9
Vision Statement	9
Motto	9
Beliefs	9
Historical Background	11
<b>Distributed Learning Services Provided</b>	13
Contracted Services: Outcomes, Measures, and Results	14
Team Teaching: Outcomes, Measures, and Results	16
Instructional Materials Developed	18
High School Completion	19
Partners Served	21
“Action On” Support	24
Schedule A Measures	27
<b>Summary of Sharing Innovative Practices</b>	33
<b>Education Plan Outline of Goals, Outcomes, and Priorities</b>	34
<b>Appendices</b>	
<b>Solutions for Schools</b>	Appendix 1
<b>Revised Organizational Chart</b>	Appendix 2
<b>Completions Graph</b>	Appendix 3
<b>Summary of Report Data</b>	Appendix 4
<b>Financial Report</b>	Appendix 5

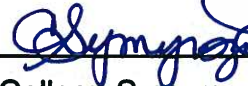
## Accountability Statement

The Annual Education Results Report for Alberta Distance Learning Centre (ADLC) for the 2012-2013 school year was prepared under the direction of the Board in accordance with the directives under the Service Agreement – Schedule B (September 2008). The Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for students enrolled with Alberta Distance Learning Centre. We have used the results to develop sound strategies for our Three-Year Education Plan to ensure that all our students can acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring, and contributing members of society.



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Kim Webster  
Board Chair



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Colleen Symyrozum-Watt  
Superintendent of Schools

## **ADLC Annual Education Results Report Distribution**

This report will be posted on the Alberta Distance Learning Centre website at [www.adlc.ca](http://www.adlc.ca) where a 'pdf' version will be available for download. Copies will also be available at the Alberta Distance Learning Centre 4601- 63 Avenue, Barrhead, Alberta.

## **Education Plan/AERR 2012-2015 Overview**

Alberta Distance Learning Centre's (ADLC) Yearly Education Plan guides and focuses ADLC's continuous improvement efforts. Operating as a subsidiary of Pembina Hills Regional Division #7 (PHRD) and working within the terms of the Service Agreement with Alberta Education (AE), ADLC has a provincial mandate to provide distributed learning services, as outlined in "Schedule A" of the Agreement, to learners in Elementary, Junior High, and Senior High School programs across Alberta. Given this provincial responsibility, ADLC's Education Plan has a strong provincial focus and is responsive to the needs of individual learners and provincial school partners. Efforts to improve student outcomes involve working directly with students and partner schools. At times, efforts are indirect in that ADLC mentors and works with school partners and parents to facilitate excellent outcomes for students. This Education Plan is in accordance with the policies of (PHRD) and Alberta Education (AE).

## **Provincial Terms of Reference**

As a service provider with a provincial mandate, ADLC must be responsive to the following:

- The terms of Schedules A and B of the 2008 Service Agreement between Alberta Education and PHRD: <http://www.adlc.ca/content/view/224/>.
- Alberta Education's Distributed Learning\* Initiative, of which ADLC is a primary contributor in strengthening learning opportunities for students by developing collaborative and sustainable relationships that allow learning and teaching to be individualized and independent of time and place
- Congruent with previous ADLC School Education plans, we continue to support established high-yield strategies that improve provincial high school completions. We continue to enhance our understanding and implementation of best practices and our effectiveness in increasing student completions.

*\*Distributed learning is an instructional model that allows teacher, students, and content to be located in different, non-centralized locations so that instruction and learning occur independent of time and place. The distributed learning model can be used in combination with traditional classroom-based courses or with traditional distance learning courses, or it can be used to create wholly virtual classrooms.*

## **Preamble to the 2012-2015 3 Year Education Plan and 2012 – 2013 AERR**

The Alberta Distance Learning Centre (ADLC) has been severely affected by the change in education funding effective the 2013/14 school year. This change in funding was announced in March, 2013 and while ADLC's core funding rate of 56% was not changed, schools would receive 44%, (down from 100%) funding for students utilizing ADLC services. This funding change caught educators unaware. Our first challenge after the budget announcement was to convince our partners that we had not been "shut down" as a result of this change in funding. In spite of our communication efforts, some schools severed ties with us as they believed that we would be gone before newly enrolled students finished their courses. Our enrollments started dropping after the funding announcement. A second challenge manifested itself on the heels of the first in that many believed that the funding announcement was a harbinger of Pembina Hills Regional Division developed and owned courses passing to the public domain. This challenge was dealt with as well via communication to our partners and the Ministry. However, our main challenge remained what it has been for the past 90 years; serving students and schools in Alberta. In short order, we realized the effect that the change in funding would have on our partner schools, especially Outreach, home based students and rural schools. To ensure that students still had access to a level of services, we developed a series of low cost solution bundles, which are described in **Appendix 1** of this report. Uptake of these bundles was gratifying, with more than 100,000 students being served under one or another of the bundles. Additionally, it told us that we continue to be an integral part of education throughout Alberta.

We are currently awaiting the report from Carbol and Associates as funded and directed by Alberta Education. This report was commissioned by Alberta Education last year and it is a comprehensive research study of distributed learning in Alberta that we are told will set the future of distributed learning and hence ADLC in the future. While we have not yet seen the final report, or the preliminary reports we are heartened by the comments from Carbol and Associates in support of the work that we do

## **ADLC's Strengths and Capacities**

Input from our stakeholders suggests that the majority of them are strongly supportive of the services and curriculum support materials that we provide in assisting them to solve educational issues and meeting future challenges. The following key strengths have been identified by our partners:

- A student-centered, service-centered approach united by a common vision
- A committed and empowered staff with harmonious leadership
- A history of finding individual solutions for students and educators, and responding to changing circumstances using an adaptive, flexible approach

- Strong relationship-building capacity with partners
- The ability to perform effectively in high demand and crisis situations
- A commitment to functioning proactively
- A marked emphasis on 21<sup>st</sup> century learning and assessment strategies based upon UDL principles.

## **Challenges Facing ADLC**

Our major challenge in the future is seeking direction and communication from Alberta Education with respect to the future of distributed learning in Alberta. This direction will determine any new Service Agreement with Alberta Education as the current one expires September 2014.

The other considerable challenge is determining how best to serve our partners and students given the marked change in funding for distributed learning that is in place for the 2013/14 school year. As an example, high schools cannot afford to partake in Team Teaching and the support it offers with only 44% of a CEU coming back to the participating high school. This has resulted in approximately a 50% reduction in enrolment numbers at ADLC. We are in the process of reinventing ourselves once again, a common enough experience in our 90 year history!

The following two major themes and the subsequent four supplementary themes provide the overview of our work, successes and challenges over the 2012/13 school year.

### **Theme 1: Operations and Administration**

Alberta Distance Learning Centre underwent a significant reorganization at the start of the 2012/13 school year. This reorganization continued after the budget announcement of March, 2013, where the duties of one associate principal position was collapsed into the other three associates' duties, a hiring freeze was implemented, and 17 staff members that had left, retired or were on temporary contracts were not replaced.

#### **Appendix 2- Revised Organizational Chart**

Identified issues addressed over the 2012/13 school year:

- Genius SIS project, failure of previous PASI project.
- To improve communication and understanding of ADLC roles, functions and processes both internally and provincially we hired a communications coordinator. He has been instrumental in insuring that we are consistent in our messaging and clear with our stakeholders.
- We revamped our professional development expectations-our two key core expectations are that teaching staff are well versed in UDL principles and skilled at

embedding engaging key concepts that support student learning in their individual courses.

- Improving current or building additional tools for students to self-execute administrative tasks such as website functionality, introducing printed course guides, and introducing on-line registration. We started our “single sign on” concept last year and piloted it with a partner school. This is being rolled out further this year.
- Improving relationships within ADLC to strengthen overall productivity and effectiveness-this was highlighted last year and was addressed in that we embarked on a new model for TLC, (The Leadership Council) that stresses productive relationships among our staff.

## **Theme 2: Stakeholder Relations and Communications**

This category was our second key category of challenges and is one that we remain committed to.

Identified issues addressed over the 2012/13 school year include:

- Understanding the ever changing needs and preferences of ADLC’s stakeholders and including their input into how we design and deliver products; review and feedback systems. To this end we embarked on some unique partnerships over the 2012/13 school year. Examples include:
  - JSSS Update
  - Northlands update and virtual Social 6
  - CALM course revival
  - A partnership with WOLF, (Woodlands Operators Learning Foundation) established last year is resulting in new courseware and an opportunity to provide real world, hands on learning on harvesting equipment simulators so that more students may consider a career in Forestry.
  - Three strong partnerships have been established last year with VROC, (Virtual Researchers on Call), EXCITE, and Robots and Pencils which are coming to fruition this year and will further enhance ADLC’s stature as a 21<sup>st</sup> century learning organization. We are getting major industry representation in our EXCITE content.
  - Text to speech additions to courses.
- Another key goal that is addressed yearly is to clearly communicate our services offered and the value added aspect of ADLC in supporting high school completions and the “action on” agendas. We communicated with our stakeholders via annual

“Partnership Update Sessions” in Edmonton, Calgary, Red Deer and Lethbridge. We attend every Teacher’s Convention in Alberta. One of our major planning and communication successes was listening to our stakeholders and creating viable solutions packages less than a month after the budget announcement to serve our partner schools given the new DE funding formula with respect to partner schools. (Appendix 1, Solutions for Schools)

- We focus on the best methods of communicating and promoting the value of ADLC to all stakeholders. We engage partners via Twitter and Yammer, among other social media systems. We have a school specific social media communication scheme that was put into place last year that allows us to interact with our partners and stakeholders.
- Last year we experienced a 9.2% increase in funded student enrolments

## Secondary Themes

### 1. Connection with Students

In honouring a student-centered approach and the primacy of relationships in the educational context, this category explores the opportunities to create and maintain connections with students.

Identified issues addressed during 2012/13 school year:

- Delivering products and services in a flexible and adaptive manner that enhances relationships with students and between students; increased use of social media and community building systems. Examples of these include high school discussion groups in English and Social Studies. Teacher facilitated conversations in Elementary utilizing Skype or Elluminate software. Developing student friendly courseware in English; for example CSI Macbeth. As well, we developed a cutting edge on-line CALM course for September, 2013 that has been well received by our stakeholders. We presented student art portfolios to the Alberta Home and School Association and this presentation was very well received. We researched and offered the On Line English Language Learning on a pilot basis in late 2012/2013, this program is now offered to all interested students as it is proving very effective.
- Our student monitoring program has proven itself over the years, and was provided with enhanced responsibilities in addressing the needs of a wider range of students. The student monitoring team assisted our students very well in communicating procedures in the aftermath of the 2013 floods.
- Maintaining focus on optimizing student success by using a case-by-case problem solving/solution-based approach. Our Examinations department worked with students, parents, and partner schools in providing additional information and direction for students affected by the Spring floods, we worked with Alberta



Education in creating files in support of exemptions for Diploma Examinations and assisting with Special cases investigations as required.

- We provided scheduled face to face and VC Diploma Examination preparation courses for our registered students and additional students who were referred to us by Alberta Education.

## **2. Educational Effectiveness**

This theme is concerned with capturing continuous improvement of educational practice through feedback, reflection, and thoughtful professional development via applying learning theory, fostering student engagement, and contributing to course content quality. One of our missions over the past school year has been to facilitate instructional excellence and ensure robust pedagogy.

Emerging issues addressed during the 2012/13 school year:

- Over the 2012/13 school year we continued to develop and support Team Teaching as a valuable program that supports student completions and teaching excellence provincially with our partner schools.
- Implementing effective evaluation of course, program and teacher effectiveness for continuous improvement. One of our challenges remains produces engaging courses for students in distributed learning. A number of new courses were designed, developed and delivered, noteworthy among these was the CALM course. We also added new versions of ELA 20-2, Math 20-2, Social 10-1 and 27 new or redesigned CTS courses in Agriculture, Communications, Design, Fashion, Financial Management, Forestry, Information Processing, Legal, Recreational Leadership and Tourism. A number of our courses had “Text to Speech” software integrated into them to assist students who preferred to have courses “read” to them. We investigated and then implemented “Imagine Learning” for English Language Learning support.
- Optimizing the use of technology for pedagogy, course structure and course delivery. We co-developed a vivid on-line template that will serve all our future courses, keeping them clean and branding them with the same appearance and navigation routes. We are investigating alternative learning management system platforms, a process that started last year.

## **3. Political Positioning**

This category captures the challenges related to positioning of ADLC provincially, recognition by Alberta Education via a new Service Agreement or not, continued analysis and reaction to the revision of funding models, influence in political decision making, and opportunities for collaboration rather than competition between school jurisdictions. ADLC commissioned a comprehensive internal review by Dr. Jim Brandon two years ago. This review continues to resonate in our planning and preparation today

as we wait for any information from the provincial review that has been underway for all of last year and continues to date.

Emerging issues addressed during the 2012/13 school year:

- Building connections and relationships with Alberta Education; improving ADLC's influence and effectiveness with Alberta Education for integrated decision making and mutual support of a DE vision. Last year we met with senior Alberta Education officials and provided briefings and materials to serve as a starting point for a mutual understanding of ADLC's importance as a 21<sup>st</sup> century learning provider in Distributed Education.
- Asserting the value of ADLC in delivering adaptive options and excellence in programs that meet the needs of Alberta students and teachers. In the 2012/13 school year all school divisions were provided with a detailed summary of completion rates both by course and by school as well as the effect of the change of funding with the loss of Team Teaching at the high school level for 2013/14.

#### **4. Product Design, Development, and Delivery**

This category speaks to the internal collaboration, process and flow between departments related to the design, development and delivery of course materials, as well as the process of evaluating, maintaining or ever-greening course materials. This may include optimizing the application of technology in course materials.

Identified issues addressed during the 2012/13 school year include:

- We continue to streamline our processes in course development. We implemented a decision making matrix that helps inform the response cost and anticipated return on investments in courses.
- We have developed a strong oversight of both contract processes and timelines for deliverables, this was started in 2011/12 and was further strengthened in 2012/13 by the addition of an additional staff member.
- Best utilizing technical resources and technology to enhance learning, engage students and improve delivery. We continued to provide excellent technological support to all of our partner schools and ADLC staff. We upgraded our main server at considerable expense to increase reliability for our students and partners. As well, during the 2012/13 school year we started investigating the Moodle platform with a view to providing cross platform support for our partners in the future.

## ADLC School Priorities

- Increase successful student completions
- Increase stakeholder participation in ADLC programs and initiatives that lead and align with Alberta Education’s Transformation ‘Action On’ Agenda

## Foundation Statements

### ADLC Mission Statement

Alberta Distance Learning Centre is an innovative learning community supporting students, teachers, parents, and partners by providing high-quality teaching and learning at a distance.

### ADLC Vision Statement

Alberta Distance Learning Centre is a flexible, student-centred school where students realize potential, achieve success, and develop skills for life-long learning.

### Motto

Success for Every Student.

### Beliefs

Alberta Distance Learning Centre provides high quality education for all our students. Our school is founded on the following core beliefs:

- Students are **unique** learners.
- Everyone works and learns best in an atmosphere of **safety**.
- Open and honest **communication** is essential.
- A climate of **respect** promotes efficient and creative learning.
- **Professional relationships** among students, parents, and teachers promote commitment and desire for continued learning.

Teamwork among students, partners, parents, and staff is essential for enjoyable learning experiences.

- Students thrive in environments of **hope** and **encouragement**.
- The **distributed learning environment** is a powerful environment in which to develop positive skills, abilities, and attitudes.
- Distance learning **programs** are effective because of focused students, supportive parents, and dedicated staff.

Our specific beliefs inspire our work with our key participants.

- **Parents** are valued partners seeking the best educational opportunities for their children.
- Our **staff members** are professional and dedicated to providing quality student-centred education while encouraging continuous progress.
- Our **partners** are responsible professionals committed to the education of their students.
- **Students** are responsible learners who have input into their education

### Historical Background

Alberta Distance Learning Centre (ADLC) has a long and rich history. From its humble origins in a back office in the Legislature to the high tech workplaces and home offices of today, ADLC has provided Alberta students with high quality educational programming "anytime, anywhere, and at any pace" for over 90 years. From a six-year-old working with paper and workbook under a coal oil lamp on a homestead in the early 1920s to a teenager on a laptop with a satellite uplink on a sailboat in the Indian Ocean, ADLC has provided Alberta's students and their families with opportunities to further their education while pursuing their lifestyles.

Since its creation in 1923, ADLC has provided direct service to more than 1.53 million students. Alberta Education's experiment in correspondence education was named the "Correspondence Branch" in 1927. The Correspondence School Branch operated from the Terrace Building in Edmonton from 1937 to 1945.

The demand for correspondence courses grew steadily over the years. Beginning in 1939, a reorganized Correspondence School Branch added correspondence education for Grades 9 to 12 at the rate of one grade per year. Enrolments soared during World War II and in the immediate postwar years largely because of a province-wide teacher shortage. By the mid-1950s, demand for elementary and junior high courses had subsided, but senior high school enrolments grew at an unprecedented rate.

In 1973, the Correspondence School Branch was renamed the Alberta Correspondence School, and in 1983 the school was relocated from Edmonton to Barrhead. Another change occurred in 1991 with the adoption of *Alberta Distance Learning Centre*, a name reflecting the shift from print-based correspondence education to distance learning using both print and non-print media. An increased effort was made to tailor products and services to meet the needs of school jurisdictions and consortia.

In the late 1980s, students started using facsimile transmission to submit lessons, and in 1995, students began to submit assignments by electronic mail. In 1997, the operation of ADLC was transferred from the Alberta Government to Pembina Hills Regional School Division #7. Although its governance structure changed, its mandate remained the provision and facilitation of distance education services to students throughout Alberta. Regional offices were opened in Edmonton, Calgary, and Lethbridge to help provide “one stop” delivery of services.

- 1923** - An experiment in education-by-mail began under the direction of the Deputy Minister of Education for Alberta, J.T. Ross. By the end of that year, almost 100 children had been enrolled.
- 1927** - Two hundred fifty-five new pupils were added, and for the first time Correspondence Branch was used in an annual report.
- 1929** - Mrs. Elizabeth Sievwright, the teacher who assumed the responsibility for correspondence education in Alberta, was Correspondence School Director from 1923 to 1930.
- 1937** - The Correspondence School Branch moved into Edmonton's Terrace Building.
- 1940** - The Correspondence School Branch produced the Department of Education's first radio series broadcast over CKUA, the University of Alberta's radio station.
- 1945** - The Correspondence School Branch was on the air nightly on CKUA.
- 1946** - To address the upsurge in registrations, 673 correspondence centres were available.
- 1970s** - Alberta Correspondence School began to use television to complement some courses.
- 1980** - The Alberta Correspondence School began to experiment with computer-assisted instruction.
- 1983** - The Alberta Correspondence School relocated from Edmonton to Barrhead, retaining a regional office in Edmonton.
- 1991** - The Alberta Correspondence School was renamed Alberta Distance Learning Centre.
- 1995** - A pilot project allowed students to submit assignments by e-mail.
- 1996** - Alberta Distance Learning Centre joined with Pembina Hills School Division's Vista Virtual School to create the ADLC Online School.
- 1997** - Alberta Distance Learning Centre was divested to Pembina Hills Regional School Division, which assumed responsibility for distance education instruction. Development of distance education resources remained with the Learning Technologies Branch of Alberta Education.
- 1998** - Alberta Distance Learning Centre opened its Calgary office to provide better service to students in the southern part of the province.
- 1999** - Distance Learning Options South (DLOS), centred in Lethbridge, joined ADLC.
- 2006** - Distance Learning Options South (DLOS) ceased all its operations in favour of the services of ADLC.
- 2008** - A Service Agreement was established with Alberta Education.

**2010** - Alberta Distance Learning Centre supports PHRD community schools in the implementation of the Pembina Hills Regional Division Distributed Learning Strategy.

**2010** - ADLC Service Agreement with Alberta Education extended to 2014.

**2012** – External review/research project commissioned by Alberta Education and awarded to Schmidt and Carbol Consulting Group, Limited.

**March 2013** Funding structure is changed for distributed learning partners from 100% to 44%

**2013-** Carbol and Schmidt report continues-report may be released January 2014.

## Our Mandate and Services

ADLC operates as a subsidiary of Pembina Hills Regional Division #7 and works within the terms of the Service Agreement with Alberta Education. ADLC has a provincial mandate to work with partner jurisdictions, schools, and individual students to provide **distributed learning services** to learners in elementary, junior high, and senior high school programs across Alberta.

## Distributed Learning

“Distributed learning is a model which offers multiple channels of learning and teaching through a variety of delivery formats and mediums—print, digital (online), and traditional delivery methods—allowing teachers, students, and content to be located in different, non-centralized locations. Distributed learning connects students with teachers across the province, and provides choice, flexibility, and authentic learning experiences. Distributed learning includes all forms of learning where, by design, students and their teachers may be separated in time and/or space for some or all of their interactions. It offers the potential of exploring different relationships and building highly personalized and individualized learning opportunities for student success, as well as expanding teacher expertise to critically influence and support student learning.” (Alberta’s Distributed Learning Strategy: 2009.)

## Programs and Services

ADLC provided the following core programs and services in 2012/13:

**Contracted Services:** Individual students registered with ADLC receive instruction through print, online, or blended programs as needed. ADLC contracts with Alberta jurisdictions and/or schools to provide distance education instruction and marking to their students as well as marks submission to Alberta Education. Schools retain responsibility for students as defined by the Alberta School Act, providing the ADLC has found that schools with strongly facilitated distance education programs have student completion rates in excess of 90%. When distance education is appropriately supported, students enrolled in distance education courses within schools are able to achieve the goals of Alberta Education, the school, their parents, and themselves.

**Appendix 3, Completion Rates graph.**

The objective is to expand educational opportunities, increase flexibility, and increase capacity for schools to provide their students with access to the courses they need when they need them and at their own pace.

### Senior High Contracted Services Summary

Senior High Contracted Services Summary	Sept Enrol 2010/11	Sept Enrol 2011/12	Sept Enrol 2012/13	Non Submitters 2010-211	Non Submitters 2011/12	Non Submitters 2012/13	Completers 2010/11	Completers 2011/12	Completers 2012/13	Success Rate of Submitters 2010/11	Success Rate of Submitters 2011/12	Success Rate of Submitters 2012/13
Career Tech Studies	764	6394	5668	202	2160	1348	478	3811	3487	86%	90%	81%
English	461	497	487	142	90	103	162	243	207	51%	60%	54%
Mathematics	627	732	694	137	165	169	293	338	306	60%	60%	58%
Other Options	484	667	464	75	77	71	310	460	309	77%	78%	79%
Science	1027	1144	1107	151	171	177	632	720	648	72%	74%	70%
Second Languages	219	234	252	51	57	48	93	88	93	55%	50%	46%
Social Sciences	363	352	401	16	25	56	268	267	276	77%	82%	80%
Social Studies	484	491	388	72	81	80	294	278	182	71%	68%	59%
<b>Grand Total</b>	<b>4467</b>	<b>10522</b>	<b>9461</b>	<b>846</b>	<b>2829</b>	<b>2052</b>	<b>2530</b>	<b>6212</b>	<b>5508</b>	<b>71%</b>	<b>81%</b>	<b>74%</b>

### Elementary Junior High Contracted Services Summary

Elementary Junior High Contracted Services Summary	Sept Enrol 2010/11	Sept Enrol 2011/12	Sept Enrol 2012/13	Non Submitters 2010/11	Non Submitters 2011/12	Non submitters 2012/13	Completers 2010/11	Completers 2011/12	Completers 2012/13	Success Rate of Submitters 2010/11	Success Rate of Submitters 2011/12	Success Rate of Submitters 2012/13
Complementary	30	22	31	2	6	13	25	14	18	89%	88%	80%
Grades 1-3	67	156	350	10	24	143	52	101	244	88%	76%	70%
Grades 4-6	181	171	524	26	28	167	127	95	315	82%	66%	91%
Grades 7-9 Health	59	42	118	12	11	53	30	24	89	64%	77%	137%
Grades 7-9 Language Arts	113	98	387	20	17	124	57	49	176	61%	60%	67%
Grades 7-9 Math	150	107	432	34	22	127	67	51	201	58%	60%	66%
Grades 7-9 Preview Review	93	13	843	5		843	87			100%		
Grades 7-9 Science	101	81	348	22	13	107	52	41	175	65%	60%	73%
Grades 7-9 Second Languages	48	41	107	18	8	62	21	26	44	70%	79%	98%
Grades 7-9 Social	104	75	326	23	18	92	55	35	148	67%	61%	63%
<b>Grand Total</b>	<b>946</b>	<b>977</b>	<b>2572</b>	<b>172</b>	<b>331</b>	<b>866</b>	<b>573</b>	<b>436</b>	<b>1358</b>	<b>74%</b>	<b>67%</b>	<b>80%</b>
				<b>18%</b>	<b>34%</b>	<b>34%</b>						



**ADLC Contracted Services supports jurisdictional programming in various ways including:**

**Home Education**

- Parents choosing home education have the primary responsibility for managing, delivering, and supervising their children’s courses of study.

**Education from Home**

- ADLC has the primary responsibility for managing, delivering, and supervising the student’s courses of study. Students receive their education program through ADLC using the Alberta Program of Studies and facilitated by parents and/or guardians. Assessment and recording of marks is the responsibility of ADLC teachers.

**School Based**

- Students needing a course at their school, are provided with an ADLC course, taught and marked by ADLC teachers, the student usually completes this course during a “spare” in their timetable.

**Blended Education**

- Recognizing and respecting parental and/or student choice, ADLC supports the blending of aspects of Home Education and Education from Home.

**Personalized Program**

- Each personalized program plan is designed by the teacher in consultation with the parents and/or school jurisdiction. This program differs from a blended program in that ADLC and the parent might choose alternative resources which support the Alberta Program of Studies. For example, a parent may choose to use Singapore Math or a book on astronomy rather than a chapter in a recommended textbook. Students in this program receive instruction primarily from parents and/or guardians and are assessed by ADLC teachers. Students’ marks are reported by ADLC to parents, students, and sending schools or jurisdiction. Learning portfolios produced by the students are maintained and evaluated by ADLC teachers. Contact is initiated by students, parents, and our teachers. Contact made and progress gained in coursework is tracked by ADLC teachers using ADLC’s student information system.

<b>Elementary Junior High Personalized Learning Program</b>												
<b>Elementary Junior High Personalized Learning Program Summary</b>	Sept Enrol 2010/11	Sept Enrol 2011/12	Sept Enrol 2012/13	Non Submitters 2010/11	Non Submitters 2011/12	Non Submitters 2012/13	Completers 2010/11	Completers 2011/12	Completers 2012/13	Success Rate of Submitters 2010/11	Success Rate of Submitters 2011/12	Success Rate of Submitters 2012/13
Grades 1-3	26	38	33	1	5	0	25	33	33	100%	87%	100%
Grades 4-6	19	52	74	0	12	10	17	40	64	100%	77%	86%
Grades 7-9 Health	2	3	4	0	0	0	2	3	4	100%	100%	100%
Grades 7-9 Language Arts	9	10	10	5	1	1	4	9	7	100%	90%	70%
Grades 7-9 Math	14	12	9	9	3	1	5	9	6	100%	75%	67%
Grades 7-9 Science	11	12	9	7	3	1	4	9	6	100%	75%	67%
Grades 7-9 Social	10	12	9	6	3	1	4	9	7	100%	75%	78%
<b>Grand Total</b>	<b>89</b>	<b>139</b>	<b>148</b>	<b>28</b>	<b>27</b>	<b>14</b>	<b>61</b>	<b>112</b>	<b>127</b>	<b>100%</b>	<b>82%</b>	<b>86%</b>

## **Custom Services**

- Upon request from jurisdictions or schools, ADLC establishes service agreements to provide courses to groups of student to address their unique programming needs. The custom service includes synchronous and/or videoconferencing instruction to small or large groups. Assessment and determination of final marks is the responsibility of ADLC teachers; reporting of marks to AE is the responsibility of ADLC. (Synchronous instruction is instruction that is received by the student at the same time as the teacher delivers it).
- Under Custom Services, the school or jurisdiction registers its students with ADLC to complement local programming.
- ADLC's Custom Services provide solutions for schools and jurisdictions when they face atypical situations. For example:
  - An emergent situation such as when a jurisdiction loses a teacher in mid-semester due to sickness. ADLC may provide continuity of instruction through synchronous teaching.
  - When second language teachers are scarce or difficult to hire, or class numbers don't support hiring a teacher, second language instruction can be provided through videoconferencing

Surveys for 2012/13 simply did not occur to the unanticipated upheaval in early March with the change in funding. It was judged more important to start to deal with the current educational realities than to assess past performance that was no longer germane.

## **Summary of Contracted Services**

Through Contracted Services, ADLC helps students, schools and parents with meaningful alternative educational opportunities. Our courses can be completed by students in their community school or elsewhere. Our goal is to provide a supportive culture with professional teachers, engaging courses and opportunities for students to experience success. Some examples follow:

- Programming is available to remediate conflicts that arise that are not resolvable within the school environment. (For example, resolution of interpersonal conflicts).
- Enhancing the scope of local course offerings.
- Providing subject-area expertise and teacher support which might be limited in a local school.
- Providing support and programming for classes where multiple levels of the same course (such as Math 10C, Math 10-3) are used to balance class sizes.
- Programming stability for mobile students-our courses follow students as they transition between schools.

**Team Teaching:** The goal of Team Teaching is to create a long-term relationship with partner schools and teachers focused on assisting Alberta students. Partnership with ADLC gives teachers and students access to these services:

- Print and online courses, exams, and exam keys
- Subject-matter specialist teachers who are available for mentorship
- Technical support team to help integrate new technologies into the classroom
- An online ADLC marks database to monitor student progress
- Flexible year-round registration in ADLC courses to deal with skill or credit deficiencies

<b>Senior High Team Teaching Summary</b>												
Senior High Team Teaching Summary	Sept Enrol 2010/11	Sept Enrol 2011/12	Sept Enrol 2012/13	Non Submitters 2010/11	Non Submitters 2011/12	Non Submitters 2012/13	Completers 2010/11	Completers 2011/12	Completers 2012/13	Success Rate of Submitters 2011/12	Success Rate of Submitters 2011/12	Success Rate of Submitters 2012/13
Career Tech Studies	494	2119	2372	145	632	787	333	1459	1533		98%	97%
English	539	543	579	208	170	204	303	338	316	92%	91%	84%
Math	958	1022	1061	347	389	450	509	565	509	83%	89%	83%
Other Options	287	374	345	67	75	87	212	287	233	96%	96%	90%
Science	1051	1335	1379	270	342	355	713	935	945	91%	94%	92%
Second Languages	72	135	153	17	38	15	48	95	121	87%	98%	88%
Social Sciences	291	476	494	84	103	104	192	355	373	93%	95%	96%
Social Studies	681	640	779	265	251	270	360	349	429	87%	90%	84%
<b>Grand Total</b>	<b>4373</b>	<b>6644</b>	<b>7162</b>	<b>1403</b>	<b>2000</b>	<b>2272</b>	<b>2670</b>	<b>4383</b>	<b>4459</b>	<b>90%</b>	<b>94%</b>	<b>91%</b>
				33%	30%	31%						

<b>Elementary Junior High Team Teaching</b>												
Elementary Junior High Team Teaching Summary	Sept Enrol 2010/11	Sept Enrol 2011/12	Sept Enrol 2012/13	Non Submitters 2010/11	Non Submitters 2011/12	Non Submitters 2012/13	Completers 2010/11	Completers 2011/12	Completers 2012/13	Success Rate of Submitters 2010/11	Success Rate of Submitters 2011/12	Success Rate of Submitters 2012/13
Complementary	29	0	4	8		4	20		0	95%		0%
Grades 1-3	6	12	7	2	4	5	1	8	0	25%	100%	0%
Grades 4-6	30	33	19	3	19	6	26	8	6	96%	61%	43%
Grades 7-9 Health	26	22	10	11	4	5	13	17	5	87%	94%	100%
Grades 7-9 Language Arts	67	79	72	26	23	20	37	50	44	90%	89%	85%
Grades 7-9 Math	82	144	133	20	45	47	52	93	73	84%	94%	85%
Grades 7-9 Science	206	128	155	57	37	33	136	79	99	91%	87%	81%
Grades 7-9 Second Languages	221	558	511	20	281	57	198	276	323	99%	100%	71%
Grades 7-9 Social Studies	156	123	70	66	56	19	80	37		89%	90%	73%
<b>Grand Total</b>	<b>822</b>	<b>1101</b>	<b>995</b>	<b>218</b>	<b>469</b>	<b>200</b>	<b>590</b>	<b>593</b>	<b>597</b>	<b>98%</b>	<b>94%</b>	<b>75%</b>
				<b>26%</b>	<b>43%</b>							

**Summary of Team Teaching:** Team teaching has been a program that our partner schools found valuable. It provided access to all of our courses, on-line, print, and blended. As well, a full range of assessments were provided as was ADLC teacher support, including 9 travelling teachers to support in-class partner teachers. With the

March funding change, schools can no longer afford Team Teaching, which will affect student success.

**Instructional Materials:** ADLC works collaboratively with Alberta Education, school jurisdictions, and post-secondary educational institutions to ensure responsive, on-time development and delivery of instructional materials from Grade 1 to Grade 12 to support students' learning needs and circumstances. ADLC shares these learning resources provincially, welcoming enhancements and encouraging collaboration on resource development. ADLC ensures that appropriate copy right permissions are obtained and that courses created are sound educational materials. While PHRD owns the courses created, ADLC was well positioned to share instructional materials provincially via the Team Teaching model. Over the past year ADLC through its partnership with *Centre Francophone d'éducation à Distance* (CFED) jointly developed French resources in support of Francophone, French Immersion, and French as a Second Language programs.

French Learning Resource	Year Updated	Creator
French Language Arts 10-1/20-1/30-1	2012/13	ADLC
HCS 2050	2012/13	CFED
Mathematiques 30-1	2012/13	ADLC/CFED
Mathematiques 30-2	2012/13	ADLC/CFED
Mathematiques 30-3	2012/13	ADLC/CFED
CCS 2030/CCS 3030	2012/13	CFED
Etudes Sociales 10-1	2012/13	ADLC
French Language Arts 9	2012/13	ADLC
COM 1005	2012/13	CFED

The following table provides an overview of the instructional course materials developed by ADLC over the last five years.

Number of Instructional Course Materials Created by ADLC 2008-2013			
Program	ECS - Grade 6	Grade 7-9	Grade 10 -12
Core	14	7	41
CTS			88
Other Required Programs			3
FSL, Fr. Immersion, Francophone			53
Other Language Programs	3		6
Other Optional Programs			12
<b>Total</b>	<b>17</b>	<b>7</b>	<b>203</b>
<b>Courses Developed Collaboratively</b>	<b>1</b>	<b>4</b>	<b>76</b>

In 2012/13 we completed development of 6 core courses, Math 30-1, 30-2 and 30-3, and English 10-1, 10-2, and 20-1. We also completed 20 CTS courses, 1 in Agriculture, 5 bundled in Entrepreneurship, 2 in Financial Management, 2 in Legal Studies, 5 bundled in Networking, 4 in Recreational Leadership and 1 in Health Services. The following table illustrates all of our course development and evergreening over the past year:

	Started/Finished (12/13)	Started (12/13)/Still in Production this year (13/14)
<b>Enhancements</b>	SS Exams 10-1, 20-2, 10-2 COM1255 Spanish 10 Physics 20 Science 10 Math 30-1 (exams) Math 10C/20-1 (exams) Math 10-3 SS7 and 8	All Foods courses (editor reviews) Biology 20 Math 9 Math 10-4 Art 10 Print
<b>Full Development</b>	English 10-1 English 20-2 Math 20-3 SS 10-1 CALM Design Studies 1010 Legal Studies 2020/3010/3050/2030/3040 PE 30 Tourism Bundle 1010/1030/1050/2010/3040	SS/SC/LA 4, 5, and 6 English 30-1 General Sociology 20 FLA9 Etudes Sociales 10-1 AG 1055/2045/2095 PE 10 CCS1030, HSS2020 CCS1080/2080, HSS 1020/1040/2040 HCS 3050 Foods 2070, Fashion 1030

**Emergency Educational Services:** ADLC provides emergency and contingency educational services in the event of a disruption of regular services due to pandemics, natural disasters, labour disruptions, and other emergency situations that constrain the ability of regular school jurisdictions to provide required services. The major emergent issue in 2012/13 was supporting students who were affected by the late Spring flooding in Alberta. We replaced lost materials, provided alternative assessments and advocated for our students with respect to hardship exemptions with provincial exams.

In addition to the above noted core services, ADLC provides the following ancillary services and supports:

**High School Completion:** ADLC programs provide students with improved opportunities to access programming in a flexible (see Table below) manner that meets

their unique needs and circumstances to support completing high school (see Table following). It also provides a vehicle to focus resources on students at risk and students with special needs through the application of assistive technologies and other innovative instructional strategies.

Grade	Number of Courses Started and Completed Feb 15 - June 15, 2010	Number of Courses Started and Completed Feb 15 - June 15, 2011	Number of Courses Started and Completed Feb 15 - June 15, 2012
10	1503	1019	1074
11	1608	1135	1129
12	2317	3151	3132
<b>Total</b>	<b>5428</b>	<b>5305</b>	<b>5335</b>

From February 15, 2012 to June 15, 2012, high school students enrolled and completed 5335 courses. Given that these courses were not registered for at the semester break, it is likely that the above courses were “emergent” registrations to assist students in meeting graduation or next year requirements. This demonstrates the importance of any time, any place, any pace learning at a critical time in the school year.

**Alternate Schools:** ADLC provides the foundation for the programming for charter, religious, and other private schools by building capacity to offer a full range of courses. ADLC makes the operation of smaller schools instructionally and financially viable.

**Technological Infrastructure:** ADLC provides adaptable electronic learning resources within an online environment that facilitates collaboration throughout the province. School jurisdictions are able to customize ADLC materials to suit the personalized needs of their students. A resource modified by a jurisdiction can be stored in our central repository, integrated into the original resource, and/or shared with other educators. Facilitated collaboration occurs with support from ADLC’s staff of experienced distance education teachers, web developers, and computer technicians.

**Francophone, French Immersion and Second Language Programming:** ADLC supports the ability of Francophone school jurisdictions to deliver the service throughout Alberta, facilitating constitutionally guaranteed minority language rights. We also support the provision of second language and French Immersion programming. In 2012/13, ADLC provided \$375,000 to CFED to assist them in addressing a shortfall.

**Teacher Development:** ADLC provides teachers with instructional support and mentorship including on-site training and support. ADLC is working with post-secondary education faculties to support pre-service teachers through the provision of learning resources. We are working with Athabasca University to provide learning modules for

prospective teachers seeking an introduction to distributed learning theory and practices.

**Online Learning Management Platform:** ADLC operates the provincial site license for “Desire2Learn”, which is an online course delivery system. This allows partner schools and jurisdictions to have their own online school and/or jurisdiction-branded virtual school courses at no cost to them.

### Partners Served

ADLC provides services to 142 educational authorities including all public, separate, and Francophone school jurisdictions in Alberta, as well as numerous federal, charter, religious, and private schools. The total of Alberta schools currently served in 2012/13 was 760. Eighteen percent of ADLC course enrolments are in Edmonton and Calgary; 27% are in smaller urban centres (Red Deer, Lethbridge, Medicine Hat, Grande Prairie, Ft. McMurray, Airdrie, Sherwood Park, and St. Albert); the remaining 56% are from rural and remote communities.

The table below provides detailed information regarding ADLC usage by jurisdiction type.

<b>ADLC Usage by Alberta Jurisdiction Type 2012-13</b>	
<b>Jurisdiction Type</b>	<b>Number</b>
Public School Districts	42
Separate School Districts	17
Francophone School Jurisdictions	6
Private Schools	59
Federal Indian Schools	12
Charter Schools	5
Colleges	1
<b>Grand Total</b>	<b>142</b>

A further breakdown of total enrollments based on Alberta Education service zones is provided in the following table.

<b>ADLC Usage by Alberta Jurisdiction Zone 2012-13</b>		
<b>Zone</b>	<b>Number</b>	<b>Percentage of Total</b>
1	5697	7%
2/3	37829	47%
4	10330	13%
5	11468	14%
6	11496	14%
Private	3312	5%
	<b>80132</b>	<b>100%</b>

NB: Table above does not include Northwest Territories, Charter, College, Adults or Federal enrollments.

ADLC has numerous Memoranda of Understanding (MOUs) and service agreements with other government ministries and educational organizations including British Columbia, Manitoba, Northwest Territories, Nunavut, Yukon, Saskatchewan, Department of National Defence, Corrections Canada, University of Lethbridge, Athabasca University, Centre Francophone d'éducation à distance, Centre Franco-Ontarien De Ressources Pedagogies, Department of National Defence, Heritage Christian On-line School, and the German Government.

MOU's with private partners for courseware and services include the Job Safety Skills Society, Careers the Next Generation, Woodland Operators Learning Foundation, EXCITE, Robots and Pencils and Virtual Researchers on Call.

An examination of jurisdictions highly engaged in distributed learning demonstrates the role that ADLC plays in supporting their programs both through the provision of learning resources as well as team teaching support. The table following identifies jurisdictional enrolments in contract services and team teaching as supported by ADLC.

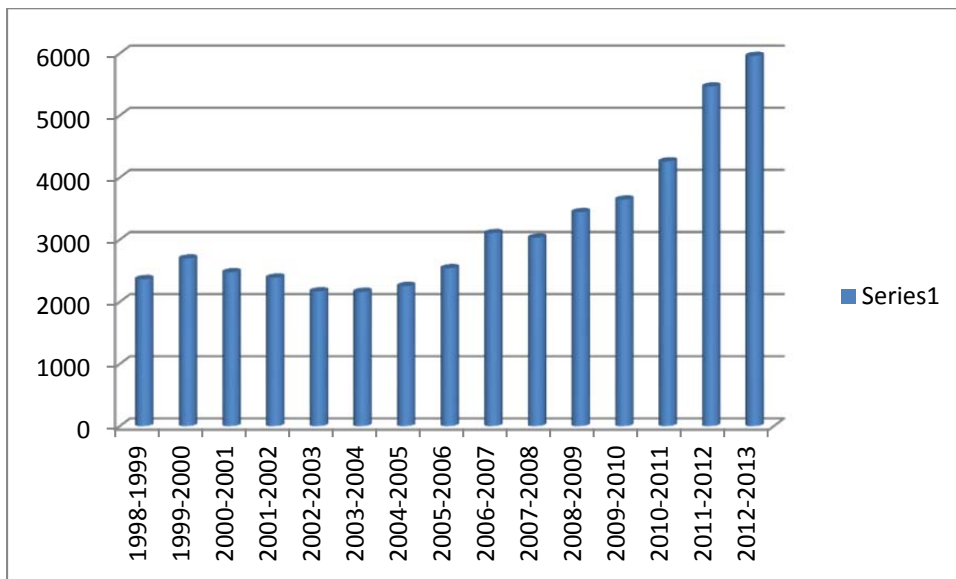
SUMMARY	Total Enrolments (Contract Services and Team Teaching)			Total Enrolments in Team Teaching Only			CEU's Completed
	Print	Online	Total	Print	Online	Total	
Aspen View	223	83	306	175	35	210	393
Black Gold	789	1,405	2,194	679	1102	1781	3,481
Buffalo Trail	766	477	1,243	727	412	1139	2,649
Calgary Catholic	678	789	1,467	457	372	829	2,195
Calgary Public	529	2,291	2,820	452	2148	2600	4,419
Edmonton Public	2303	4,246	6,549	670	879	1549	7,472
Elk Island	787	1,479	2,266	178	271	449	3,547
Elk Island Cath	358	609	967	229	44	273	1,849
Foothills S. D.	635	718	1,353	576	132	708	2,135
Gr. St. Alb. Cath.	267	678	945	238	109	347	1,168
Peace Wapiti	392	299	691	86	178	264	829
Rocky View	213	3,290	3,503	153	2145	2298	4,165
St. Paul	295	387	682	267	360	627	1,531
<b>TOTAL</b>	<b>8235</b>	<b>16751</b>	<b>24986</b>	<b>4887</b>	<b>8187</b>	<b>13074</b>	<b>35833</b>



## Students Served in Contract Services

Identifying the ‘typical’ ADLC student is impossible. Students take courses for various reasons, including increased choice and flexibility, grade improvement, to meet graduation requirements, and to avoid teacher conflict or bullying in their home schools. Although most ADLC students are distributed between urban (45%) and rural Alberta communities (55%), a number are located out of province or country. In 2012/13, ADLC served more than 55,000 elementary, junior high, and high school students throughout the province.

The following graph is a depiction of the Student Full Time Equivalent (FTE) growth of the Alberta Distance Learning Centre since divestiture.



- 1 FTE = 35 Credits
- 5959 funded active students for 2012-13

## Service Delivery Model

During the past four years, ADLC’s service delivery model has evolved significantly to reflect emerging innovative educational practices and technological advancements. It is anticipated that trends will continue as the capacity of students to utilize online and mobile delivery vehicles increases. Of particular note is the trend to declining print programming (only making up 16% of Contract Services Enrolments) and increasing online and blended programming (making up 29% of Contracted Services Enrolments). Blended courses are courses that are accessible by on-line or print, students or schools may choose to print sections of the course or the entire course or do the course totally on-line or some combination of the two. The table below outlines the changes in our delivery modes over time.

Changes in Service Delivery Mode											
Delivery Mode	2007-08	2008-09		2009/10		2010/11		2011/12		2012/13	
	Courses	Courses	% Change	Courses	% Change	Courses	% Change	Courses	% Change	Courses	% Change
<b>Blended</b>	9714	11982	23.30%	14436	20.50%	20306	28.9%	24712	17.82%	24334	-.98%
<b>Online</b>	10534	13654	29.60%	15869	16.20%	21914	27.58%	47534	53.89%	46732	-.98%
<b>Print</b>	13202	13146	-0.40%	12146	-7.60%	9656	-25.78%	11084	12.88%	13352	1.20%
<b>Totals</b>	<b>33450</b>	<b>38782</b>		<b>42451</b>		<b>51876</b>		<b>83330</b>		<b>84418</b>	

### Developments in Progress

Among the strategies proposed to enhance ADLC services in the future are the following which align with Alberta Education’s Transformation and ‘Action On’ agendas.

#### Action On FNMI (First Nations, Métis, Inuit) Success

In 2011-12 ADLC signed an MOU with the Northland School Division #61 (NSD) to provide support for students and staff to co-develop learning resources and strategies that meet the needs of Northland’s students. In June of this year, we signed an MOU with Kaniai School in southern Alberta to provide direct support to their high school students.

The following strategies are being addressed in cooperation with Northland staff:

- a) identify the principles of effective pedagogy in the NSD context and co-develop learning resources and strategies that align with these principles
- b) co-develop systems that support NSD teachers in customizing the NSD student learning experience
- c) co-develop systems that support the attraction and retention of staff including the induction of new teachers into the NSD School division and the professional development of experienced NSD teachers
- d) co-develop learning resources and strategies that meet the individual needs of NSD students

#### Action on Curriculum and Teaching

ADLC has responded effectively to Alberta Learning curriculum changes, providing on time courses that meet the new objectives. With the new reorganization model, ADLC has supported Alberta Education through collaborative partnerships with schools across the province to tailor materials and instructional approaches to the needs of the individual student and/or school. This remains an important priority as approximately

92% of ADLC course registrants were enrolled concurrently in an existing Alberta school in 2012/13.

### **21<sup>st</sup> Century Learning**

In support of the province's desire for transformative change in education, ADLC supports 21<sup>st</sup> century learner competencies. ADLC increases opportunities for students to collaborate as part of online learning communities, including increased use of special collaborative and/or interactive events for students and teachers integrated into the instructional program as well as increased use of social media.

**Provincial Outreach:** Collaborating with FNMI communities, industry, post-secondary institutions and not-for-profit organizations, ADLC will support Alberta Education's Action On' Inclusion and FNMI Success. ADLC partners to develop and utilize specific approaches to improve outreach to remote areas, providing face-to-face learning opportunities such as summer camps and enhanced work-related experiences.

**Professional Development:** ADLC utilizes its technological infrastructure to support Alberta Education's Action On Teaching and Leadership by creating professional learning communities to support teacher development and joint instructional planning and resource sharing, and utilize distributed learning approaches to support system-wide professional development activities.

**Pre-service Teacher Training:** ADLC worked with post-secondary institutions such as the University of Lethbridge and Athabasca University and their teacher education programs to develop resources on distributed learning and provide access to distributed learning instructional materials and field placement opportunities for student teachers.

**Instructional Resource Development:** ADLC continues to work collaboratively with our partners and stakeholders in support of the Action On Curriculum agenda to develop instructional resources to support distributed learning. Specifically, ADLC will capitalize on its proven ability and capacity to develop high quality courses and instructional materials on time and on budget. For example, ADLC has committed over \$500,000 towards development of French language instructional materials over the past 8 years and an additional \$375,000 in direct CFED support this last year.

**Enhance Mobile Access:** ADLC will continue to enhance mobile access using the growing range of personal mobile devices to support digital fluency for students and educators. Our Open Course pilot, Virtual Researchers on Call pilot and "Lemonade Stand" pilots in 2012 prove our ability to provide mobile access.

**Single Sign On:** ADLC is constructing a centralized hub that allows various jurisdictions to connect seamlessly to ADLC resources. We continue to enhance our “Single Sign On” as provincial needs evolve.

**Charter Schools:** ADLC provides support for Alberta Education’s Action on Research by partnering with Charter Schools to support them in fulfilling their role as centres for research and innovation facilitating the sharing of resulting knowledge, expertise, and resources throughout the province.

## **Training and Support for Stakeholders**

In the delivery options listed above, ADLC provides training and support for school staff involved to ensure completions. Support is provided through on-site training in the effective use and adaptation of instructional resources. In addition, a web-based student information system, learning management system, and subject-matter expertise are provided by ADLC.

To maximize the effectiveness of supporting Team Teaching, Contracted Services and Custom Services, the following outcomes are reported for the 2012/13 school year

- Superintendents were provided with a synopsis outlining the student success rate of ADLC partnership courses for each school in that jurisdiction last year. As well, each Division was provided a comprehensive report of our work to date in 2012/13. In addition, each district was provided with the value added aspect of ADLC support specific to their district.
- A number of schools were visited by ADLC administrators, regional coordinators or selected teachers to discuss strategies for improved course completion rates. Most of these visits were conducted by our regional office coordinators and our French Immersion Coordinator. Many visitations occurred after the March 2013 budget announcement as we attempted to find the new needs of our partner schools with the change in funding.
- All of our partnership update sessions featured showcasing of the best practices of high achieving schools as well as fact finding as to the emergent needs arising from the change of funding for 2013/14 .
- ADLC developed an *Online DE Facilitator’s Orientation Tutorial* to supplement face-to-face DE Facilitator Orientation Workshops. It is available province wide on our web site and was updated for the 2012/13 school year.
- The pilot scanning project that was implemented has been adopted by more schools this year. This project has proven to reduce turn-around times as well as courier/postage costs.
- We provided professional in delivering instruction in both synchronous and asynchronous systems, using distributed learning materials. This has been done on request by schools, school divisions at PD days, at our partnership update sessions and at Teacher Conventions.

## Schedule A Measures

These were arrived at in the Fall of 2011. The following Schedule A measures were brainstormed Fall 2011 and were refined over the 2011/12 school year and continue in 2012/13. We hoped to have ongoing conversations with Alberta Education staff as well as with Schmidt and Carbol as to our progress in capturing our growth and transformation and to solicit support in acquiring provincial data that we need to continue to grow and serve Albertans. We are waiting for the release of the Carbol report, likely in 2014.

## Instructional Delivery

1. Pembina Hills will provide educational services in partnership with registering school authorities, providing, where appropriate the following data. This data is referenced throughout this report and appended to the report. Additional data includes:

- (a) asynchronous and synchronous instruction, using print and on-line resources and distributed learning technologies;
  - # and description of synchronous instructional offerings- teachers provide synchronous instruction as needed in core, complementary and 2<sup>nd</sup> language classes
  - # and description of asynchronous instructional offerings-this information is available on our website, course offerings are updated frequently, so the website is the best source for course descriptions, as well as courses in print, on-line and blended formats.
  - use of mobile technology-we are continuing to experiment using mobile technology. In the 2011-12 year we commenced a partnership with Go Forth and Robots and Pencils. This partnership has resulted in our piloting an I-Pad based 5 credit Entrepreneurship course with over 300 Alberta students October/December 2012. This course will be available provincially February 2013.
- (b) support in lesson recording, clerical support services, financial accounting services, computer services, including technical desktop support for computer-based operations and the maintenance and enhancement of the computerized student information system, web registration, marks inquiry, and learning management system;
- (c) subject-matter expertise to student and teacher participants;

Two initiatives that were continued during the 2012/13 school year to make teacher expertise even more accessible were three after hours teacher staffed help lines in Math, Sciences and Social Studies. As well, four moderated regional Distance Education Facilitator Round-table Sharing Sessions were provided across the province for community school facilitators to share best practices and network with other DE facilitators. All facilitators were giving the opportunity to join ADLC's DE Facilitator Network to continue collaboration.

(d) classroom support via visits, email, videoconferencing and phone calls.

### **Commitment To Quality**

2. Pembina Hills agrees that it will provide the highest quality, interactive and engaging learning opportunities and assessments that are suited to the individual needs of students who receive distributed learning services through ADLC.

- Learning resource and assessment development priorities to include collaborative partners and external advisory council recommendations (3-Year Plan)-with the reorganization we have added three new positions to our resource development department and the department has been staffed by an associate principal. We continued to consult with our stakeholders on an on-going basis over 2012/13 with respect to course development and redesign. (See Organizational Chart appendix).
- Learning resource and assessment development includes external quality assurance vetting process- our processes now require that all courses have external peer review and feedback in the early design stages of the course.
- Teacher Learning and Assessment Resource Quality Survey-an AISI checklist was developed to assist teachers in evaluating the effectiveness of courses and to guide revision plans. This checklist continues to gain currency among teachers.
- ADLC teachers apply develop a standard framework for course development that utilizes principles of Universal Design for Learning-this has been a key undertaking. Teachers started taking UDL training and guided reading in the 2011/12 school year. We are using UDL principles as ramps to ensure that are courses are accessible to a wider range of students. In 2012/13 in conjunction with a renowned Calgary development company, we established visually appealing and technologically sound templates for all further course development.

### **Student Placement and Program Planning**

3. Pembina Hills will place all students registered at ADLC in an appropriate program, based upon academic counseling, diagnostic and placement testing, as required, and, where applicable, out-of-province document evaluation.

- Student program placement type and number
  - Schools will provide information regarding self-identified FNMI students as requested-this is improving, we are working on our PASI access to help us gain this information-the information is available in PASI, our challenge is to make it available for our teachers in our data management system and this is something we are addressing internally.
  - IPP's are requested for all students-we request IPP's for registered students, success in obtaining them depends on the relationship that we have with the partner school. We provide students with accommodation support for in-house examinations as needed and assist students in gaining needed

accommodations for Diploma examinations under Alberta Education guidelines.

- Challenge Tests administered (including oral assessment and portfolio assessment)-we provide challenge tests as requested, as well, we have designed placement tests for adults in a number of subjects to ensure that they are provided with an appropriate starting point in their studies to ensure success.
- Adults (5-6- Year Transition Rate)-the most popular courses for adults in descending order are Science, Math, and English. Each year, we have a significant number of adults graduate with us. Last year we had almost 2000 adults gain their high school diploma with us, the bulk of these students had birthdates of 1993 or 1994 however, there were birthdates in the 1980's and the 1970's as well. We also were instrumental in assisting adult students complete a certificate of high school achievement. We support thousands of students in upgrading to get into post-secondary or to be more competitive in the work world.
- We have 2.0 FTE counsellors, one at our Edmonton campus and the other at our Calgary campus.
- We continue to do out of province/country document evaluations, however, we now charge for this service as do other educational providers, as a result, the number of evaluations requested have diminished significantly.

### **Provision of Information**

4. Pembina Hills will provide appropriate program information to all students who are enrolled in ADLC or interested in enrolling in ADLC, their parents and registering school authorities.

Providing information to all interested students, parents and registering school authorities was a challenge as we had a major spike in registrations. We have an on-line registration guide and have improved our Web Reg on-line registration for schools. At peak times Student Monitoring staff assisted in the registration/tracking process, this was in addition to their regular duties of ensuring that each student has appropriate contact information and is personally contacted. We provided department brochures and speciality program brochures during the 12/13 school year to give to students and potential students as well to parents and facilitators to inform them of our programs and introduce them to our staff. In the latter part of the 2013 school year we expended a great deal of effort in producing and delivering our "Solutions Packages" for partner schools.

### **Minister's Assessment Mechanisms**

5. Pembina Hills agrees that it will work to achieve a 100% participation rate of students who take all or part of their educational program through ADLC in all assessment mechanisms specified by the Minister, including, without limiting the foregoing, the Grade 12 Diploma Examinations, Grade Level of Achievement and the Provincial Achievement Tests. Our students participate in the Diploma Examinations so that they can get their credits and pass their courses. We provide Diploma Preparation

courses that students take, (these courses have been shared with non-ADLC students as well) to assist them in doing the best that they can on the Diploma Examinations. Diploma results are presented elsewhere in this report. PAT results are not obtainable as students are registered with us by their partner schools and results, (if any) are the province of the sending school. Many, (if not all) elementary and junior high school students taking core courses with us are working in non-school settings. It is likely that their parents are unwilling to transport them repeatedly to have them sit the series of PAT examinations each spring. Upcoming changes in these examinations as suggested by Alberta Education will be helpful. As well, our staff were staunch advocates for many of our students who were cruelly affected by the floods in the Spring of 2013.

### **Student Assessment**

6. Pembina Hills will conduct student assessment and report final marks to the Minister, and to the registering school authority of the student, in accordance with this Schedule and Schedule B.

### **Resource Investment**

7. Pembina Hills must allocate and be able to demonstrate to the Minister's satisfaction that the funds allocated to it by the Minister pursuant to this Agreement are used to support students taking courses or programs through ADLC, including a clear indication as to how much funding is allocated to direct, as opposed to indirect, costs such as instruction and technological support for instruction. This information is available in the appended financial report.

### **Learning and Teaching Resources**

8. Pembina Hills will collaborate with Alberta Education and registering school jurisdictions, and, where requested by the Minister, provide leadership in the development, enhancement and revision of distributed learning materials. The charts shown previously attest to our work in providing distributed learning courseware provincially.

### **Learning and Teaching Practices**

9. Pembina Hills will collaborate with the Minister and registering school jurisdictions, and, where requested by the Minister, provide leadership in the development, enhancement and revision of distributed learning methodology and practice.

Over the 2012/13 school year we have focussed on new course development, primarily in high school math, on-line CALM, and elementary courses. In terms of evergreening courses we have focussed on removing barriers for students by re-writing introductory modules, analysing and remediating "sticking points" in individual courses and experimenting with embedding video clips in relevant courses.



With respect to collaboration with others, we serve every school district in Alberta and have established a number of partnerships, linkages and MOU's with other key players. We have established partnerships with:

Athabasca University with respect to research projects and management software exploration.

Job Safety Skills Society our initial partnership was serving Alberta students and this continues

Our Partnership with Careers the Next Generation continues and serves to help us remain “grounded” in being aware that the world of education has to have strong and valid connections to the world of work.

We continue with our MOU with Northland School District to jointly explore ways of supporting their students and teachers in increasing access to courseware for Northland students and teachers and assisting in completing course and school completions.

We established a partnership with Virtual Researchers on Call which will provide access to searchable video content to support student learning. We are branding this the EXCITE, (Expanding Connections for Interactions in Teaching and Engagement) project that will further support live video enhancement of course concepts with post-secondary researchers, non-government organizations, and the private sector. We are in partnership with the University of Athabasca to develop teaching modules that would familiarize teachers with Distance Education content, pedagogy and practices.,

We established a number of partnerships to support students at risk. Several examples follow including: “Waterwings” which is a program based in Edmonton that works primarily with native youth and adults. We provide courseware for this program. We support the 5<sup>th</sup> on 5<sup>th</sup> drop in/outreach centre in Lethbridge. Several of our teachers in the Lethbridge area come to the 5<sup>th</sup> on 5<sup>th</sup> site on a weekly basis to support enrolled students. We established a partnership with Corrections Canada and provided our courseware free of charge for women inmates in the western promises. This is an “in-kind” partnership as the teachers employed by Corrections Canada intend to modify our courseware so that it is better suited for their students; they will provide us with the modified courseware, much of which will have FNMI themes and world views. We provide support to the Children’s Hospitals in Alberta as requested free of charge.

Our partnership with WOLF, (Woodland Operation Learning Foundation) is leading to the development of industry supported Forestry courses which will be supported by state of the art harvesting simulators.

Our partnership with both Robots and Pencils-(a Calgary based software development company) and Go Forth has resulted in Canada's first business app mobile platform educational game targeted at 21<sup>st</sup> century learners!

We have a partnership with DND that allows military personnel and their dependents to access courses with us.

We initiated several discussions last year that are ongoing with post-secondary institutions that examine dual credit strategies for students. At this writing, we have not had projects approved, but continue to work with three key post-secondary institutions to determine how to put these opportunities forward to students at a distance.

We continue to support Alberta Education by having our teachers provide support in marking diploma examinations, provincial achievement tests and being involved with item development, standards development, and stakeholder consultations as needed.

### **Standards for the Development of Distributed Learning and Teaching Resources**

10. Pembina Hills will collaborate with the Minister and registering school authorities, by providing leadership in the development, enhancement and revision of distributed learning materials, and will, at the request of the Minister, and in accordance with any guidelines established by the Minister, prepare and use resources which conform to the following criteria and other standards implemented by the Minister. Please see previous information with respect our course development as well as the information on "Course Checklists" ..

### **Communication**

11. Pembina Hills will ensure that ADLC maintains adequate communication and information exchange with registered students and parents of registered students, and, where appropriate, registering school authorities, schools and home education providers across Alberta, as well as with the Minister.

- AB ED Accountability Pillar Custom Report-this report has been provided to ADLC by PHRD Regional Office and some of the information contained is reflected in this report.
- ADLC presented *In-School Distance Education Facilitator Workshops*, with guest DE facilitators sharing best practices and "tips of the trade" In the 2012/13 school year four such workshops were provided provincially serving over 80 facilitators.
- We produced the *Online Distance Education Training Tutorial* to share facilitation best practices with new and experienced school facilitators and it is being accessed by facilitators
- ADLC developed the *Facilitation in Schools Checklist* to assist partner schools and ADLC staff in determining areas of collaboration and

- ADLC developed *ADLC DE Facilitation Network* to assist partner schools in collaborating to develop best practices in facilitation and this network was continued at our 4 partnership update sessions.

### **Summary of Sharing Innovative Practices**

Following are some anecdotal comments on sharing innovative practices this past year

- We continue to partner with 5<sup>th</sup> on 5<sup>th</sup> in Lethbridge as they were working with a number of students, most of whom were not directly tied to a school. They are a counselling type organization and so we have some of our Lethbridge teachers working out of the 5<sup>th</sup> on 5<sup>th</sup> office on a weekly basis. They do the work that they would normally do in our Lethbridge office, but are available to assist 5<sup>th</sup> on 5<sup>th</sup> students with course difficulties. We ran round table sharing workshops that were facilitator run, we set up the work shop and had experienced facilitators present to new ones as how to best support distributed learning in their classrooms.
- We worked two Alberta school districts and presented the bulk of content during their Divisional Professional Development Day so that their teachers were prepared to support distance education in their classrooms.
- We in serviced teachers in Northland School Division on using team teaching to enhance programming for their students. We build an avatar program that supported Grade 6 Social for Northlands, we also directly supported High School Science in Wabasca via providing teacher time, teacher visits, and synchronous instruction.
- The “Lemonade Stand” app formally debuted February 2013. This is the first gamified course in Alberta and it has meet with great support. We continue to work with V-ROC in providing real time access to video resources, and received a wonderful gift of oilfield related resources that are being placed in V-ROC for sharing.
- We have made a partnership with WOLF which is producing topical content in forestry coupled with access to leading edge industry simulators.
- We have incorporated avatars for K and E students in our HCS 3000 course, this was a pilot project last year that is continuing to be worked on.
- We produced a German 7-9 course for a Northern school that needed to offer German but due to budgetary constraints was unable to do so without our help.

## Education Plan 2013-2016

<p><b>Alberta Education Goal #1 <span style="color: blue;">An Excellent Start to Learning</span></b></p> <p>Outcome 1.1 This is a new goal in 2013-2014 (There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.)</p>
<p><b>N/A</b></p>
<p><b>Alberta Education Goal #2 <span style="color: blue;">Success for Every Student</span></b></p>
<p><b>ADLC focusses on strategies that increase student achievement, completion, and retention. For the purpose of this plan, “retention” also refers to sustained relationships with students, parents, partner schools and community.</b></p> <p><b>ADLC engages the Federal Government, school jurisdictions with significant FNMI populations, First Nations schools, not-for-profit organizations, private businesses, and/or post-secondary institutions within the scope of our ADLC FNMI initiative to create mutually beneficial relationships to better serve students and communities.</b></p>
<p><b><u>Possible Indicators of Success (Measures)</u></b></p> <p>2.1 New courses contain specific elements of UDL</p> <p>2.2 New and revised courses have evidence of ‘real-world’ connections.</p> <p>2.3 Student Achievement on Provincial Diploma Exam courses</p> <p>2.4 Student Achievement: The rate which students successfully pass all courses = number of passes/number of completions; AISI survey – percentage of respondents satisfied with teacher assistance in the course.</p> <p>2.5 Rate of non-starting</p> <p>2.6 ADLC (AISI) Satisfaction Survey: Percentage of respondents satisfied with the first lessons received by students.</p> <p>2.7 Information from partner planning responses.</p> <p>2.8 New and renewed courses meet the standard of excellence (as developed by ADLC)</p> <p>2.9 Repository of resources created to support courses (teaching and learning supports)</p> <p>2.10 ADLC’s FNMI courses will have the following characteristics</p> <ul style="list-style-type: none"> <li>• Story –telling</li> <li>• UDL framework</li> <li>• Aligned with “Walking Together” concepts</li> </ul> <p>2.11 Staff feedback with the knowledge gained through participation in FNMI professional development activities</p> <p>2.12 Partner Satisfaction with FNMI courses</p>
<p><b><u>Strategies</u></b></p> <p><b>Strategy 1.a: Improve student engagement</b></p> <ul style="list-style-type: none"> <li>○ Utilize student readiness assessments for appropriate placement in courses</li> <li>○ Create and then use standardized student support processes</li> </ul> <p><b>Strategy 1.b: Engage in strategic communication</b></p> <ul style="list-style-type: none"> <li>○ Revamp and rebrand ADLC’s public presence: website, materials, social media etc...</li> <li>○ Continue to facilitate update sessions with partners</li> <li>○ Build a form to obtain feedback from key partners after partner update sessions</li> </ul>

- Utilize internal communication network (Yammer)
- Distribute and collect feedback after partner updates
- Maintain constant informal communication with partners relative to course quality, service quality etc...
- Increase the effectiveness and purposefulness of Teaching Services' school visits

**Strategy 1.c: Engage in Strategic course development processes (Research, Develop and be innovative):**

- Use the course development matrix
- Build capacity to access and use learning analytics (Research assistant)
- Apply the information derived from the data mining completed by the research assistant
- Use the measures in this goal to direct decision-making processes
- Explore innovative projects to engage students

**Strategy 1.d: Implement and fully support new course development and enhancement standards.**

- Collaboratively establish a standard (rubric or checklist) by which to assess ADLC course quality
- Evaluate existing ADLC courses based on New ADLC standards and prioritize for course redevelopment and/or enhancements
- Provide staff with a distinct process for writing, creating and enhancing courses (manuals, expectations, rubrics, checklists etc.)
- Provide professional learning around course design (PD@ADLC)

**Strategy 1.e: Establish new and maintain current Relationships in the FNMI community**

- Create an Elder's Council
- Expand the relationships with Northland School Division
- Expand the relationships with Treaty partners
- Engage FNMI communities in the Excite project
- Establish a memorandum of agreement with Credenda
- Provide technical support for FNMI communities

**Strategy 1.f: ADLC will facilitate the integration of knowledge of Aboriginal traditions, teachings and culture to improve the FNMI voice in coursework design, development and enhancement.**

- Engage ADLC staff through Professional development with an FNMI focus
- Embed FNMI content into existing and new courses
- Embed FNMI culture in the development of FNMI language courses

**1. Commentary on Results (August 2013)**

ADLC has, and always will be, committed to providing service to its partner schools and the students that enroll in our courses – with or without a service agreement from Alberta Education. The announcement of the funding changes in March diverted much of our attention from the strategies and goals of the education plan. Rather, our attention became, 'how can we provide service to our partner schools in a time when they saw a 56% reduction in shared funding?' Fundamental to designing these solutions is still supporting students in flexible learning opportunities. The uptake for our school solutions was moderately more successful than we expected and our future remains uncertain.

Our course development continues to be one of our key focuses. We have, and continue to work on incorporating aspects of UDL within our enhanced and new course designs.

Diploma exam results continue to be at or above provincial average, with the exception being the 30 level English courses.

With regards to the FNMI initiatives, ADLC has staff committed to working with provincial band schools and students. Our course developments continue to be developed with the FNMI population being considered.

<h2 style="margin: 0;">Goal #3 – Quality Teaching and School Leadership</h2>
<p><b>ADLC facilitates professional dialogue, internally and externally, focusing on the role of distributed learning and emphasizing <u>partnerships</u> that support success for every student that will inspire students to have the qualities of an engaged thinker, an ethical citizen, with an entrepreneurial spirit.</b></p>
<p><b><u>Possible Indicators of Success (Measures)</u></b></p> <ul style="list-style-type: none"> <li>3.1 Student Achievement: The rate which students successfully pass all courses = number of passes/number of completions (repeated from Goal 1)</li> <li>3.2 Rate of non-submitting (repeated from Goal 1)</li> <li>3.3 ADLC (AISI) Satisfaction Survey : Percentage of respondents satisfied with the first lessons received by students. (repeated from Goal 1)</li> <li>3.4 New and renewed courses meet the standard of excellence (as developed by ADLC) (repeated from Goal 1)</li> <li>3.5 Sustainability of external financial support for ADLC</li> <li>3.6 List of unique projects available to support Alberta students and teachers (Repeat from goal 2)</li> </ul>
<p><b><u>Strategies</u></b></p> <p><b>Strategy 3.a Create a <u>Community of Practice</u> through engagement with local, provincial, national, and global stakeholders by fostering a culture of innovation and growth.</b></p> <ul style="list-style-type: none"> <li>o Collaboratively establish a standard (rubric or checklist) by which to assess ADLC course quality</li> <li>o Evaluate existing ADLC courses based on New ADLC standards and prioritize for course redevelopment and/or enhancements</li> <li>o Access expertise of partners to integrate best practices in distributed learning</li> </ul> <p><b>Strategy 3.b: Seek and sustain <u>strategic partnerships</u> with external organizations.</b></p> <ul style="list-style-type: none"> <li>o Revamp and rebrand ADLC’s public presence: website, materials, social media etc...</li> <li>o Engage in partnerships with entities that have not traditionally been closely involved in grade 1-12 education</li> <li>o Seek private sector partnerships to assess and ensure content accuracy in specialized courses and unique projects</li> <li>o Seek private sector partnerships to acquire content</li> </ul> <p><b>Strategy 3.c: Development of a <u>business model</u> that supports the goals and strategies of the current Education Plan.</b></p> <ul style="list-style-type: none"> <li>o Redefine roles and responsibilities of ADLC staff to align with a business model</li> <li>o Recruit staff with a corporate-mindedness and proven track record of excellence in business</li> <li>o Soliciting partnerships with business and industry to establish sustained financial support</li> </ul>
<p><b><u>Commentary on Results (August 2013)</u></b></p> <p>ADLC has established strategic partnerships with JSSS (Job Safety Skills Society), Northlands School Division update and virtual Social 6</p> <p>ADLC has established a partnership with WOLF, (Woodlands Operators Learning Foundation) established last year is resulting in new courseware and an opportunity to provide real world, hands on learning on harvesting equipment simulators with a view to having more students consider Forestry as a career.</p> <p>Three strong partnerships have been established last year with VROC, (Virtual Researchers on Call), EXCITE, and Robots and Pencils and are coming to fruition this year and will further enhance ADLC’s stature as a 21<sup>st</sup> century learning organization.</p> <p>ADLC has established a strong working relationship with Careers Next Generation, and has</p>

<p>been sharing office space in Calgary as a means to support students in distance education scenarios.</p> <p>An External Advisory Council has been established and operational with representatives from Athabasca University, Alberta Chamber of Resources, University of Calgary, and Northern Alberta Development Council to name a few.</p>
<p><b>Alberta Education Goal 4 – Engaged and Effective Governance</b></p>
<p>ADLC fosters creativity and innovation to create and support 21st Century learning communities and suitable resources province wide.</p>
<p><b><u>Possible Indicators of Success (Measures)</u></b></p> <p>4.1 New courses contain specific elements of UDL</p> <p>4.2 New and revised courses have evidence of ‘real-world’ connections.</p> <p>4.3 ADLC (AISI) Satisfaction Survey: Percentage of respondents satisfied with the first lessons received by students.</p> <p>4.4 New and renewed courses and projects meet the standard of excellence (as developed by ADLC)</p> <p>4.5 Staff satisfaction with the effectiveness of internal communications</p> <p>4.6 Staff satisfaction with the development processes</p> <p>4.7 Staff satisfaction with the newly implemented marketing strategies</p> <p>4.8 Project Management is in place</p> <p>4.9 List of unique projects available to support Alberta students and teachers</p> <p>4.10 Stakeholder satisfaction with ability to initiate and execute change (responsive to stakeholder feedback)</p> <p>4.11 Stakeholder satisfaction with the availability of relevant courses</p>
<p><b><u>Strategies</u></b></p> <p><b>Strategy 4.a Facilitate Professional Leading and Learning Communities</b></p> <ul style="list-style-type: none"> <li>○ Develop a comprehensive professional development plan for ADLC staff and markers.</li> <li>○ Establish professional learning community groups to support organizational and individual learning needs</li> <li>○ Maintain a systematic review process of teachers’ (and markers’) Personal Professional Growth Plans</li> <li>○ Provide professional learning around course design (PD@ADLC)</li> <li>○ <i>Become a PD Hub for Alberta Teachers relative to Distance Delivery</i></li> </ul> <p><b>Strategy 4.b: Collaborate and communicate between and across functions to facilitate innovations</b></p> <ul style="list-style-type: none"> <li>○ Construct and use a medium for cross-function collaboration (Yammer, the</li> <li>○ Use the course development matrix</li> <li>○ Utilize internal communication network (Yammer)</li> </ul> <p><b>Strategy 4.c: Establish and maintain a <u>Project Management</u> protocol</b></p> <ul style="list-style-type: none"> <li>○ Establish research and innovation team</li> <li>○ Acquire and test Project Management Software</li> <li>○ Write and communicate the Project management protocol</li> </ul> <p><b>Strategy 4.d: Establish and maintain a <u>process</u> for informed decision making that supports transformation towards creativity and innovation</b></p> <ul style="list-style-type: none"> <li>○ Frame the process with guidance from the recommendations from Brandon’s report (See also foundations statements in section 1)</li> <li>○ Collaboratively establish a standard (rubric or checklist) by which to assess ADLC course quality</li> </ul>
<p><b><u>Commentary on Results (August 2013)</u></b></p> <p>Professional development has grown significantly within ADLC. We have established an internal committee that collaborates with PHRD as well as plans its own PD sessions.</p> <p>Communication throughout ADLC continues to improve. The physical distance in which our people</p>

work make face to face conversations challenging, however, the administration has committed to be open, honest and transparent about the new direction of ADLC in 2014. Significant decisions now have a process in which the necessary people involved have opportunity to weigh in on discussions before wholesale organizational changes are made. This has helped to reduce miscommunication with our partner schools and students working with us.



# Appendix 1

# ADLC

## Solutions for Schools

Available to jurisdictions until May 31.  
Schools may register starting June 1.

# Elementary / Junior High Solution

## Opportunity

Elementary / Junior High service remains the same as in previous years:

- Contracted service tuition fees still apply
- ADLC PrintPlus Solution for Elementary / Junior High Courses at no cost
- Access to Learning Management System, all elementary and junior high online content and assessments, and on-going course enhancements
- Universal Design for Learning supports including SuccessMaker® (at \$50 per student), Text to Speech, Learning Analytics
- School jurisdiction retains 100% funding for use of ADLC programming
- NEW Grades 1-3 Everything Print PDFs
- NEW Grades 4-6 Science-Social Online

# High School Contracted Services Solution

## Opportunity

- Access to contracted services at 50/50 funding split with no tuition (ADLC rebates 6% upon successful completion)
- One-year agreement through which schools and school authorities have access to applicable ADLC copyrighted materials
- Without a signed agreement ADLC continues to serve students at the standard 56/44 split plus \$30 per credit tuition.

# PrintPlus Solution\*

## Opportunity

- Includes Contracted Services Solution
- Annual license to access ADLC print content, assessments and keys
- Includes PDFs of print courses
- Cost per jurisdiction or school with more than 1,000 high school students based on previous year's count: \$10 per high school pupil
- Cost per school with 1,000 high school students or less based on previous year's count: \$15 per high school pupil



# Inspiring Education Solution\*

## Opportunity

Includes:

- Contracted Services Solution, ADLC PrintPlus Solution, and Inclusive Education Elementary / Junior High Solution
- Access to Learning Management System, all online content and assessments, and on-going course enhancements
- Text to Speech (UDL), Learning Analytics
- ADLC will deliver and evaluate a 10-credit high school completion bundle for students that will include any combination of the following online courses:
  - CALM
  - HCS3000, HCS3010
  - AGR3000
  - INF1030, INF2050, INF3060
  - COM1255
- School jurisdiction reports all marks
- School jurisdiction earns 100% of CEU funding for 10-credit bundle
- Digital licensing is \$50 per high school pupil

# Virtual School Solution\*

## Opportunity

### Includes

- Contracted Services Solution, ADLC PrintPlus Solution, Elementary / Junior High Solution, and Inspiring Education Solution
- Set-up and maintenance of jurisdictional / inter-jurisdictional virtual school
- Branding and editable online courses
- One-time Set-up Fee of \$10,000
- Digital Licensing starting at \$55 per high school pupil
- Customized services at additional cost

- \* **In PrintPlus, Inspiring Education, and Virtual School Solutions, jurisdictions are responsible for ensuring they have appropriate approval to offer any locally developed courses.**





# Uptake of Collaborative Solutions

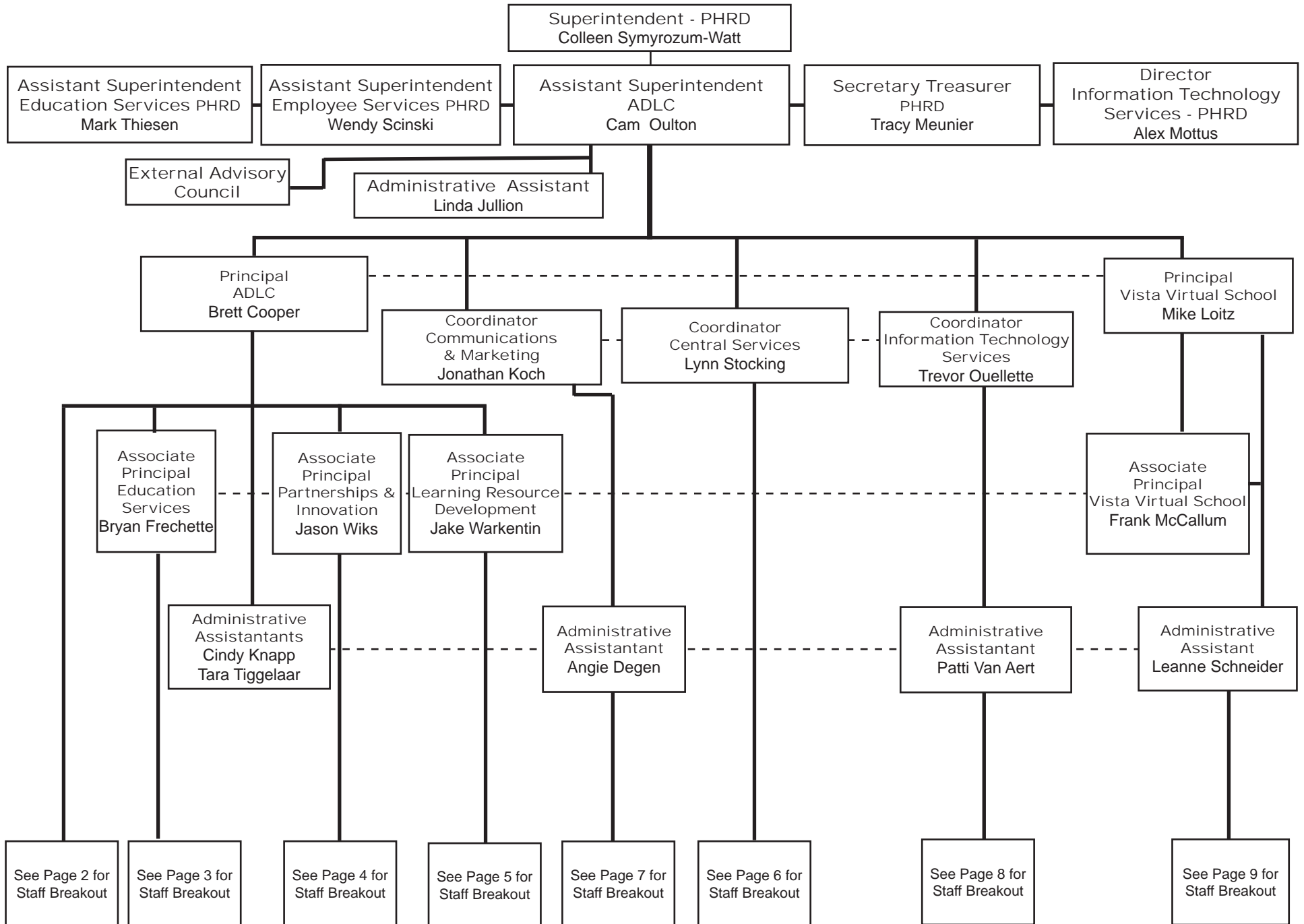
- Currently we have approximately 38,000 students signed up for one or more ADLC collaborative solutions. 38 school authorities have purchased division-wide access to ADLC materials for the 2013-14 school year.
- The deadline for divisional sign up was May 31, 2013.
- Deadline for schools is June 30, 2013.

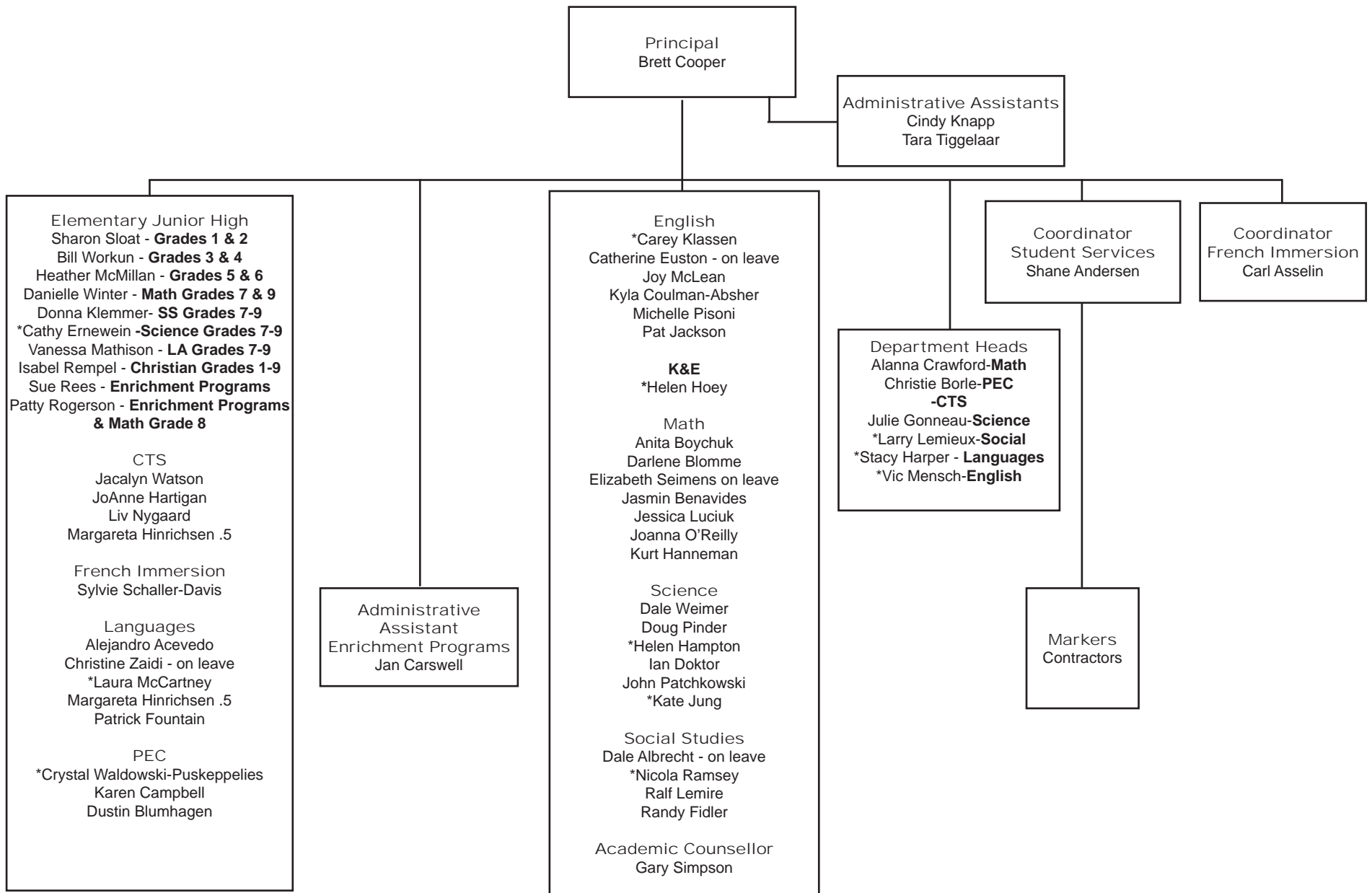
## Uptake of Solutions, (con't)

- Schools are continuing to sign up daily.
- We are committed to working with our partner schools over the 2013/14 school year.
- Schools that do not sign up will be using their own materials for their distributed learning programs but can still purchase individual courses from us for their students as needed.

# Appendix 2

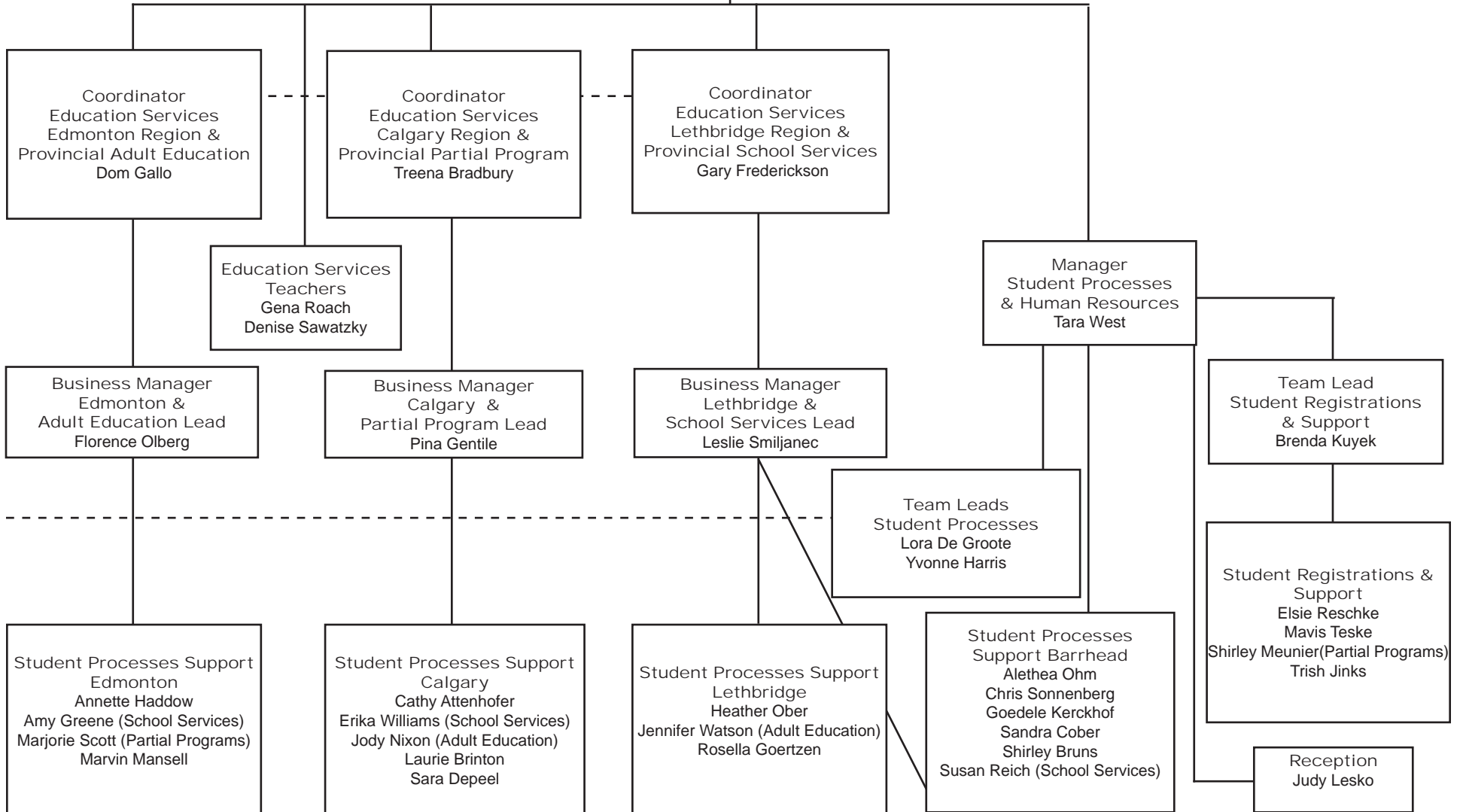
# Alberta Distance Learning Centre Organization Chart

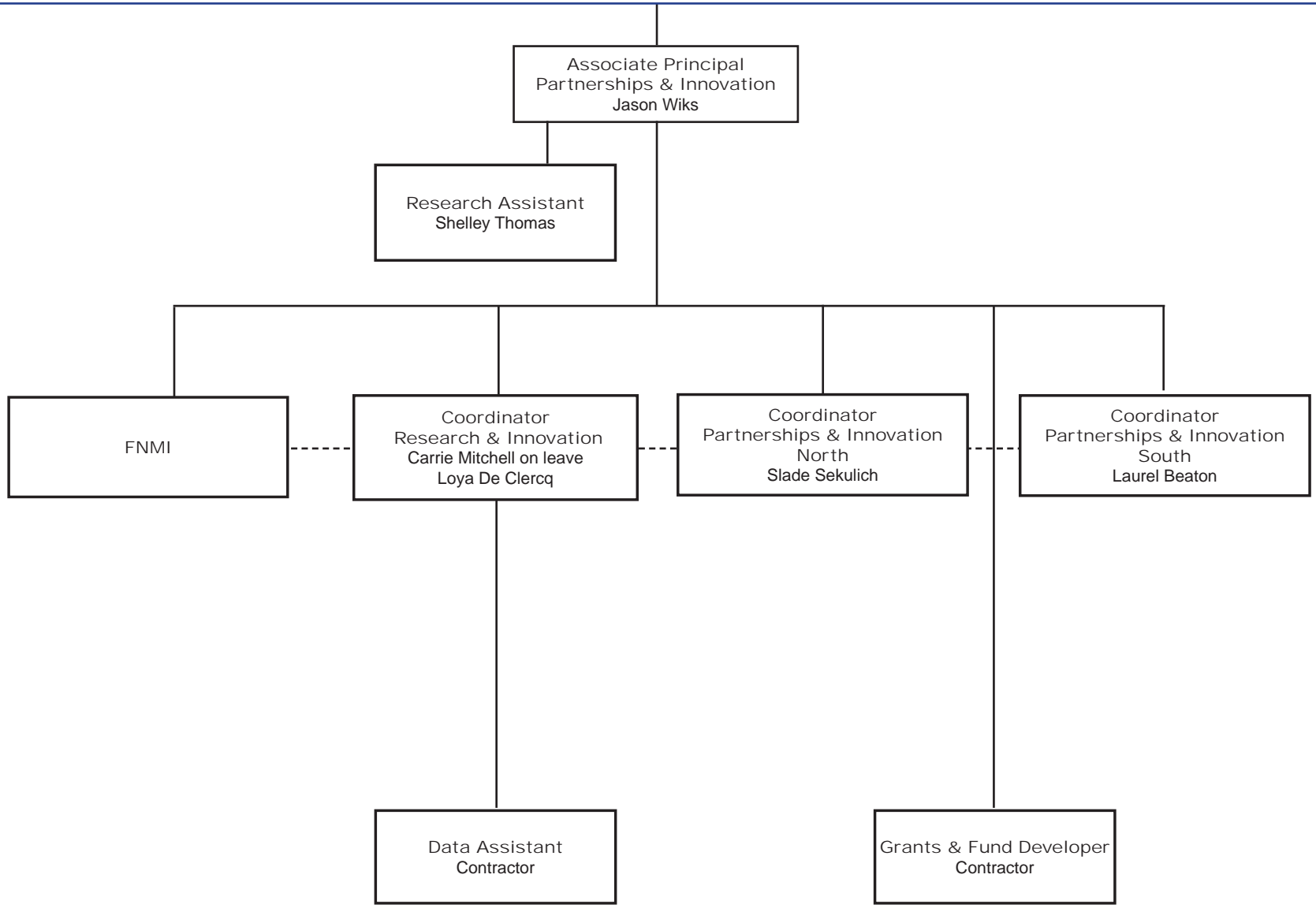




\*involved in course development

Associate Principal  
Education Services  
Bryan Frechette





Associate Principal  
Learning Resource Development  
Jake Warkentin

Coordinator  
Learning Resource Development  
Lise Pethybridge

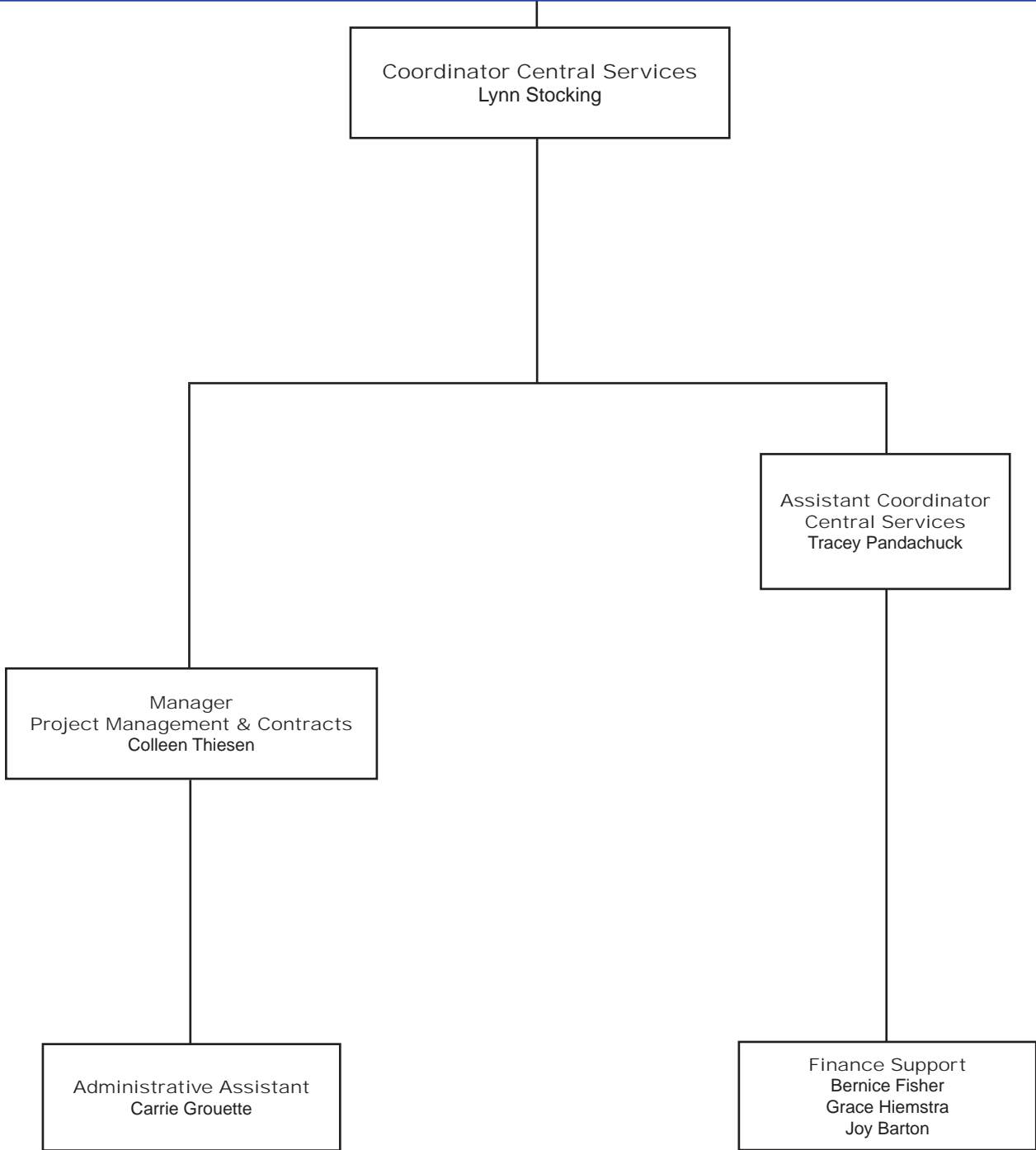
Assistant Coordinator  
Learning Resource Development  
Donna Silgard

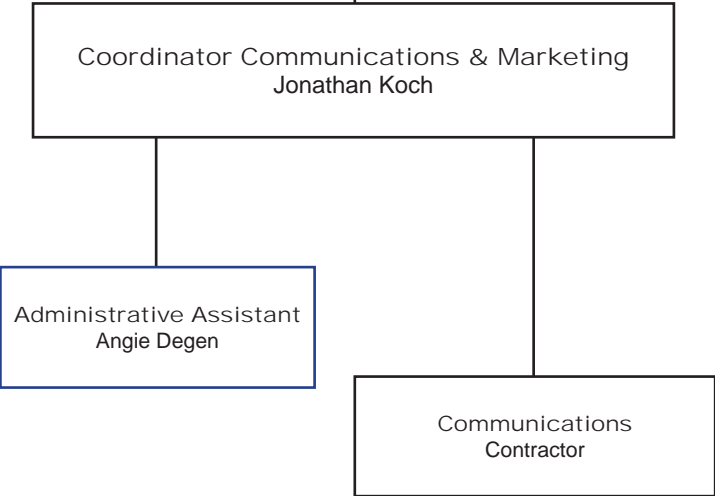
Teachers working on Development  
Cathy Ernewein- P/T Development - Science  
Carey Klassen-P/T Development - English  
Cheryl Frose - F/T Development - Elementary  
Chris Pethybridge - F/T Development -CTS  
Crystal Waldowski-Puskeppelies- P/T Development - Art  
Helen Hampton- P/T Development - Science  
Helen Hoey - P/T Developement - K&E  
Josef Martha-F/T Development - Science  
Kate Jung- P/T Development - Science  
Kenton Kaupp-F/T Development - Math  
Larry Lemieux-P/T Development - Social  
Laura McCartney--P/T Development - Languages  
Nicola Ramsey--P/T Development - Social  
Phoebe Arcilla--F/T Development - Math  
Stacy Harper-P/T Development - Languages  
Vic Mensch - P/T Development - English

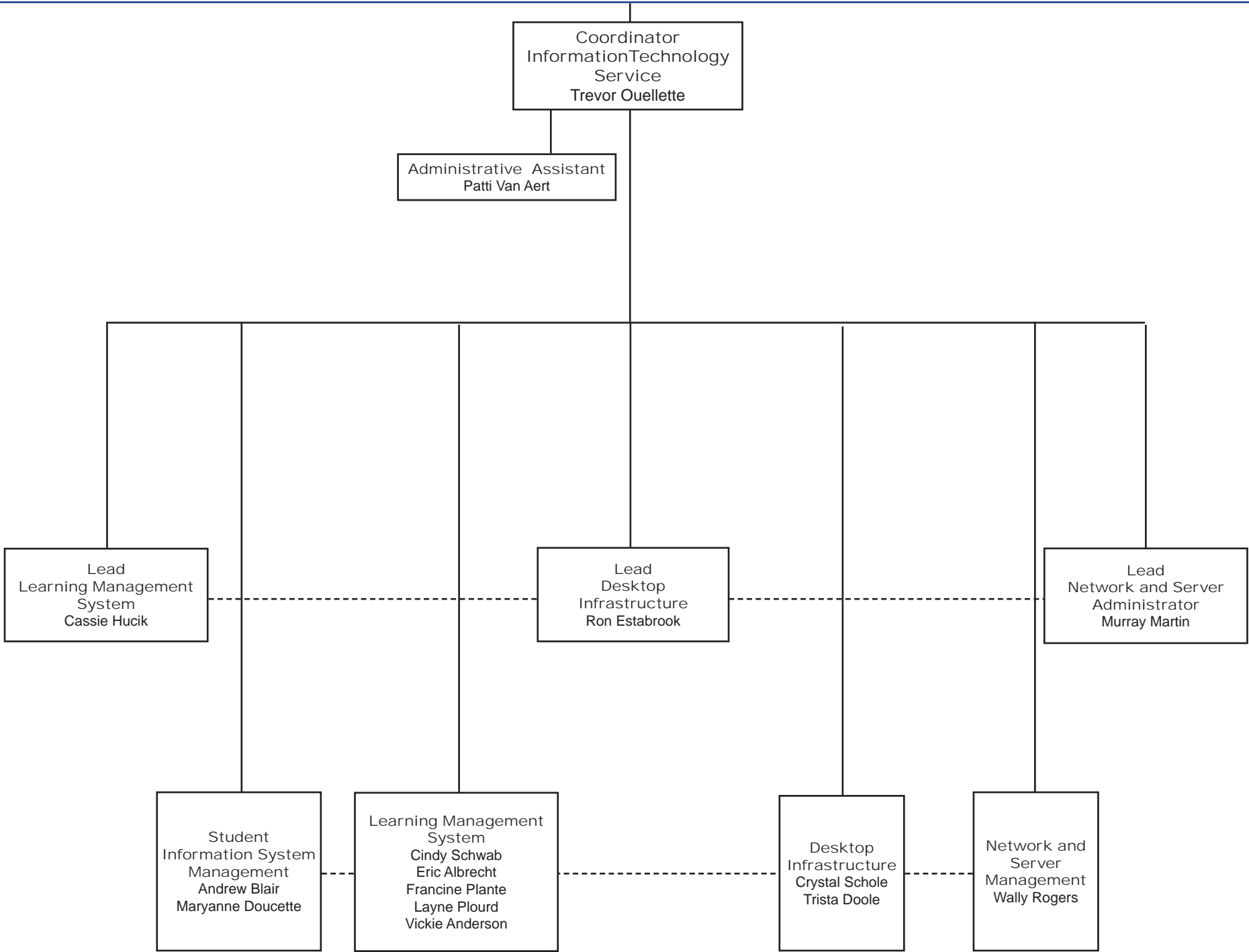
Digital Design Support  
Christine Villeneuve  
Debbie Mottus  
Diane Gerun (Copyright)  
Heather Martin  
Kelly Kennedy  
Lannette Thompson  
Laura Renkema  
Marjorie Mueller  
Tara Troock

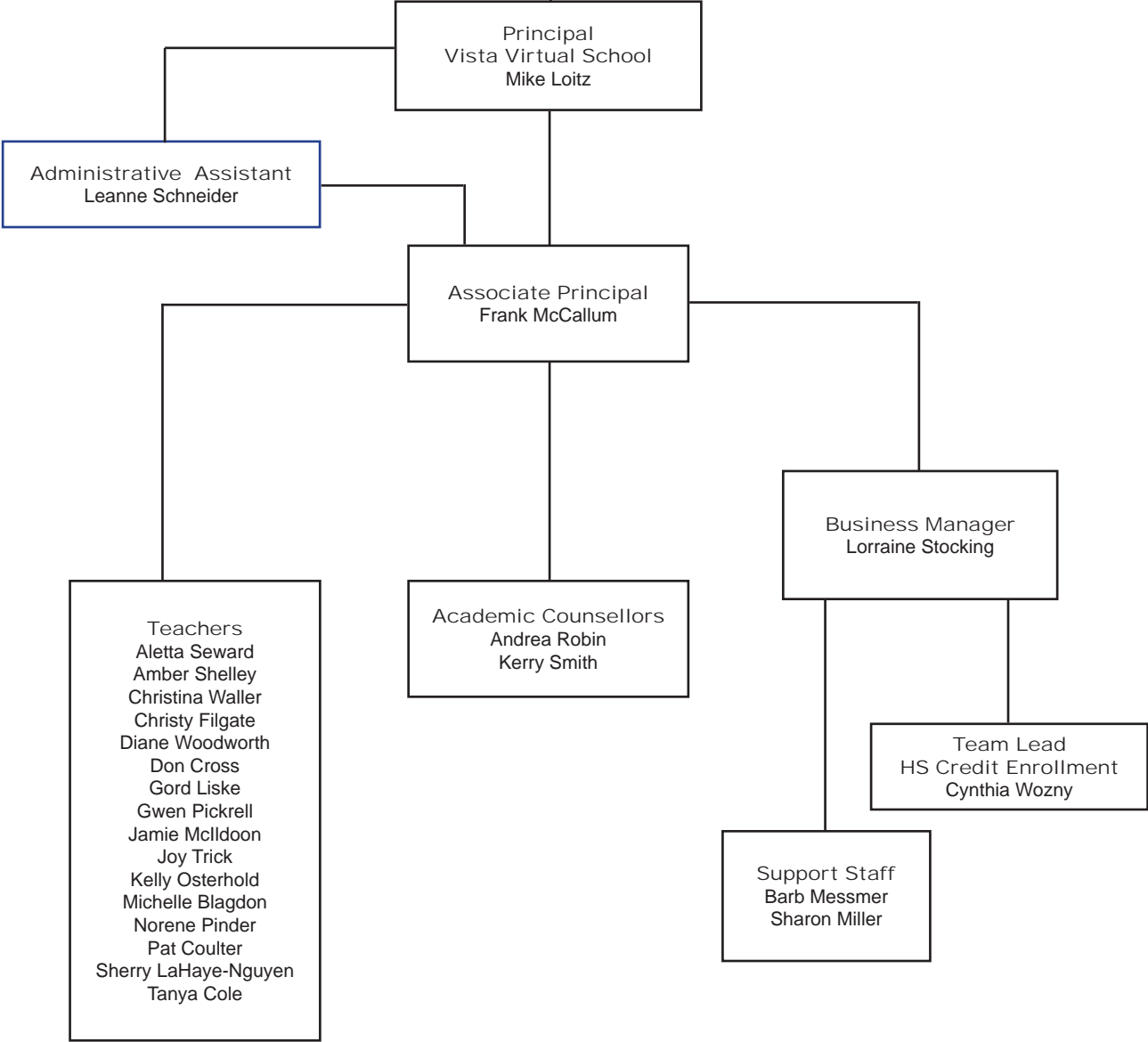
Learning Resource Distribution  
Bryan Holcroft  
Camile De Zaeyer  
Carol Holcroft  
Gurtek Poonia  
Laurie Messmer





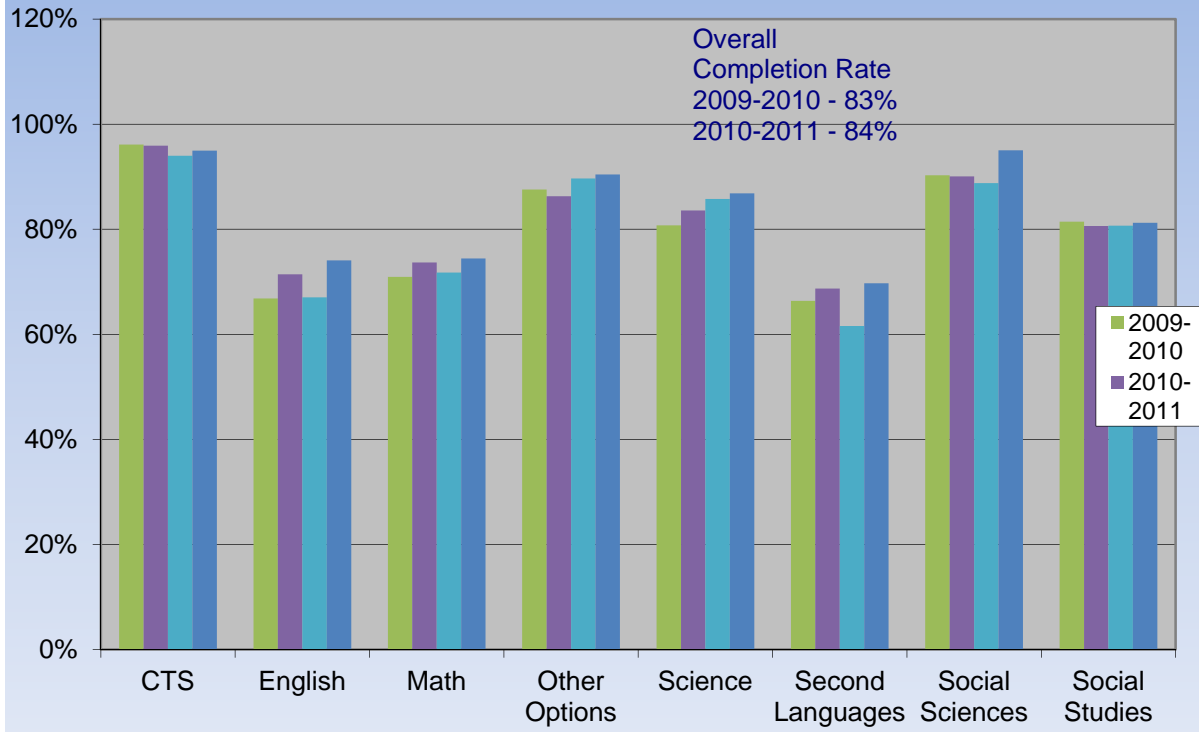






# Appendix 3

### Completion Summary - 4 Year



# Appendix 4

<b>ALL SCHOOLS (Sr High and Elem/JH Funded &amp; Unfunded)</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	
Educational Authorities	133	133	142	
Schools	687	746	760	
Communities (Num)	555	558	630	
Students (Funded & Unfunded)	39181	53624	59754	11%
Enrolments - Urban (Cal & Edm)	14006	10927	14167	30%
Enrolments - Metro	7996	20452	21326	4%
Enrolments - Rural	31713	48867	44925	-8%
<b>Total Enrolments</b>	<b>53715</b>	<b>80246</b>	<b>80418</b>	
Enrolments % - Urban (Cal & Edm)	26%	14%	18%	
Enrolments % - Metro	15%	25%	27%	
Enrolments % - Rural	59%	61%	56%	
Growth in Demand (%)	16.02%	22.43%	22.14%	
Adult Enrolments	2705	2692	2656	
Out of Province	483	372	760	
Out of Country (not including International)	303	441	67	
International Students	40	71	120	
<b>Count of Jurisdiction Types</b>				
Public	42	42	42	
Separate	17	17	17	
Francophone	5	5	6	
Private	57	53	59	
Federal Indian Schools	5	6	12	
Charter Schools	5	8	5	
Colleges	1	2	1	
<b>Total</b>	<b>132</b>	<b>133</b>	<b>142</b>	
<b>Course Enrolments by Jurisdiction Types</b>				
Charter	197	290	184	
College	15	19	8	
Federal	47	15	58	
Francophone	1145	1497	2123	
Private	3146	3928	3312	
Public	41014	65466	65321	
Separate	6060	9034	9412	
<b>Total</b>	<b>51624</b>	<b>80249</b>	<b>80418</b>	
<b>Num Courses Started &amp; Completed Feb 15-June 15</b>				
Grade 10	1503	1019	1074	
Grade 11	1608	1135	1129	
Grade 12	2317	3151	3132	
	<b>5428</b>	<b>5305</b>	<b>5335</b>	
<b>ESS Enrolments</b>	n/a	2394	n/a	



**Zones**

1	n/a	5647	5,697	7%
4	n/a	11992	10,330	13%
5	n/a	11801	11,468	14%
6	n/a	10430	11,496	14%
2/3	n/a	36104	37,829	47%
Charter	n/a	290	141	0%
College	n/a	19	8	0%
Federal	n/a	15	18	0%
NT	n/a	23	38	0%
Private	n/a	3928	3,312	4%
<b>Total</b>		<b>80249</b>	<b>80,337</b>	100%

**Sr High Successful Completion Rate**

Contracted Services		81%	82%
Team Teaching		93%	97%
Overall SH Successful Completion Rate	84%	86%	89%

# Appendix 5

**AUDITED  
FINANCIAL STATEMENTS  
FOR THE YEARS ENDED AUGUST 31, 2012 and AUGUST 31, 2013**  
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

**ALBERTA DISTANCE LEARNING CENTRE**

Legal Name of School Jurisdiction

**5310 - 49 Street, Barrhead, Alberta, T7N 1P7**

Mailing Address

**Phone: 780-674-8500 Fax: 780-674-3262 Email: Tracy.Meunier@phrd.ab.ca**

Telephone & Fax Numbers, and Email Address

**SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING**

The financial statements of ALBERTA DISTANCE LEARNING CENTRE presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

***Board of Trustees Responsibility***




The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

***External Auditors***

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

***Declaration of Management and Board Chairman***

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

<b>BOARD CHAIR</b>	
Kim Webster <small>Name</small>	 <small>Signature</small>
<b>SUPERINTENDENT</b>	
Colleen Symyrozum-Watt <small>Name</small>	 <small>Signature</small>
<b>SECRETARY-TREASURER OR TREASURER</b>	
Tracy Meunier <small>Name</small>	 <small>Signature</small>
December 11, 2013 <small>Board-approved Release Date</small>	

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch  
 8th Floor Commerce Place, 10155-102 Street, Edmonton AB T6J 4L5  
 EMAIL: sarah.brennan@gov.ab.ca  
 PHONE: (780) 422-0312 (Toll free 310-0000) FAX: (780) 422-6996

**TABLE OF CONTENTS**

	<b>Page</b>
<b>INDEPENDENT AUDITOR'S REPORT</b>	<b>3</b>
<b>STATEMENTS OF FINANCIAL POSITION</b>	<b>4</b>
<b>STATEMENTS OF OPERATIONS</b>	<b>5</b>
<b>STATEMENTS OF CASH FLOWS</b>	<b>6</b>
<b>STATEMENTS OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)</b>	<b>7</b>
<b>STATEMENT OF REMEASUREMENT GAINS AND LOSSES</b>	<b>8</b>
<b>SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS (2012 - 2013)</b>	<b>9</b>
<b>SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS (2011 - 2012)</b>	<b>11</b>
<b>SCHEDULE OF CAPITAL REVENUE (2012 - 2013)</b>	<b>13</b>
<b>SCHEDULE OF CAPITAL REVENUE (2011 - 2012)</b>	<b>14</b>
<b>SCHEDULE OF PROGRAM OPERATIONS</b>	<b>15</b>
<b>NOTES TO THE FINANCIAL STATEMENTS</b>	<b>16</b>

# *Shoemaker, Viney & Friesen*

CHARTERED ACCOUNTANTS

John S. Shoemaker Professional Corporation

Tina J. Viney Professional Corporation



Timothy J. Friesen Professional Corporation

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## INDEPENDENT AUDITOR'S REPORT

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To the Board of Pembina Hills Regional School Division #7 - Alberta Distance Learning Centre

We have audited the accompanying financial statements of Pembina Hills Regional School Division #7 - Alberta Distance Learning Centre, which comprise the statement of financial position as at August 31, 2013 and the statements of operations, change in net financial assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian Public Sector Accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

*(continues)*

Independent Auditor's Report to the Board of Pembina Hills Regional School Division #7 - Alberta  
Distance Learning Centre *(continued)*

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Pembina Hills Regional School Division #7 - Alberta Distance Learning Centre as at August 31, 2013 and the results of its operations and its cash flows for the year then ended in accordance with Canadian Public Sector Accounting standards.

Comparative Information

Without modifying our opinion, we draw attention to Note 2 to the financial statements which describes that Pembina Hills Regional School Division #7 - Alberta Distance Learning Centre adopted Canadian Public Sector Accounting standards on September 1, 2012 with a transition date of September 1, 2011. These standards were applied retrospectively by management to the comparative information in these financial statements, including the statements of financial position as at August 31, 2012 and September 1, 2011 and the statements of revenues and expenditures, changes in net assets and cash flows for the year ended August 31, 2012 and related disclosures. We were not engaged to report on the restated comparative information, and as such, it is unaudited.

Westlock, Alberta  
December 11, 2013

  
CHARTERED ACCOUNTANTS

**STATEMENTS OF FINANCIAL POSITION**  
As at (in dollars)

	August 31		September 1
	2013	2012	2011
<b>FINANCIAL ASSETS</b>			
Cash and cash equivalents (Note 4)	\$2,749,189	\$779,311	(\$130,719)
Accounts receivable (net after allowances) (Note 5)	\$2,586,653	\$2,163,130	\$1,899,618
Portfolio investments (Note 6)	\$0	\$0	\$0
Other financial assets (Note 7)	\$0	\$0	\$0
<b>Total financial assets</b>	<b>\$5,335,842</b>	<b>\$2,942,441</b>	<b>\$1,768,899</b>
<b>LIABILITIES</b>			
Bank indebtedness (Note 8)	\$0	\$0	\$0
Accounts payable and accrued liabilities (Note 9)	\$5,841,143	\$4,249,468	\$2,969,143
Deferred revenue (Note 10)	\$64,558	\$86,077	\$87,011
Employee future benefit liabilities (Note 11)	\$0	\$0	\$0
Other liabilities (Note 12)	\$0	\$0	\$0
Debt (Note 13)			
Supported: Debentures and other supported debt	\$0	\$0	\$0
Unsupported: Debentures and capital loans	\$0	\$0	\$0
Capital leases	\$0	\$0	\$0
Mortgages	\$0	\$0	\$0
<b>Total liabilities</b>	<b>\$5,905,701</b>	<b>\$4,335,545</b>	<b>\$3,056,154</b>
<b>Net financial assets (debt)</b>	<b>(\$569,858)</b>	<b>(\$1,393,104)</b>	<b>(\$1,287,255)</b>
<b>NON-FINANCIAL ASSETS</b>			
Tangible capital assets (Note 14)			
Land	\$0	\$0	\$0
Construction in progress	\$0	\$0	\$0
Buildings	\$798,937		
Less: Accumulated amortization	(\$349,399)	\$449,538	\$521,038
Equipment	\$1,078,171		
Less: Accumulated amortization	(\$780,763)	\$297,408	\$195,976
Vehicles	\$365,523		
Less: Accumulated amortization	(\$155,380)	\$210,143	\$141,545
Computer Equipment	\$2,142,013		\$0
Less: Accumulated amortization	(\$1,922,656)	\$219,356	\$315,423
<b>Total tangible capital assets</b>	<b>\$1,176,445</b>	<b>\$1,173,982</b>	<b>\$1,139,909</b>
Prepaid expenses	\$476,849	\$255,896	\$215,191
Other non-financial assets	\$2,129,956	\$2,470,062	\$2,001,857
<b>Total non-financial assets</b>	<b>\$3,783,250</b>	<b>\$3,899,940</b>	<b>\$3,356,957</b>
<b>Accumulated surplus</b> (Note 15)	<b>\$3,213,392</b>	<b>\$2,506,836</b>	<b>\$2,069,702</b>
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)	\$3,213,392	\$2,506,836	\$2,069,702
Accumulated remeasurement gains (losses)	\$0	\$0	\$0
	<b>\$3,213,392</b>	<b>\$2,506,836</b>	<b>\$2,069,702</b>
<b>Contractual obligations</b> (Note 16)			
<b>Contingent liabilities</b> (Note 17)			

The accompanying notes and schedules are part of these financial statements.

**STATEMENTS OF OPERATIONS**  
For the Years Ended August 31 (in dollars)

	Budget 2013	Actual 2013	Actual 2012
<b>REVENUES</b>			
Alberta Education	\$20,739,483	\$20,582,990	\$16,090,905
Other - Government of Alberta	\$0	\$0	\$0
Federal Government and First Nations	\$0	\$13,000	\$0
Other Alberta school authorities	\$0	\$0	\$0
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0
Fees	\$0	\$0	\$0
Other sales and services	\$5,263,000	\$5,137,024	\$5,022,689
Investment income	\$20,000	\$77,541	\$57,101
Gifts and donations	\$0	\$0	\$0
Rental of facilities	\$0	\$0	\$0
Fundraising	\$0	\$0	\$0
Gains (losses) on disposal of capital assets	\$0	\$7,000	\$0
Other revenue	\$0	\$0	\$0
<b>Total revenues</b>	<b>\$26,022,483</b>	<b>\$25,817,555</b>	<b>\$21,170,695</b>
<b>EXPENSES</b>			
Instruction	\$25,021,732	\$23,891,202	\$19,746,641
Plant operations and maintenance	\$0	\$0	\$0
Transportation	\$0	\$0	\$0
Administration	\$1,000,751	\$1,219,797	\$986,921
External services	\$0	\$0	\$0
<b>Total expenses</b>	<b>\$26,022,483</b>	<b>\$25,110,999</b>	<b>\$20,733,562</b>
<b>Operating surplus (deficit)</b>	<b>\$0</b>	<b>\$706,556</b>	<b>\$437,133</b>

The accompanying notes and schedules are part of these financial statements.



**STATEMENTS OF CASH FLOWS**  
For the Years Ended August 31 (in dollars)

	2013	2012
<b>CASH FLOWS FROM:</b>		
<b>A. OPERATING TRANSACTIONS</b>		
Operating surplus (deficit)	\$706,556	\$437,133
Add (Deduct) items not affecting cash:		
Total amortization expense	\$290,610	\$292,447
Gains on disposal of tangible capital assets	(\$7,000)	\$0
Losses on disposal of tangible capital assets	\$0	\$0
Changes in:		
Accounts receivable	(\$423,523)	(\$263,512)
Prepays	(\$220,953)	(\$40,705)
Other financial assets	\$0	\$0
Non-financial assets	\$340,106	(\$468,205)
Accounts payable and accrued liabilities	\$1,591,675	\$1,280,325
Deferred revenue (Excluding EDCR)	(\$21,519)	(\$934)
Employee future benefit liabilities	\$0	\$0
Other (describe)	\$0	\$0
<b>Total cash flows from operating transactions</b>	<b>\$2,255,952</b>	<b>\$1,236,549</b>
<b>B. CAPITAL TRANSACTIONS</b>		
Purchases of tangible capital assets		
Land	\$0	\$0
Buildings	\$0	(\$25,104)
Equipment	(\$67,678)	(\$247,057)
Vehicles	(\$124,415)	(\$54,358)
Computer equipment	(\$100,981)	\$0
Net proceeds from disposal of unsupported capital assets	\$7,000	\$0
Other (describe)	\$0	\$0
<b>Total cash flows from capital transactions</b>	<b>(\$286,074)</b>	<b>(\$326,519)</b>
<b>C. INVESTING TRANSACTIONS</b>		
Changes in portfolio investments	\$0	\$0
Remeasurement gains (losses) reclassified to the statement of operations	\$0	\$0
Other (describe)	\$0	\$0
<b>Total cash flows from investing transactions</b>	<b>\$0</b>	<b>\$0</b>
<b>D. FINANCING TRANSACTIONS</b>		
Issue of debt	\$0	\$0
Repayment of debt	\$0	\$0
Other (describe)	\$0	\$0
<b>Total cash flows from financing transactions</b>	<b>\$0</b>	<b>\$0</b>
<b>Increase (decrease) in cash and cash equivalents</b>	<b>\$1,969,878</b>	<b>\$910,030</b>
Cash and cash equivalents, at beginning of year	\$779,311	(\$130,719)
Cash and cash equivalents, at end of year	\$2,749,189	\$779,311

The accompanying notes and schedules are part of these financial statements.

**STATEMENTS OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)**  
**For the Years Ended August 31 (in dollars)**

	2013	2012
<b>Operating surplus (deficit)</b>	\$706,556	\$437,133
<b>Effect of changes in tangible capital assets</b>		
Aquisition of tangible capital assets	(\$293,074)	(\$326,519)
Amortization of tangible capital assets	\$290,610	\$292,447
Net carrying value of tangible capital assets disposed of	\$0	\$0
Write-down carrying value of tangible capital assets	\$0	\$0
<b>Total effect of changes in tangible capital assets</b>	(\$2,464)	(\$34,072)
<b>Changes in:</b>		
Prepaid expenses	(\$220,953)	(\$40,705)
Other non-financial assets	\$340,106	(\$468,205)
Net remeasurement gains and (losses)	\$0	\$0
Endowments	\$0	\$0
<b>Increase (decrease) in net financial assets (net debt)</b>	\$823,246	(\$105,849)
<b>Net financial assets (net debt) at beginning of year</b>	(\$1,393,104)	(\$1,287,255)
<b>Net financial assets (net debt) at end of year</b>	(\$569,858)	(\$1,393,104)

The accompanying notes and schedules are part of these financial statements.

**STATEMENT OF REMEASUREMENT GAINS AND LOSSES**  
**For the Year Ended August 31, 2013 (in dollars)**

	2013
<b>Opening accumulated remeasurement gains and (losses) upon adoption on September 1, 2012</b>	\$0
<b>Unrealized gains (losses) attributable to:</b>	
Portfolio investments	\$0
Other	\$0
<b>Amounts reclassified to the statement of operations:</b>	
Portfolio investments	
Other	\$0
<b>Net remeasurement gains (losses) for the year</b>	\$0
<b>Accumulated remeasurement gains (losses) at end of year</b>	\$0

The accompanying notes and schedules are part of these financial statements.

**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS  
for the Year Ended August 31, 2013 (in dollars)**

	ACCUMULATED SURPLUS	ACCUMULATED RE MEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
<b>Balance at August 31, 2012</b>	\$2,506,836	\$0	\$2,506,836	\$1,173,981	\$0	\$0	\$1,332,855	\$0
<b>Prior period adjustments:</b>								
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Adjusted Balance, Aug. 31, 2012</b>	\$2,506,836	\$0	\$2,506,836	\$1,173,981	\$0	\$0	\$1,332,855	\$0
Operating surplus (deficit)	\$706,556		\$706,556			\$706,556		
Board funded tangible capital asset additions				\$283,074		(\$283,074)	\$0	\$0
Disposal of unsupported tangible capital assets	\$0		\$0	\$0		\$0		\$0
Disposal of supported tangible capital assets (board funded portion)	\$0		\$0	\$0		\$0		\$0
Write-down of unsupported tangible capital assets	\$0		\$0	\$0		\$0		\$0
Write-down of supported tangible capital assets (board funded portion)	\$0		\$0	\$0		\$0		\$0
Net remeasurement gains (losses) for the year	\$0	\$0						
Endowment expenses	\$0		\$0		\$0			
Direct credits to accumulated surplus	\$0		\$0		\$0	\$0		
Amortization of tangible capital assets	\$0			(\$290,610)		\$290,610		
Capital revenue recognized	\$0			\$0		\$0		
Debt principal repayments (unsupported)	\$0			\$0		\$0		
Externally imposed endowment restrictions	\$0				\$0	\$0	\$0	
Net transfers to operating reserves	\$0					(\$4,092)	\$4,092	
Net transfers from operating reserves	\$0					\$0	\$0	
Net transfers to capital reserves	\$0					(\$700,000)		\$700,000
Net transfers from capital reserves	\$0					\$0		\$0
Assumption/transfer of other operations' surplus	\$0		\$0	\$0	\$0	\$0	\$0	\$0
<b>Balance at August 31, 2013</b>	\$3,213,392	\$0	\$3,213,392	\$1,176,445	\$0	\$0	\$1,336,947	\$700,000

**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS  
for the Year Ended August 31, 2013 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
<b>Balance at August 31, 2012</b>	\$1,332,855	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Prior period adjustments:</b>										
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Adjusted Balance, Aug. 31, 2012</b>	\$1,332,855	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Operating surplus (deficit)</b>										
Board funded tangible capital asset additions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Disposal of unsupported tangible capital assets		\$0		\$0		\$0		\$0		\$0
Disposal of supported tangible capital assets (board funded portion)		\$0		\$0		\$0		\$0		\$0
Write-down of unsupported tangible capital assets		\$0		\$0		\$0		\$0		\$0
Write-down of supported tangible capital assets (board funded portion)		\$0		\$0		\$0		\$0		\$0
Net remeasurement gains (losses) for the year										
Endowment expenses										
Direct credits to accumulated surplus										
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Externally imposed endowment restrictions	\$0		\$0		\$0		\$0		\$0	
Net transfers to operating reserves	\$4,092		\$0		\$0		\$0		\$0	
Net transfers from operating reserves	\$0		\$0		\$0		\$0		\$0	
Net transfers to capital reserves		\$700,000		\$0		\$0		\$0		\$0
Net transfers from capital reserves		\$0		\$0		\$0		\$0		\$0
Assumption/transfer of other operations' surplus	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Balance at August 31, 2013</b>	\$1,336,947	\$700,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS  
for the Year Ended August 31, 2012 (in dollars)**

	ACCUMULATED SURPLUS	ACCUMULATED RE MEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
<b>Balance at August 31, 2011</b>	\$2,069,703	\$0	\$2,069,703	\$1,139,909	\$0	\$0	\$929,794	\$0
<b>Prior period adjustments:</b>								
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Adjusted Balance, Aug. 31, 2011</b>	\$2,069,703	\$0	\$2,069,703	\$1,139,909	\$0	\$0	\$929,794	\$0
Operating surplus (deficit)	\$437,133		\$437,133			\$437,133		
Board funded tangible capital asset additions				\$326,519		\$0	(\$326,519)	\$0
Disposal of unsupported tangible capital assets	\$0		\$0	\$0		\$0		\$0
Disposal of supported tangible capital assets (board funded portion)	\$0		\$0	\$0		\$0		\$0
Write-down of unsupported tangible capital assets	\$0		\$0	\$0		\$0		\$0
Write-down of supported tangible capital assets (board funded portion)	\$0		\$0	\$0		\$0		\$0
Net remeasurement gains (losses) for the year	\$0	\$0						
Endowment expenses	\$0		\$0		\$0			
Direct credits to accumulated surplus	\$0		\$0		\$0	\$0		
Amortization of tangible capital assets	\$0			(\$292,447)		\$292,447		
Capital revenue recognized	\$0			\$0		\$0		
Debt principal repayments (unsupported)	\$0			\$0		\$0		
Externally imposed endowment restrictions	\$0				\$0	\$0	\$0	
Net transfers to operating reserves	\$0					(\$729,580)	\$729,580	
Net transfers from operating reserves	\$0					\$0	\$0	
Net transfers to capital reserves	\$0					\$0		\$0
Net transfers from capital reserves	\$0					\$0		\$0
Assumption/transfer of other operations' surplus	\$0		\$0	\$0	\$0	\$0	\$0	\$0
<b>Balance at August 31, 2012</b>	\$2,506,836	\$0	\$2,506,836	\$1,173,981	\$0	\$0	\$1,332,855	\$0

**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS  
for the Year Ended August 31, 2012 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
<b>Balance at August 31, 2011</b>	\$829,794	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Prior period adjustments:</b>										
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Adjusted Balance, Aug. 31, 2011</b>	\$829,794	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating surplus (deficit)										
Board funded tangible capital asset additions	(\$326,519)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Disposal of unsupported tangible capital assets		\$0		\$0		\$0		\$0		\$0
Disposal of supported tangible capital assets (board funded portion)		\$0		\$0		\$0		\$0		\$0
Write-down of unsupported tangible capital assets		\$0		\$0		\$0		\$0		\$0
Write-down of supported tangible capital assets (board funded portion)		\$0		\$0		\$0		\$0		\$0
Net remeasurement gains (losses) for the year										
Endowment expenses										
Direct credits to accumulated surplus										
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Externally imposed endowment restrictions	\$0		\$0		\$0		\$0		\$0	
Net transfers to operating reserves	\$729,580		\$0		\$0		\$0		\$0	
Net transfers from operating reserves	\$0		\$0		\$0		\$0		\$0	
Net transfers to capital reserves		\$0		\$0		\$0		\$0		\$0
Net transfers from capital reserves		\$0		\$0		\$0		\$0		\$0
Assumption/transfer of other operations' surplus	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Balance at August 31, 2012</b>	\$1,332,855	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**SCHEDULE OF CAPITAL REVENUE  
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)  
for the Year Ended August 31, 2013 (in dollars)**

	Unexpended Deferred Capital Revenue				Expended Deferred Capital Revenue
	Provincially Approved & Funded Projects <sup>(A)</sup>	Surplus from Provincially Approved Projects <sup>(B)</sup>	Proceeds on Disposal of Provincially Funded Tangible Capital Assets <sup>(C)</sup>	Unexpended Deferred Capital Revenue from Other Sources <sup>(D)</sup>	
Balance at August 31, 2012	\$0	\$0	\$0	\$0	\$0
Prior period adjustments	\$0	\$0	\$0	\$0	\$0
Adjusted balance, August 31, 2012	\$0	\$0	\$0	\$0	\$0
<b>Add:</b>					
Unexpended capital revenue received from:					
Alberta Education school building & modular projects (excl. IMR)	\$0				
Infrastructure Maintenance & Renewal capital related to school facilities	\$0				
Other Government of Alberta	\$0				
Federal Government and First Nations				\$0	
Other sources				\$0	
Unexpended capital revenue receivable from					
Alberta Education school building & modular	\$0				
Unexpended capital revenue receivable from other than Alberta Education	\$0			\$0	
Interest earned on unexpended capital revenue	\$0	\$0	\$0	\$0	
Other unexpended capital revenue and donations				\$0	
Net proceeds on disposal of supported tangible capital assets			\$0	\$0	
Insurance proceeds (and related interest)			\$0	\$0	
Donated tangible capital assets (amortizable, @ fair market value)					\$0
Public Private Partnership (P3), other Alberta Schools Alternative Program (ASAP) Initiative and Alberta Infrastructure managed projects					\$0
Transferred in tangible capital assets (amortizable, @ net book value)					\$0
Expended capital revenue - current year	\$0	\$0	\$0	\$0	\$0
Surplus funds approved for future project(s)	\$0	\$0			
<b>Deduct:</b>					
Net book value of supported tangible capital dispositions, write-offs, or transfers	\$0	\$0	\$0	\$0	\$0
Capital revenue recognized					\$0
<b>Balance at August 31, 2013</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
	(A)	(B)	(C)	(D)	
<b>Balance of Unexpended Deferred Capital Revenue at August 31, 2013 (A) + (B) + (C) + (D)</b>				\$0	

**Unexpended Deferred Capital Revenue**

(A) - Represents funding received from the Government of Alberta to be used toward the acquisition of new approved tangible capital assets with restricted uses only.

(B) - Represents any surplus of funding over costs from column (A) approved by Minister for future capital expenditures with restricted uses only.

(C) - Represents proceeds on disposal of provincially funded restricted-use capital assets to be expended on approved tangible capital assets per 10 (2) (a) of Disposition of Property Reg. 181/201

(D) - Represents capital revenue received from entities OTHER THAN the Government of Alberta for the acquisition of restricted-use tangible capital assets.



**SCHEDULE OF CAPITAL REVENUE  
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)  
for the Year Ended August 31, 2012 (in dollars)**

	Unexpended Deferred Capital Revenue				Expended Deferred Capital Revenue
	Provincially Approved & Funded Projects <sup>(A)</sup>	Surplus from Provincially Approved Projects <sup>(B)</sup>	Proceeds on Disposal of Provincially Funded Tangible Capital Assets <sup>(C)</sup>	Unexpended Deferred Capital Revenue from Other Sources <sup>(D)</sup>	
Balance at August 31, 2011	\$0	\$0	\$0	\$0	\$0
Prior period adjustments	\$0	\$0	\$0	\$0	\$0
Adjusted balance, August 31, 2011	\$0	\$0	\$0	\$0	\$0
<b>Add:</b>					
Unexpended capital revenue received from:					
Alberta Education school building & modular projects (excl. IMR)	\$0				
Infrastructure Maintenance & Renewal capital related to school facilities	\$0				
Other Government of Alberta	\$0				
Federal Government and First Nations				\$0	
Other sources				\$0	
Unexpended capital revenue receivable from					
Alberta Education school building & modular	\$0				
Unexpended capital revenue receivable from other than Alberta Education	\$0			\$0	
Interest earned on unexpended capital revenue	\$0	\$0	\$0	\$0	
Other unexpended capital revenue and donations				\$0	
Net proceeds on disposal of supported tangible capital assets			\$0	\$0	
Insurance proceeds (and related interest)			\$0	\$0	
Donated tangible capital assets (amortizable, @ fair market value)					\$0
Public Private Partnership (P3), other Alberta Schools Alternative Program (ASAP) Initiative and Alberta Infrastructure managed projects					\$0
Transferred in tangible capital assets (amortizable, @ net book value)					\$0
Expended capital revenue - current year	\$0	\$0	\$0	\$0	\$0
Surplus funds approved for future project(s)	\$0	\$0			
<b>Deduct:</b>					
Net book value of supported tangible capital dispositions, write-offs, or transfers	\$0	\$0	\$0	\$0	\$0
Capital revenue recognition					\$0
Balance at August 31, 2012	\$0	\$0	\$0	\$0	\$0
	(A)	(B)	(C)	(D)	
Balance of Unexpended Deferred Capital Revenue at August 31, 2012 (A) + (B) + (C) + (D)				\$0	

**Unexpended Deferred Capital Revenue**

(A) - Represents funding received from the Government of Alberta to be used toward the acquisition of new approved tangible capital assets with restricted uses only.

(B) - Represents any surplus of funding over costs from column (A) approved by Minister for future capital expenditures with restricted uses only.

(C) - Represents proceeds on disposal of provincially funded restricted-use capital assets to be expended on approved tangible capital assets per 10 (2) (a) of Disposition of Property Reg. 181/201

(D) - Represents capital revenue received from entities OTHER THAN the Government of Alberta for the acquisition of restricted-use tangible capital assets.

**SCHEDULE OF PROGRAM OPERATIONS**  
for the Year Ended August 31, 2013 (in dollars)

	2013					2012	
	Instruction (ECS- Grade 12)	Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
<b>REVENUES</b>							
(1) Alberta Education	\$19,363,193	\$0	\$0	\$1,219,797	\$0	\$20,582,990	\$16,090,905
(2) Other - Government of Alberta	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(3) Federal Government and First Nations	\$13,000	\$0	\$0	\$0	\$0	\$13,000	\$0
(4) Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(5) Out of province authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(6) Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(7) Property Taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(8) Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(9) Other sales and services	\$5,137,024	\$0	\$0	\$0	\$0	\$5,137,024	\$5,022,689
(10) Investment income	\$77,541	\$0	\$0	\$0	\$0	\$77,541	\$57,101
(11) Gifts and donations	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(12) Rental of facilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(13) Fundraising	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(14) Gains on disposal of tangible capital assets	\$7,000	\$0	\$0	\$0	\$0	\$7,000	\$0
(15) Other revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(16) <b>TOTAL REVENUES</b>	\$24,597,758	\$0	\$0	\$1,219,797	\$0	\$25,817,555	\$21,170,995
<b>EXPENSES</b>							
(17) Certificated salaries	\$7,603,541			\$275,000	\$0	\$7,878,541	\$6,408,052
(18) Certificated benefits	\$844,225			\$52,000	\$0	\$896,225	\$711,071
(19) Non-certificated salaries and wages	\$4,146,847	\$0	\$0	\$317,000	\$0	\$4,463,847	\$4,059,527
(20) Non-certificated benefits	\$1,102,752	\$0	\$0	\$74,000	\$0	\$1,176,752	\$1,016,153
(21) <b>SUB - TOTAL</b>	\$13,697,365	\$0	\$0	\$718,000	\$0	\$14,415,365	\$12,194,803
(22) Services, contracts and supplies	\$9,848,196	\$0	\$0	\$501,797	\$0	\$10,349,993	\$8,194,423
(23) Amortization of supported tangible capital assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(24) Amortization of unsupported tangible capital assets	\$290,610	\$0	\$0	\$0	\$0	\$290,610	\$292,447
(25) Supported interest on capital debt	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(26) Unsupported interest on capital debt	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(27) Other interest and finance charges	\$55,031	\$0	\$0	\$0	\$0	\$55,031	\$51,889
(28) Losses on disposal of tangible capital assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(29) Other expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(30) <b>TOTAL EXPENSES</b>	\$23,891,202	\$0	\$0	\$1,219,797	\$0	\$25,110,999	\$20,733,562
(31) <b>OPERATING SURPLUS (DEFICIT)</b>	\$706,556	\$0	\$0	\$0	\$0	\$706,556	\$437,133

# ALBERTA DISTANCE LEARNING CENTRE

Operating as a Subsidiary of Pembina Hills Regional Division No. 7

## Notes to the Financial Statements

For the Year Ended August 31, 2013

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### 1. AUTHORITY AND PURPOSE

*PS 1000, PS 1100*

Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 delivers education programs under the authority of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3.

The School Division receives funding for the Alberta Distance Learning Centre under an agreement between the Division and Alberta Education, dated September 11, 2008.

### 2. CONVERSION TO PUBLIC SECTOR ACCOUNTING STANDARDS

*PS 2120.18 - .23, PS 2125.20 - .22*

Commencing with the 2012/13 fiscal year, the Alberta Distance Learning Centre has adopted Canadian Public Sector Accounting ("PSA") standards without not-for-profit provisions. These financial statements are the first financial statements for which the Alberta Distance Learning Centre has applied PSA standards with retroactive application.

Pembina Hills Regional Division No. 7/Alberta Distance Learning Centre has elected to use the following exemptions in accordance with CICA PSA Handbook Section 2125:

- Tangible capital asset impairment:
  - (1) Pembina Hills Regional Division No. 7/Alberta Distance Learning Centre has elected to apply Section PS 3150.31 on a prospective basis from the date of transition per Section PS 2125.14.

Key adjustments to the Pembina Hills Regional Division No. 7/Alberta Distance Learning Centre financial statements resulting from the adoption of these accounting standards are as follows:

- Previously, the Pembina Hills Regional Division No. 7/Alberta Distance Learning Centre was not required to record an accrued benefit obligation related to sick leave benefits as the benefits do not vest. PSA standards require that a liability and an expense be recognized for post-employment benefits and compensated absences that vest or accumulate in the period in which employees render services to the Pembina Hills Regional Division No. 7. No adjustment was made to recognize a liability or an expense related to accumulated sick leave entitlement.

As a result of the adoption of Public Sector Accounting Standards, comparative information has been restated as follows:

## (a) Reconciliation of opening Statement of Financial Position

	September 1, 2011 Not-for-Profit	Adjustment	September 1, 2011 PSAS
<b>FINANCIAL ASSETS</b>			
Cash and cash equivalents / Cash and temporary investments	(\$130,719)	\$0	(\$130,719)
Accounts receivable (net after allowances)	\$1,899,618	\$0	\$1,899,618
Portfolio investments / Long term investments	\$0	\$0	\$0
Other financial assets		\$0	\$0
Other current assets	\$2,217,048	(\$2,217,048)	
Trust assets	\$0	\$0	
Long term accounts receivable	\$0	\$0	
<b>Total financial assets</b>	<b>\$3,985,947</b>	<b>(\$2,217,048)</b>	<b>\$1,768,899</b>
<b>LIABILITIES</b>			
Bank indebtedness	\$0	\$0	\$0
Accounts payable and accrued liabilities	\$2,969,143	\$0	\$2,969,143
Deferred revenue	\$87,011	\$0	\$87,011
Deferred capital allocations	\$0	\$0	
Trust liabilities	\$0	\$0	
Employee future benefit liabilities	\$0	\$0	\$0
Other liabilities		\$0	\$0
Long term debt			
Supported: Debentures and other supported debt	\$0	\$0	\$0
Unsupported: Debentures and capital loans	\$0	\$0	\$0
Capital leases	\$0	\$0	\$0
Mortgages	\$0	\$0	\$0
Other long-term liabilities	\$0	\$0	
Unamortized capital allocations	\$0	\$0	
<b>Total liabilities</b>	<b>\$3,056,154</b>	<b>\$0</b>	<b>\$3,056,154</b>
<b>Net Debt</b>	<b>\$929,793</b>	<b>(\$2,217,048)</b>	<b>(\$1,287,255)</b>
<b>NON-FINANCIAL ASSETS</b>			
Tangible capital assets			
Land	\$0	\$0	\$0
Construction in progress	\$0	\$0	\$0
Buildings	\$773,832	\$0	\$773,832
Less: Accumulated amortization	(\$208,910)	\$0	(\$208,910)
Equipment	\$2,804,468	\$0	\$2,804,468
Less: Accumulated amortization	(\$2,352,913)	\$0	(\$2,352,913)
Vehicles	\$271,300	\$0	\$271,300
Less: Accumulated amortization	(\$147,868)	\$0	(\$147,868)
Computer Equipment		\$0	\$0
Less: Accumulated amortization		\$0	\$0
<b>Total tangible capital assets</b>	<b>\$1,139,909</b>	<b>\$0</b>	<b>\$1,139,909</b>
Prepaid expenses	\$0	\$215,191	\$215,191
Other non-financial assets		\$2,001,857	\$2,001,857
<b>Total non-financial assets</b>	<b>\$1,139,909</b>	<b>\$2,217,048</b>	<b>\$3,356,957</b>
<b>Total accumulated surplus</b>	<b>\$2,069,702</b>	<b>\$0</b>	<b>\$2,069,702</b>
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)	\$2,069,702	\$0	\$2,069,702
Accumulated remeasurement gains (losses)		\$0	\$0
	\$2,069,702	\$0	\$2,069,702

## (b) Reconciliation of Statement of Financial Position

	August 31, 2012 Not-for-Profit	Adjustment	Adjustment	August 31, 2012 PSAS
<b>FINANCIAL ASSETS</b>				
Cash and cash equivalents / Cash and temporary investments	\$779,311	\$0	\$0	\$779,311
Accounts receivable (net after allowances)	\$2,163,130	\$0	\$0	\$2,163,130
Portfolio investments / Long term investments	\$0	\$0	\$0	\$0
Other financial assets	\$0	\$0	\$0	\$0
Other current assets	\$2,725,958	(\$2,725,958)	\$0	\$0
Trust assets	\$0	\$0	\$0	\$0
Long term accounts receivable	\$0	\$0	\$0	\$0
<b>Total financial assets</b>	<b>\$5,668,399</b>	<b>(\$2,725,958)</b>	<b>\$0</b>	<b>\$2,942,441</b>
<b>LIABILITIES</b>				
Bank indebtedness	\$0	\$0	\$0	\$0
Accounts payable and accrued liabilities	\$4,249,468	\$0	\$0	\$4,249,468
Deferred revenue	\$86,077	\$0	\$0	\$86,077
Deferred capital allocations	\$0	\$0	\$0	\$0
Trust liabilities	\$0	\$0	\$0	\$0
Employee future benefit liabilities	\$0	\$0	\$0	\$0
Other liabilities	\$0	\$0	\$0	\$0
Long term debt				
Supported: Debentures and other supported debt	\$0	\$0	\$0	\$0
Unsupported: Debentures and capital loans	\$0	\$0	\$0	\$0
Capital leases	\$0	\$0	\$0	\$0
Mortgages	\$0	\$0	\$0	\$0
Other long-term liabilities	\$0	\$0	\$0	\$0
Unamortized capital allocations	\$0	\$0	\$0	\$0
<b>Total liabilities</b>	<b>\$4,335,545</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,335,545</b>
<b>Net Debt</b>	<b>\$1,332,854</b>	<b>(\$2,725,958)</b>	<b>\$0</b>	<b>(\$1,393,104)</b>
<b>NON-FINANCIAL ASSETS</b>				
Tangible capital assets				
Land	\$0	\$0	\$0	\$0
Construction in progress	\$0	\$0	\$0	\$0
Buildings	\$796,936	\$0	\$0	\$796,936
Less: Accumulated amortization	(\$277,898)	\$0	\$0	(\$277,898)
Equipment	\$3,051,525	\$0	\$0	\$3,051,525
Less: Accumulated amortization	(\$2,540,126)	\$0	\$0	(\$2,540,126)
Vehicles	\$298,512	\$0	\$0	\$298,512
Less: Accumulated amortization	(\$154,967)	\$0	\$0	(\$154,967)
Computer Equipment	\$0	\$0	\$0	\$0
Less: Accumulated amortization	\$0	\$0	\$0	\$0
<b>Total tangible capital assets</b>	<b>\$1,173,982</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,173,982</b>
Prepaid expenses	\$0	\$255,896	\$0	\$255,896
Other non-financial assets	\$0	\$2,470,062	\$0	\$2,470,062
<b>Total non-financial assets</b>	<b>\$1,173,982</b>	<b>\$2,725,958</b>	<b>\$0</b>	<b>\$3,899,940</b>
<b>Total accumulated surplus</b>	<b>\$2,506,836</b>	<b>\$0</b>	<b>\$0</b>	<b>\$2,506,836</b>
Accumulating surplus / (deficit) is comprised of:				
Accumulated operating surplus (deficit)	\$2,506,836	\$0	\$0	\$2,506,836
Accumulated rereasurement gains (losses)	\$0	\$0	\$0	\$0
	<b>\$2,506,836</b>	<b>\$0</b>	<b>\$0</b>	<b>\$2,506,836</b>

### 3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These financial statements have been prepared in accordance with the CICA Canadian public sector accounting standards (PSAS). The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

a) Cash and Cash Equivalents  
*PS 1201.104-105*

Cash and cash equivalents include cash and investments that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These short-term investments have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

b) Accounts Receivable

Accounts receivable are shown net of allowance for doubtful accounts.

c) Portfolio Investments  
*PS 3041, PS 3450*

Pembina Hills Regional Division No. 7/Alberta Distance Learning Centre has no investments in GIC's, term deposits, bonds, equity instruments or mutual funds that have no maturity dates or have a maturity of greater than 3 months. GIC's, term deposits and other investments not quoted in an active market are reported at cost or amortized cost.

d) Tangible capital assets  
*PS 3150*

The following criteria applies:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
- Sites and buildings are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Expended Deferred Capital Revenue.
- Buildings that are demolished or destroyed are written-off.
- Tangible capital assets with costs in excess of \$5,000 are capitalized.
- Tangible capital assets are amortized over their estimated useful lives on a straight-line basis, at the following rates:

Buildings	2.5% to 4%
Vehicles & Buses	10% to 20%
Computer Hardware & Software	20%to 25%
Other Equipment & Furnishings	10% to 20%

e) Deferred Revenue

*PS 3100, 3410.16, .17, .19, .25*

Deferred revenue includes contributions received for operations which have stipulations that meet the definition of a liability per *Public Sector Accounting Standard (PSAS) PS 3200*. These contributions are recognized by the School District once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred revenue also includes contributions for capital expenditures, unexpended and expended:

- Unexpended Deferred Capital Revenue

*PS 3100, 3410.16, .17, .19, .25*

Unexpended Deferred Capital Revenue represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the jurisdiction, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per *PS 3200* when expended.

- Expended Deferred Capital Revenue

*PS 3100, 3410.16, .17, .19, .25*

Expended Deferred Capital Revenue represent externally restricted supported capital funds that have been expended but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require that the school jurisdiction to use the asset in a prescribed manner over the life of the associated asset.

f) Employee Future Benefits

*PS 3250.84, .100-.104, PS 3255.35-.36*

Pembina Hills Regional Division No. 7/Alberta Distance Learning Centre has no Employee Future Benefits.

g) Asset Retirement Obligations

*HB 3110.21, PS 3300*

Pembina Hills Regional Division No. 7/Alberta Distance Learning Centre has no asset retirement obligations at August 31, 2013.

h) Operating and Capital Reserves

*PSG-4*

Certain amounts are internally or externally restricted for future operating or capital purposes. Transfers to and from reserves are recorded when approved by the Board of Trustees. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education. Reserves are disclosed in the Schedule of Changes in Accumulated Surplus.

i) Revenue Recognition

*PS 3410.08, .16, .17, .19, 3510*

Revenues are recorded on an accrual basis. Instruction and support allocations are recognized in the year to which they relate. Fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered.

Volunteers contribute a considerable number of hours per year to schools to ensure that certain programs are delivered, such as kindergarten, lunch services and the raising of school generated funds. Contributed services are not recognized in the financial statements.

*Eligibility criteria* are criteria that the School District has to meet in order to receive certain contributions. *Stipulations* describe what the School District must perform in order to keep the

contributions. Contributions without eligibility criteria or stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity. Contributions with eligibility criteria but without stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity and all eligibility criteria have been met.

Contributions with stipulations are recognized as revenue in the period the stipulations are met, except when and to the extent that the contributions give rise to an obligation that meets the definition of a liability in accordance with *Section PS 3200*. Such liabilities are recorded as deferred revenue. The following items fall under this category:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year the stipulated related expenses are incurred;
- Unexpended Deferred Capital Revenue; or
- Expended Deferred Capital Revenue.

j) Expenses  
*PS 1201.85 - .88*

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Allocation of Costs

- Actual salaries of personnel assigned to two or more programs are allocated based on the time spent in each program.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

k) Pensions  
*PS 3250*

Pension costs included in these statements comprise the cost of employer contributions for current service of employees during the year.

As a result of the divestiture of the Alberta Distance Learning Centre from the Provincial Government, specific certificated are "grandfathered" under their prior pension plan with the provincial government, namely the Public Service Pension Plan.

The current and past service costs of the Alberta Teachers Retirement Fund are met by contributions by active members and the Government of Alberta. Under the terms of the Teachers Pension Plan Act, the Pembina Hills Regional Division No. 7/Alberta Distance Learning Centre does not make pension contributions for certificated staff. For the school year ended August 31, 2013, the amount contributed by the Government was \$3,021,221 (2012 \$2,778,062). NOTE: These contributions for Teachers are reported on the Pembina Hills Regional Division No. 7 audited financial statement.

The school board participates in a multi-employer pension plan, the Local Authorities Pension Plan and Public Service Pension Plan, and does not report on any unfunded liabilities. The expense for these pension plans is equivalent to the following annual contributions for the year ended August 31, 2013:

	<u>2013</u>	<u>2012</u>
Local Authorities Pension Plan	\$402,153	\$348,346
Public Service Pension Plan	<u>\$ 26,216</u>	<u>\$31,720</u>
Total Employer Contribution	<u>\$428,369</u>	<u>\$380,066</u>

At December 31, 2012, the Local Authorities Pension Plan reported an actuarial deficiency of \$4,977,303,000 (2011 deficiency of \$4,639,390,000).



l) Program Reporting  
*PS 2700.07, .26*

The Division's operations have been segmented as follows:

- **ECS-Grade 12 Instruction:** The provision of Early Childhood Services education and grades 1 - 12 instructional services that fall under the basic public education mandate.
- **Board & System Administration:** The provision of board governance and system-based / central office administration.

The allocation of revenues and expenses are reported by program, source, and object on the Schedule of Program Operations.

m) Financial Instruments  
*PS 3450*

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, bank indebtedness, accounts payable and accrued liabilities, debt and other liabilities. Unless otherwise noted, it is management's opinion that the School District is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks.

Portfolio investments in equity instruments quoted in an active market and derivatives are recorded at fair value. All other financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of items in the cost or amortized cost upon initial recognition. The gain or loss arising from derecognition of a financial instrument is recognized in the Statement of Operations. Impairment losses such as write-downs or write-offs are reported in the Statement of Operations.

Recognition, derecognition and measurement policies followed in the financial statements for periods prior to the effective date of September 1, 2012 specified are not reversed and, therefore, the financial statements of prior periods, including the comparative information, have not been restated.

n) Measurement Uncertainty  
*PS 2130*

The precise determination of many assets and liabilities is dependent on future events. As a result, the preparation of financial statements for a period involves the use of estimates and approximations, which have been made using careful judgment. Actual results could differ from those estimates. Significant areas requiring the use of management estimates relate to the potential impairment of assets, rates for amortization and estimated employee future benefits.

**4. CASH AND CASH EQUIVALENTS**

	2013			2012
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ 2,749,189	\$ -	\$ 779,311
Cash equivalents				
Government of Canada, direct and guaranteed	%	-	-	-
Provincial, direct and guaranteed	%	-	-	-
Corporate	%	-	-	-
Municipal	%	-	-	-
Pooled investment funds	%	-	-	-
Other, including GIC's	%	-	-	-
Total cash and cash equivalents		\$ 2,749,189	\$ -	\$ 779,311

**5. ACCOUNTS RECEIVABLE**

	2013			2012
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Grants	\$ 2,041,776	\$ -	\$ 2,041,776	\$ 1,661,911
Alberta Education - Capital	-	-	\$ -	-
Alberta Education - IMR	-	-	\$ -	-
Alberta Education - Supported debentures	-	-	\$ -	-
Other Alberta school jurisdictions	470,094	-	\$ 470,094	415,490
Treasury Board and Finance	-	-	\$ -	-
Alberta Health & Wellness	-	-	\$ -	-
Alberta Health Services	-	-	\$ -	-
Enterprise & Advanced Education	-	-	\$ -	-
Post-secondary institutions	-	-	\$ -	-
Other Government of Alberta ministries	-	-	\$ -	-
Federal government	74,784	-	\$ 74,784	85,729
Municipalities	-	-	\$ -	-
First nations	-	-	\$ -	-
Foundations	-	-	\$ -	-
Other	-	-	\$ -	-
Total	\$ 2,586,653	\$ -	\$ 2,586,653	\$ 2,163,130

## 6. PORTFOLIO INVESTMENTS

	2013				2012 Balance
	Average Effective (Market) Yield	Cost	Fair Value	Balance	
Long term deposits	%	\$ -	\$ -	\$ -	\$ -
Guaranteed interest certificates	%	-	-	-	-
Fixed income securities					
Government of Canada, direct and guaranteed	%	\$ -	\$ -	\$ -	\$ -
Provincial, direct and guaranteed	%	-	-	-	-
Municipal	%	-	-	-	-
Corporate	%	-	-	-	-
Pooled investment funds	%	-	-	-	-
Total fixed income securities	%	-	-	-	-
Equities					
Canadian	%	-	-	-	-
Foreign	%	-	-	-	-
Real estate	%	-	-	-	-
Total equities	%	-	-	-	-
Total portfolio investments	%	\$ -	\$ -	\$ -	\$ -

## 7. OTHER FINANCIAL ASSETS

Other Financial assets consists of the following:

	2013	2012
Inventory	\$ -	\$ -
Other (specify if significant)	-	-
Other	-	-
Total	\$ -	\$ -

## 8. BANK INDEBTEDNESS

The jurisdiction has negotiated a line of credit in the amount of \$1,000,000 that bears interest at the bank prime rate. This line of credit is secured by a borrowing bylaw and a security agreement, covering all revenue of the jurisdiction. There was no balance at August 31, 2013 (2012: \$0).

**9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

	2013	2012
Alberta Education	\$ -	\$ -
Other Alberta school jurisdictions	-	-
Alberta Capital Finance Authority (Interest on long-term debt)	-	-
Alberta Health & Wellness	-	-
Alberta Health Services	-	-
Enterprise & Advanced Education	-	-
Post-secondary institutions	-	-
Other Government of Alberta ministries	-	-
Federal government	-	-
First nations	-	-
Other interest on long-term debt	-	-
Other bank charges, fees, and interest	-	-
Salaries & benefit costs	-	-
Other trade payables and accrued liabilities	5,841,143	4,249,468
<b>Total</b>	<b>\$ 5,841,143</b>	<b>\$ 4,249,468</b>

**10. DEFERRED REVENUE**

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug. 31, 2012	ADD: 2012/2013 Restricted Funds Received/ Receivable	DEDUCT: 2012/2013 Restricted Funds Expended (Paid / Payable)	ADD (DEDUCT): 2012/2013 Adjustments for Returned Funds	DEFERRED REVENUE as at Aug. 31, 2013
<b>Unexpended deferred operating revenue</b>					
<b>Alberta Education:</b>					
Alberta Initiative for School Improvement	\$ -	\$ -	\$ -	\$ -	\$ -
Children and Youth with Complex Needs	-	-	-	-	-
Francophone Student Health Services	-	-	-	-	-
Infrastructure Maintenance Renewal	-	-	-	-	-
Institutional Education Programs	-	-	-	-	-
Portable/Modular Unit Relocation	-	-	-	-	-
Regional Consortium	-	-	-	-	-
Regional Educational Consulting Services	-	-	-	-	-
Student Health Initiative (School Authorities)	-	-	-	-	-
SuperNet Service	-	-	-	-	-
Other Alberta Education deferred revenue	-	-	-	-	-
<b>Other Government of Alberta:</b>					
(Specify)	-	-	-	-	-
(Specify)	-	-	-	-	-
<b>Other Deferred Revenue:</b>					
School Generated Funds	-	-	-	-	-
Fees	-	-	-	-	-
Donations	-	-	-	-	-
Other (Specify)	-	-	-	-	-
Other (Specify)	-	-	-	-	-
Other	86,077	-	-	(21,519)	64,558
<b>Total unexpended deferred operating revenue</b>	<b>\$ 86,077</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (21,519)</b>	<b>\$ 64,558</b>
<b>Unexpended deferred capital revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Expended deferred capital revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total</b>	<b>\$ 86,077</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (21,519)</b>	<b>\$ 64,558</b>

**10. DEFERRED REVENUE (Continued)**

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug. 31, 2011	ADD: 2011/2012 Restricted Funds Received/ Receivable	DEDUCT: 2011/2012 Restricted Funds Expended (Paid / Payable)	ADD (DEDUCT): 2011/2012 Adjustments for Returned Funds	DEFERRED REVENUE as at Aug. 31, 2012
<b>Unexpended deferred operating revenue</b>					
<b>Alberta Education:</b>					
Alberta Initiative for School Improvement	\$ -	\$ -	\$ -	\$ -	\$ -
Children and Youth with Complex Needs	-	-	-	-	-
Francoophone Student Health Services	-	-	-	-	-
Infrastructure Maintenance Renewal	-	-	-	-	-
Institutional Education Programs	-	-	-	-	-
Portable/Modular Unit Relocation	-	-	-	-	-
Regional Consortium	-	-	-	-	-
Regional Educational Consulting Services	-	-	-	-	-
Student Health Initiative (School Authorities)	-	-	-	-	-
SuperNet Service	-	-	-	-	-
Other Alberta Education deferred revenue	-	-	-	-	-
<b>Other Government of Alberta:</b>					
(Specify)	-	-	-	-	-
(Specify)	-	-	-	-	-
<b>Other Deferred Revenue:</b>					
School Generated Funds	-	-	-	-	-
Fees	-	-	-	-	-
Donations	-	-	-	-	-
Other (Specify)	-	-	-	-	-
Other (Specify)	-	-	-	-	-
Other	87,011	-	-	(934)	86,077
<b>Total unexpended deferred operating revenue</b>	<b>\$ 87,011</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (934)</b>	<b>\$ 86,077</b>
<b>Unexpended deferred capital revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Expended deferred capital revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total</b>	<b>\$ 87,011</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (934)</b>	<b>\$ 86,077</b>

**11. EMPLOYEE FUTURE BENEFIT LIABILITIES**

Employee future benefit liabilities consist of the following:

	2013	2012
Defined benefit pension plan liability	\$ -	\$ -
Accumulated sick pay liability	-	-
Vacation accrual liability	-	-
Other compensated absences	-	-
Post-employment benefits	-	-
Retirement allowances	-	-
Other termination benefits	-	-
Educational subsidy surplus	-	-
Personal professional development fund	-	-
Other employee future benefits	-	-
<b>Total</b>	<b>\$ -</b>	<b>\$ -</b>

**12. OTHER LIABILITIES**

Pembina Hills Regional Division No. 7/Alberta Distance Learning Centre has no other liabilities for the year ended August 31, 2013.

**13. DEBT**

Pembina Hills Regional Division No. 7/Alberta Distance Learning Centre has no outstanding debt for the year ended August 31, 2013.

14. TANGIBLE CAPITAL ASSETS

		August 31, 2013					
	Land	Construction In Progress - Buildings	Buildings 25-40 Years	Equipment 5-10 Years	Vehicles 5-10 Years	Computer Hardware & Software 3-5 Years	Total
Historical cost							
Beginning of year	\$ -	\$ -	\$ 798,937	\$ 372,196	\$ 296,512	\$ 2,679,329	\$ 4,146,974
Additions	-	-	-	67,678	124,414	100,981	\$ 293,073
Transfers in (out)	-	-	-	638,297	-	(638,297)	\$ 0
Less disposals including write-offs	-	-	-	-	(55,404)	-	\$ (55,404)
	\$ -	\$ -	\$ 798,937	\$ 1,078,171	\$ 365,523	\$ 2,142,013	\$ 4,384,644
Accumulated amortization							
Beginning of year	\$ -	\$ -	\$ 277,900	\$ 176,219	\$ 154,967	\$ 2,363,906	\$ 2,972,992
Additions	-	-	71,499	114,559	55,817	48,735	\$ 290,611
Transfers in (out)	-	-	-	489,985	(55,404)	(489,985)	\$ (55,404)
Less disposals including write-offs	-	-	-	-	-	-	\$ -
	\$ -	\$ -	\$ 349,399	\$ 780,763	\$ 155,380	\$ 1,922,656	\$ 3,208,199
Net Book Value at End of Year	\$ -	\$ -	\$ 449,538	\$ 297,408	\$ 210,143	\$ 219,357	\$ 1,176,445

		August 31, 2012					
	Land	Construction In Progress - Buildings	Buildings 25-40 Years	Equipment 5-10 Years	Vehicles 5-10 Years	Computer Hardware & Software 3-5 Years	Total
Historical cost							
Beginning of year	\$ -	\$ -	\$ 773,832	\$ 372,196	\$ 271,300	\$ 2,432,272	\$ 3,849,600
Additions	-	-	25,104	-	54,358	247,067	\$ 326,519
Transfers in (out)	-	-	-	-	(29,146)	-	\$ (29,146)
Less disposals including write-offs	-	-	-	-	-	-	\$ -
	\$ -	\$ -	\$ 798,936	\$ 372,196	\$ 296,512	\$ 2,679,329	\$ 4,146,973
Accumulated amortization							
Beginning of year	\$ -	\$ -	\$ 208,910	\$ 101,780	\$ 147,868	\$ 2,251,133	\$ 2,709,691
Additions	-	-	68,990	74,439	36,244	112,773	\$ 292,446
Transfers in (out)	-	-	-	-	(29,146)	-	\$ (29,146)
Less disposals including write-offs	-	-	-	-	-	-	\$ -
	\$ -	\$ -	\$ 277,900	\$ 176,219	\$ 154,966	\$ 2,363,906	\$ 2,972,991
Net Book Value at End of Year	\$ -	\$ -	\$ 521,036	\$ 195,977	\$ 141,546	\$ 315,423	\$ 1,173,982

## 15. ACCUMULATED SURPLUS:

Detailed information related to accumulated surplus is available on the Schedule of Changes in Accumulated Surplus. Accumulated surplus may be summarized as follows:

	2013	2012
Unrestricted surplus	\$ -	\$ -
Operating reserves	1,336,947	1,332,855
Accumulated surplus (deficit) from operations	1,336,947	1,332,855
Investment in tangible capital assets	1,176,445	1,173,981
Capital reserves	700,000	-
Endowments <sup>(1)</sup>	-	-
Accumulated rereasurement gains (losses)	-	-
Accumulated surplus (deficit)	\$ 3,213,392	\$ 2,506,836

## 16. CONTRACTUAL OBLIGATIONS

Pembina Hills Regional Division No. 7 has no contractual obligations.

## 17. CONTINGENT LIABILITIES

Pembina Hills Regional Division No. 7 is a member of an reciprocal insurance exchange called ASBIE. A portion of the premiums paid each year represents equity contributions to the insurance fund. These payments have been recorded as expenses in the financial statement.

## 18. RELATED PARTY TRANSACTIONS

All entities that are consolidated in the accounts of the Government of Alberta are related parties of school jurisdictions. These include government departments, health authorities, post-secondary institutions and other school jurisdictions in Alberta.

	Balances		Transactions	
	Financial Assets (at cost or net realizable)	Liabilities (at amortized cost)	Revenues	Expenses
<b>Government of Alberta (GOA):</b>				
Education	\$ -	\$ -	\$ -	\$ -
Accounts receivable / Accounts payable	2,041,776	-	-	-
Prepaid expenses / Deferred revenue	-	-	-	-
Unexpended deferred capital revenue	-	-	-	-
Expended deferred capital revenue	-	-	-	-
Other assets & liabilities	-	-	-	-
Grant revenue & expenses	-	-	20,582,990	-
Other revenues & expenses	-	-	-	-
Other Alberta school jurisdictions	470,094	-	-	-
Treasury Board and Finance (Principal)	-	-	-	-
Treasury Board and Finance (Accrued interest)	-	-	-	-
Alberta Health	-	-	-	-
Alberta Health Services	-	-	-	-
Enterprise and Advanced Education	-	-	-	-
Post-secondary institutions	-	-	-	-
Alberta Infrastructure	-	-	-	-
Human Services	-	-	-	-
Other GOA ministry (Specify)	-	-	-	-
Other GOA ministry (Specify)	-	-	-	-
Other GOA ministries	-	-	-	-
Other:				
Other Related Parties (Specify)	-	-	-	-
Other Related Parties (Specify)	-	-	-	-
Other Related Parties (Specify)	-	-	-	-
Other Related Parties	-	-	-	-
<b>TOTAL 2012/2013</b>	<b>\$ 2,511,870</b>	<b>\$ -</b>	<b>\$20,582,990</b>	<b>\$ -</b>
<b>TOTAL 2011/2012</b>	<b>\$ 2,077,401</b>	<b>\$ -</b>	<b>\$16,080,905</b>	<b>\$ -</b>





	<b>2013</b>	<b>2012</b>
Board Governance Fees	72,000	60,000
Benefits – Board Governance	10,000	10,000
Certificated Salaries	275,000	270,000
Uncertificated Salaries	270,000	255,000
Benefits – System Administration	116,000	108,000
Services, Contracts and Supplies	476,797	283,921
	<b>1,219,797</b>	<b>986,921</b>