

Alberta Distance Learning Centre

Annual Education Results Report

November 27, 2009

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This document has been compiled by Ralph Helder, Director of Alberta Distance Learning Centre (ADLC), Pembina Hills Regional Division, and the staff of ADLC, November 27, 2009

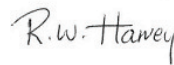
Section 1 Annual Educational Results Reporting

1.1 Accountability Statement

The Annual Education Results Report for Alberta Distance Learning Centre (ADLC) for the 2008-2009 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 will use 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.



Clayton Jespersen
Board Chairman



Richard Harvey
Superintendent of Schools

1.2 ADLC Annual Education Results Report Distribution

This report will be posted on the Alberta Distance Learning Centre website at 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.

Section 2 Alberta Distance Learning Centre Profile

2.1 Foundation Statements

Operating as a subsidiary of Pembina Hills Regional Division #7 (PHRD) and working within the terms of the Service Agreement with Alberta Education (AE), Alberta Distance Learning Centre 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’ 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 individual students and partner school student enrolment. At times, efforts are indirect in that ADLC mentors and works with school partners and parents to facilitate excellent outcomes for students. This AERR 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 (More information is available at http://education.alberta.ca/teachers/resources/connection/archive/jan2008/curriculum/dlearn.aspx#dl_distr)
- Congruent with previous ADLC School Education plans, we continue to support established high-yield strategies that improve provincial high school completions. We have continued to enhance our understanding and implementation of best practices and their effectiveness in increasing student completions.

**Distributed learning is an instructional model that allows instructor, 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.*

ADLC School Priority:

Increase successful student completions

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 its students. ADLC 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 members 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** work because of focused students, supportive parents, and dedicated staff members.

These specific beliefs inspire the interactions among the key participants:

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

Elem./Jr. High School

ADMINISTRATIVE ASSISTANT

Patti Van Aert
Jan Carswell

TEACHERS

Adriana Michaud-
Robinson*
Barb Philips
Bill Workun
Cheryl Frose
Danielle Winter
Dennis McCarthy*
Donna Klemmer
Isabel Rempel
Kris Elhard**
Linda Buriel*
Lise Pethybridge
Paddy Zadunayski
Patty Rogerson
Stacy Harper**
Sue Rees
Taryn Wellsman*

ASSOCIATE PRINCIPAL

Jake Warkentin

PRINCIPAL

Jerry Pon

Vista Virtual School 1-12

VISTA VIRTUAL SUPPORT

Barb Messmer
Cindy Knapp
Cynthia Nikicevic
Lorraine Stocking
Robin Jinks

TEACHERS

Aletta Seward
Don Cross
Gord Liske
Gwen Pickrell
Jamie McIldoon
Kelly Osterhold
Michelle Blagdon
Nadine Ruhl
Norene Pinder
Phoebe Arcella
COUNSELLOR
Kerry Smith

ASSOCIATE PRINCIPAL

Mike Loitz

PRINCIPAL

Cam Oulton

Francophone/ French Immersion

TEACHERS

Carl Asselin
Mireille Cloutier
Stephane Labine
Stephane Couillard

ASSOCIATE PRINCIPAL

French Immersion
Esther Kupsch (25FTE)

PRINCIPAL Francophone
Jean Mongrain

Regional Centre's

CALGARY

STUDENT SUPPORT
Cathy Attenhofer
Laurie Brinton
Lisa Rostofski
Sarah Depeel

BUSINESS

MANAGER
Pina Gentile

COORDINATOR

Frank McCallum

EDMONTON

STUDENT SUPPORT

Annette Haddow
Florence Olberg**
Marvin Mansell
Meghan Horosko*

COORDINATOR

Bryan Frechette

LETHBRIDGE

STUDENT SUPPORT

Barb Zook
Jeannie Lane
Leslie Smiljanec
Sharon Jagielski

COORDINATOR

Loya De Clercq

Learning Resources

DIGITAL DESIGN

Diane Gerun
Heather Martel
Kelly Kennedy
Laura Renkema
Marge Mueller
Nicole McKeand

DISTRIBUTION

Bryan Holcroft
Carol Holcroft
Gurtek Poonia
Laurie Messmer
Shane Gravel

BUSINESS MANAGER

Donna Sligard

Central Services

FINANCE SUPPORT

Bernice Fisher
Corilee Miller
Grace Hiemstra

RECEPTION

Florence Johnson

STUDENT SUPPORT

Chris Sonnenberg
Elis Reschke
Heather Ober**
Jennifer Dancause
Liz Truscott

Lora Gibbons

Melissa Martel*

Sandra Cober

Shirley Bruns

Shirley Meunier

Tara West

ASSISTANT

Tracey Pandachuck

COORDINATOR

Lynn Stocking

TEAM TEACHING

COORDINATOR***
Slade Sekulich

Sr. High School 10-12

ADMIN ASSISTANT

Sr. High, VV, &
Francophone Schools
Colleen Thiesen
Leanne Schneider

TEACHERS

Alanna Crawford
Alejandro Acevedo
Anita Boychuk
Brooke McBride*
Carrie Mitchell
Chris Pethybridge
Christie Borle
Christina Waller
Colleen Bohn
Crystal Waldowski-
Puskeppelies
Dale Albrecht
Dale Weimer
Darlene Blomme
Dominick Gallo
Doug Pinder
Fred Jack
Gary Frederickson
Helen Hampton*
Helen Hoey
Jacalyn Watson
Jane Humen*
John Pachkowski
Karen Campbell
Kyla Coulman
Kurt Hanneman
Larry Lemieux
Liv Nygaard
Margareta Hinrichsen
Michelle Pisoni*
Morley Tizzard*
Nicola Ramsey
Pat Jackson
Patrick Fountain
Ralf Lemire
Randy Fidler
Shane Andersen
Stephanie Haggarty*
Werner Brozek

COUNSELLOR

Gary Simpson

DEVELOPMENT

COORD***

Jason Wiks

ASSOCIATE

PRINCIPAL

Esther Kupsch (75FTE)

PRINCIPAL

Pat von Loewenstein

Technical Support

Alan Sweeney
Andrew Blair
Arlen Baker
Cindy Schwab
Crystal Schole
Eric Albrecht
Francine Plante
Maryanne Doucette
Murray Martin
Layne Plourd
Stephen Visser
Ron Estabrook
Trevor Oullette
Trista Doole

LEARNING TECHNOLOGY LEAD
Alex Motius

Alberta Distance Learning Centre

Administrative Assistant: Linda Jullion

Director: Ralph Helder

Temporary*
On leave**
Supports all schools***
Administrative Assistants - 4
Digital Design Unit - 7
Distribution - 5
ADLC Student Support - 32
ADLC Teachers - 51
ADLC Student Counsellor - 1
Team Leaders Council - 17
Technical Support - 14
VV Student Counsellor - 1
VV Student Support 5
VV Teachers 10

2.2 Historical Background

The history of Alberta Distance Learning Centre demonstrates the response of many committed educators to the needs of Alberta's diverse students and families. From its origin in a back office of the legislature to the high-tech workplaces of today, ADLC has provided Alberta students with high-quality educational programming "anytime, anywhere".

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, nearly 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 was the teacher who assumed the responsibility for correspondence education in Alberta. She was Correspondence School Director from 1923 to 1930.

1937 - The Correspondence School Branch moved into a large office in 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 each night of the school week on CKUA.

1946 - To address the upsurge in registrations, 673 correspondence centres were available.

Early 1970s - Alberta Correspondence School began to use television to complement some courses.

1980-81 - 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 – Pembina Hills and Alberta Education sign Service Agreement outlining mandate and funding allocation for ADLC.

2.3 Overview of Education Services in Alberta Distance Learning Centre

2.3.1 Partnerships in Delivery

Distributed Learning Services Provided by Alberta Distance Learning Centre

ADLC supports learning opportunities to a diverse clientele. ADLC supports distributed learning in a number of ways ranging from traditional distance education to innovative models. To this end ADLC offers the following services; Contracted Services, Team Teaching, and Custom Services. The unique merit of ADLC service is that it supports differentiated learning opportunities for students. In each service ADLC provides support and training for all stakeholders.

Clientele

Who Uses ADLC?

Alberta Partners

- All Alberta School Divisions
- Public Schools
- Separate Schools
- Francophone Schools
- Private Schools
- Charter Schools

Other Partners include Ministries of Education in the Governments of:

- Northwest Territories
- Nunavut
- Yukon
- Saskatchewan

Students

- Senior High (27 000 students)
 - 80% attend Alberta schools partnering with ADLC
- 63% are Contracted Service and/or Custom Service enrolments
- 37% are Team Teaching enrolments
 - 20% are self supported adults or out-of-province students
- Elementary/Junior High (3 000 students)
 - 97% attend Alberta schools partnering with ADLC
- 80% are Contracted Services enrolments
- 20% are Team Teaching enrolments
 - 3% are self-supported adults or out-of-province students

Contracted Services

Alberta jurisdictions and/or schools may choose to contract with ADLC to provide distance education instruction and assessment to their students as well as marks submission to Alberta Education. Schools retain responsibility for students as defined by the Alberta School Act, and should provide appropriate learning environments, equipment, and supervision to enable efficient instruction and learning. Students registered with ADLC receive instruction through print, online, or blended programs as appropriate and depending upon preference, need, and availability of technology. Assessment and determination of final marks are the responsibility of the ADLC teacher; reporting of marks to Alberta Education is the responsibility of ADLC. Within Contracted Services, the jurisdiction registers its students with ADLC to complement local programming.

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. (AE website: <http://education.alberta.ca/parents/choice/homeeducation.aspx>)
- **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.
- **Blended Education**
 - Recognizing and respecting parental and/or student choice, ADLC supports the blending of aspects in Home Education and Education from Home.
- **Personalized Learning**
 - 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. The Blended Program still primarily uses authorized resources.
 - 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 any student, parent, or teacher and tracked by ADLC teachers using ADLC's student information system.

Through Contracted Services, ADLC helps community-based schools surpass limitations in course offerings that might otherwise force students to seek educational opportunities outside their immediate communities or to do without the full range of educational programming required. Some examples include the following:

- 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 10-P, Math 10-A, Math 14) are used to balance class sizes.
- Programming stability for mobile students.

Team Teaching

The Team Teaching relationship with schools and jurisdictions assists schools to expand their students' educational opportunities. This expresses ADLC's belief that students should have access to quality education anytime anywhere. It supports the beliefs of many school-based and district administrators that students' educational programs, whether at school or at home, are delivered best by teachers in the local school. Through Team Teaching, classroom teachers have access to resources developed by ADLC and access to ADLC subject-matter experts.

Assessment and determination of final marks are the responsibility of the local in-school teacher; reporting of marks to AE is the responsibility of ADLC. The partner school retains full CEU funding for students as per AE funding manual. Local teachers utilize the expertise of ADLC teachers to support the delivery of ADLC courses to their students with the option of modifying and enhancing the ADLC course to meet local needs best.

Students access resources year-round to address skill or credit deficiencies. Students and staff may access the ADLC's online marks database anytime to monitor student progress.

ADLC provides in-services to facilitate integration of new technologies into the classrooms, such as **the web-based student information system and ADLC's learning management system**. In-service and curricular support are also provided to the local teacher.

Within Team Teaching, the jurisdiction registers its students with ADLC to complement local programming. ADLC supports local distributed learning programming including the following:

- local online schools
- outreach programs
- regular classroom teachers addressing differentiated learning needs
- schools preparing students for post-secondary and industry online individualized learning requirements
- subject- area expertise and teacher support
- effective strategies, resources, and tools for multi-levelled, combined classrooms
- program stability for transient students

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 provides continuity of instruction through synchronous teaching.
- When second language teachers are scarce or difficult to hire, second language instruction can be provided through videoconferencing.

Differentiated Learning Supports

The services described above lend themselves to various differentiated learning opportunities, including the following:

- **Prior Learning Assessments**
 - In this joint effort of a partner school and ADLC, ADLC teachers assess completed student learning and ensure that students are given full credit for prior learning as they work towards course completion.
- **Course Challenges**
 - Course challenge opportunities are in compliance with AE policy. Students who challenge courses successfully are provided credit for demonstrated learning.
- **Individualized Learning Opportunities**
 - ADLC provides direct support to students with unique learning needs in several ways. Some main vehicles supporting students at risk are SuccessMaker, Preview-Review, Academy of Reading, and Academy of Math programs. Partner schools are also offered Knowledge and Employability courses for identified students. Students needing enrichment have the opportunity to select from a wide range of CTS, Second Languages, and Fine Arts programs.
- **Mobile Students**
 - ADLC works with jurisdictions to provide educational support for resident Alberta students who are mobile. This allows students full access to a quality program following the Alberta curriculum.
 - ADLC support through Anytime - Anywhere Learning recognizes that elite athletes, artisans and others require flexibility in balancing demanding schedules and rigorous lifestyles. Therefore, students are offered access to quality instruction anytime throughout the calendar year to ensure their academic success.

Training and Support for Stakeholders

In the delivery options listed above, ADLC provides training and support for the school staff involved, to ensure a successful implementation. 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 all of the above services; Contracted Services, Team Teaching and Custom Services, the following general strategies are employed:

- ADLC will report by letter or e-mail with each Superintendent outlining the student success rate of ADLC partnership courses for each school in that jurisdiction. (Measures used: Goal 1, Outcome 1.4)
- ADLC administrators will visit partner schools to discuss strategies for improved course completion rates. (Measures used: Goal 1, Outcome 1.4)
- ADLC will facilitate the showcasing of the best practices of high achieving schools at provincial partnership updates.

An in-depth description of services and support provided is available in the Distance Education Facilitator's Guide at:

<http://www.adlc.ca/content/view/28/68/>

- Distance Education Facilitator's Guide

2.3.2 Partnerships in Development

To expedite development of distance education resources, ADLC collaborates with other jurisdictions.

Languages

- **French** – Developed in conjunction with CANARIE-funded LLEARN, various resources assist instruction in French in Grades 4 to 9 as well as high school.
- **French Immersion** – In response to the needs of distance education students who have completed French Immersion programs in their elementary and junior high grades, ADLC with **La Federation des conseils scolaire francophones de l'Alberta** offers French-speaking students in Grades 7 to 12 access to an education equivalent to that offered to students of English schools.
- **Francophone** – To provide appropriate resources for the teaching of French, ADLC applied for and received a matching federal grant to assist the translation of various English language resources, both print and online.
- **Spanish** – ADLC has supplemented Alberta Education's Distributed Learning Resources Branch resources for Grades 4 to 6 as well as high school.
- **German** – ADLC is developing high school resources in connection with Alberta Education.
- **Ukrainian** – ADLC has a reciprocal arrangement with Saskatchewan Learning to exchange German and Ukrainian resources.

Knowledge and Employability

Developed in partnership with Grande Yellowhead School Division, ADLC's online Knowledge and Employability resources assist classroom instruction to qualifying students in Grades 9 to 12 with opportunities to experience success and prepare for employment, further studies, citizenship, and life-long learning.

Collaborative Course Development Project

The partnership of Distributed Learning Resources Branch (Alberta Education), Argyle Centre (Edmonton Public Schools), Peace Academy of Virtual Education (Peace Wapiti School Division), Black Gold Regional Schools, Calgary Board of Education, Rocky View Virtual School (Rocky View School Division), and ADLC is producing online and interactive resources for high school chemistry, physics, and biology.

Christian Education

In cooperation with Prairie Bible College, Three Hills, Alberta, ADLC has developed optional Religious Studies courses for high school students and Bible courses for junior high students. ADLC offers a Christian Education program for Grades 1 to 9 with Christian teachers using ADLC resources.

Extra-Provincial Cooperation

ADLC extends beyond Alberta to obtain assistance and to share its expertise. An agreement with the Government of Northwest Territories provides distributed learning resources and infrastructure to its students and support to its teachers and facilitators. ADLC and the Government of Saskatchewan have agreed to share resources in the acquisition of languages, especially German and Ukrainian. ADLC has agreed to assist the Indo-Canadian Society to provide distributed learning resources to students desiring Alberta High School diplomas. Various international delegates from Germany, Japan, Russia, etc. visit ADLC to assist their own development.

2.3.3 Innovative Distributed Learning Resources

Early Learning fulfills Alberta Education objectives and parental requests for Kindergarten resources. Assisting parents prepare their children for Grade 1, the Early Learning program provides the parent with learning experiences that address the development needs of young children.

English as a Second Language, Level 2, assists schools to meet the expectations of Alberta Education's Level 2 program for high school ESL through print, online, audio, and video resources combined with e-mail and website resources.

Preview/Review (Grades 4 to 9) meets the need for Summer School materials that allow students entering a higher grade to be aware of important concepts prior to the school term or to revisit course materials to strengthen skills and knowledge to aid subsequent learning. Parents and students are advised that these materials do not fulfill all curricular expectations of the Alberta Program of Studies.

2.3.4 Accessory Programs

To promote skill and confidence in math and reading, ADLC offers **SuccessMaker**[®], an online program assisting at-risk math students, special needs students, students with attention difficulties, students who perceive math as difficult, and reluctant or struggling readers. Building on skills and concepts previously mastered, it improves student confidence in math and reading while new skills are learned.

To assist foundation literacy skills for Grades 2 to 12 while complementing existing curriculum and reading programs, ADLC also offers **Academy of Reading**[®]. Similarly, **Academy of Math**[®] assists students struggling with mathematical concepts and operations. Students increase their confidence while gaining fluency and skills.

2.3.5 Summary

ADLC delivers distributed learning resources in various combinations of traditional and innovative approaches, but staff use technology to modify the tools of instruction, the efficiency of delivery, and means of contact with distant students. ADLC's staff aim consistently to serve students in appealing and motivating ways—some best served through their local schools, some directly but at a distance, some directly in any of ADLC's four locations. Always, students are at the centre of ADLC.

Section 3 Alberta Distance Learning Centre Highlights, 2008-2009

3.1 Summary of Accomplishments

The following sub-sections highlight the particularly notable activities, strategies, and programs involving ADLC staff during the 2008-2009 school year. The details of performance measure results are located in Section 4, which follows these highlights

Christian Education

The Christian Education program continues to have strong support. The percentage of families who return each year are high. Enrolments are slightly higher again this year and there are now two schools using the Christian Program extensively. There is continued strength in the relationships being established between teachers, schools, and families.

Synchronous classes are offered bi-weekly because these bring continued success. These classes cover content beyond the students' courses and are designed to provide Christian support and build relationships while remaining academically beneficial.

Feedback from parents and students continues to be positive. Students have experienced strong success rates, and the commitment to education is high.

Student enrolment in the high school Religious Studies courses continues at approximately 200 students in three courses.

3.2 Regional Offices

3.2.1 ADLC Edmonton

The Edmonton Regional Office has had another productive year of focused student support. The office is unique in its blend of English and French Immersion/Francophone staff. All staff work closely together to support students in the greater Edmonton area and throughout the province. This year the Edmonton office operated with a total of 25.67 staff:

English (total of 21.17 staff)

2 Administrators <ul style="list-style-type: none">• 1 associate principal• 1 office coordinator	3.17 Administrative assistants <ul style="list-style-type: none">• 2 fulltime• 1 half time• 1 0.667 time
4 Learning technology staff <ul style="list-style-type: none">• 1 multimedia designer• 1 network administrator• 1 programmer/analyst• 1 D2L technical support staff	12 Teachers <ul style="list-style-type: none">• 3 math• 2 science• 1 art• 2 English• 3 language• 1 counselor

French Immersion/Francophone (total of 4.5 staff)

- 0.5 Administrative Assistants
- 1 principal
- 3 teachers

In addition to our in-house staff we have 2 teachers and 1 multimedia designer that work from their homes in Edmonton and utilize our office for meetings and other activities. The Edmonton office is also the base of operations for 44 Distance Education Tutors (DETs).

The Edmonton office processed 9153 registrations over the past year, an increase of 19% as compared to last year. The office processed approximately \$790 000 during this time, a substantial increase of 28% as compared to last year. The increases are a compliment to the dedication and support the Edmonton office shows to students and partner schools.

The focus of the Edmonton Regional office continues to be on student service and support. On-site tutoring, materials distribution, phone and counter support, exam administering, and school support are the major foci of the office. The knowledge of our staff and the positive working environment in the office are exceptional. The Edmonton Regional Office continues to be an essential part of the ADLC family.

3.2.2 ADLC Calgary

Staff Changes & Stresses

We have recently lost a member of our support staff to resignation. The process for replacement is well under way. Staff we also stressed by several illnesses in September which left us working with fewer than half the staff we would normally have in September (this was NOT a factor in the recent resignation).

At a recent staff meeting, office staff reiterated our commitment to client service and we have started to set up a formal cross training structure to ensure we can continue to offer strong service during these stressful times.

Office Operations

The Calgary Regional Office has continued to be a very active location for students and partners. Drop in sessions for student have expanded as teachers from other offices are making use of video conference equipment to run course orientations and extra help sessions. This is on top of existing drop in programs which now run two days a week.

Partner schools have made greater use of office facilities as we have offered training sessions on ADLC online courses as well as individual teacher drop in and training. This is on top of long standing partnerships with home schooling organizations like Network South, who use our facilities for their regular meetings. To assist in this ongoing expansion of activity we have obtained a small amount of space in a neighbouring office to facilitate student drop ins.

School Partnerships

Our team Teaching partnership with the Calgary Separate Division continues, accounting for almost 500 student registrations already in 2009-2010. We have also maintained excellent relations and enrolments with our smaller rural schools who depend on us for specialized services.

We have noticed a decrease in registrations from the Calgary Public Division (CBE) as their online CBeLearn program has gone to multiple intakes during the semester (about every six weeks) which has captured some of the population they would've had to send our way. CBeLearn does still access our print materials but of their current 600 enrollments, fewer than 5% were registered this school year. The flipside here is that some students are coming to ADLC directly to register (see table below). Also, we have been bringing in some CBE students through small scale Team Teaching now taking place in the Outreach Schools.

Challenges Ahead

We can identify one immediate and one long term challenge: bringing our support staff up to a full complement of fully trained staff (short term) and maintaining & improving our current school enrolments (longer term).

Table 1: Enrolment Comparison Calgary Regional Office 2008 to 2009

	2008	2009
August	569	792
September	2489	3248
October	1079	1066
Total	4137	5106

(23% increase in student enrolments over comparable period last year)

3.2.3 ADLC Lethbridge

Staff

The Alberta Distance Learning Centre Lethbridge office has grown yet again in the past year. In September 2008, two new Career and Technology Studies (CTS) teachers were added to this office. One was hired for the French Immersion/Francophone programs and one for the English programs. In November 2008, one Lethbridge Administrative Support transferred to a new position, still within this office, of Team Teaching Administrative Support. The result is a Lethbridge office staff of 1 Regional Office Coordinator, 3.8 Administrative Support, 1 Team Teaching Support, 1 Program Analyst and 5 In-house teachers for a total of 11.8 FTE. This is an increase of 3 bodies in the past year. There was also an increase in the number of Distance Education Tutors working from this office. Previously, we floated between 15 and 17 and now there are approximately 25.

Facilities

With 12 occupied desks, this office had reached its capacity. Thus, in January 2009, expansion was discussed and the renovations began in April 2009. By the end of April, the warehouse had been moved to a new location, removed from the main office area, and the former warehouse was being converted to space for more desks. By the end of summer 2009, there was space for 5 additional staff in the Lethbridge office. Plus, the former teacher's location was converted to a second fully-operational teaching Video-Conference suite complete with SmartBoard. Since we are located in the industrial part of Lethbridge, a full lunchroom was also added during the renovations and a gender-neutral bathroom was added as well.

Goals

During the past year, the Lethbridge office and greater ADLC have worked together to standardize more and more procedures and protocols with as little disruption to partner schools as possible. In fact, this was our SMART goal for the year and it was very successful. The Lethbridge office goal was, "ADLC Lethbridge office will secure a 75% or greater alignment of systems with the other ADLC offices." The result was, "Of a possible 31 tasks, 27 were aligned with other ADLC offices for an 87% alignment of systems." The remaining 4 tasks have purposefully not been aligned because we deemed them to be the best way to serve our local clientele. In 2007-2008, Extra Assessment variants were closed for Elementary/Junior High and, in 2008-2009, this was expanded to Senior High. By August 31, 2009, there were no active students in any Extra Assessment variants.

One area where we deliberately chose to remain a bit different from the rest of ADLC is in the delivery of final exams. Since we have couriers that run weekly to the partner schools, it was decided that Lethbridge would continue distribution of senior high print exams from this location. There were a few glitches, but overall this worked satisfactorily.

Innovation

These 5 in-house teachers were able to reach and teach students in amazing ways. Synchronous teaching via Elluminate and Video-Conferencing occurred for:

- Math 31
- Math 30 Applied
- Math 10 Applied

The Video-Conference Suite was used for:

- Help Desk – all Math levels
- Phys Ed Student meetings/CPR sessions
- Virtual autopsy
- Robotics club
- Vista Virtual/Contracted Service tutorials
- E-missions (www.e-missions.net)
 - Simulated, problem-based, learning adventures delivered right into the classroom via Distance Learning technology
- Diploma prep sessions
- Interviewing for DETs/Teachers
- Staff/Department/Support Staff/TLC Meetings

Once again this has been a banner year for the Lethbridge office and we look forward to additional staff in the new 5 desks during 2009-2010.

3.3 Francophone Program

School Administrator's Handbook - online version

The School Administrator's Handbook was inserted in the CFED website in a downloadable format, including mission statement, vision, personnel, roles and responsibilities of all stakeholders, registration procedure, awards, etc.

Revised documentation

A revision of the eligibility and procedures for francophone independent and adult students was completed this year. A revision of the Team Teaching documentation and procedures was also conducted. The new documents and policies were implemented as of January 2008.

School Visits

ADLC teachers have made numerous school visits during the past year. This has assisted between CFED and its stakeholders. Several issues including missing resources, student productivity, and the advantages of Team Teaching were addressed.

Resources development coordinator

CFED assigned, Jean Mongrain as development coordinator to meet development needs and to act as a liaison with Jason Wiks from ADLC.

Staffing

Gilbert Guenette has resigned as Director of CFED and was replaced in an interim basis by Jean Mongrain as of August 2009. Stephane Labine was hired by the francophone boards to replace Larry Gagné's vacancy. Stephane Couillard was also hired to fill Jean Mongrain's position under the same agreement conditions. However, Stephane's contract is with Pembina Hill Regional District.

Mission Statement

In January 2009, the Fédération des conseils scolaires francophones de l'Alberta organized a session to establish a mission statement and a vision for the CFED. Amongst the participants were members of DEF, the director of distributed Learning from the Ministry, members of the five Francophone School Boards, Presentant from the Consortium Francophone.

Marketing and Publicity

CFED initiatives during the past school year included the following:

- October 2008: ADLC and CFED staff members operated an information booth and attended the *Beginning Teacher* Conference in Edmonton.
- February 2009: ADLC and CFED operated an information kiosk and presented at North Central Teachers Convention Association Conference in Edmonton.
- March 2009 ; CFED and ADLC immersion teachers attended a Western Canadian gathering of Francophone online teachers in Saskatoon.
- All CFED and Immersion teachers attended the Online Symposium in Calgary.
- Numerous school visits promoted CFED programs and/or provided a physical presence with students.

Registration

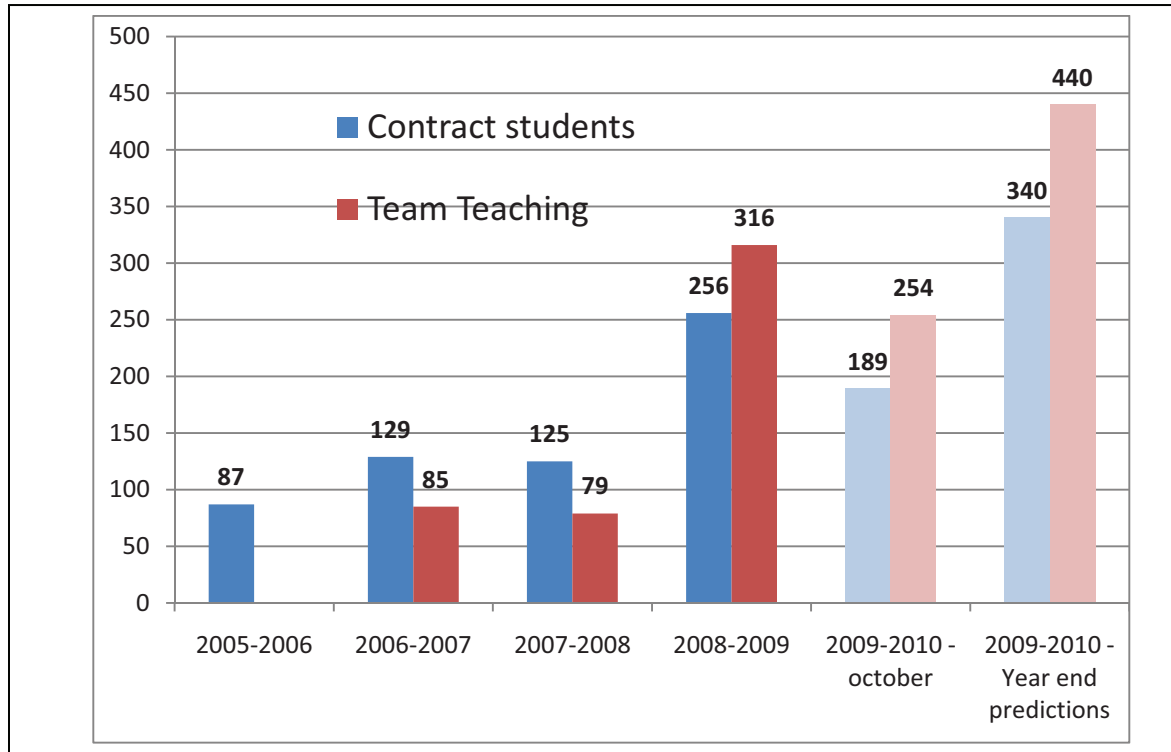
The following is a summary of course registration statistics for 2008-2009.

September 2008 – August 2009

School Board	CFED		ADLC
	Contract students	Team Teaching	Courses in English
CSNO	12	23	8
CSRCN	66	142	72
CSCE	39	96	30
CSCFSA	36	47	24
CSSA	84	8	9
CFED	26	n/a	n/a
Subtotal	263	316	143

TNO	2	0	0
Total	265	316	143

For the past 5 years



Courses

- **Development**

The partnership with ADLC has added benefits to the francophone authorities. ADLC has translated and partner with CFED on several courses for its French immersion students. These courses are now used to meet the needs of the francophone students.

- Sciences 14 (CFED / ADLC) – 5 cr.
- Criminalistique 35 (Forensics 35) – 3 cr.
- Etudes sociales 10-1 (CFED / ADLC) Social Studies 10-1 (CFED/ADLC) 5 cr.
- Etudes sociales 10-2 (CFED / ADLC) Social Studies 10-2 (CFED/ADLC) – ongoing
- Mathématiques 31 (CFED) 5 cr.
- Religions 15 (CFED / ADLC) 3 cr.
- Robotiques 1-2-3 (CFED / ADLC) 3 x 1 cr.
- French Language Aarts 30-1 (CFED / ADLC) 5.cr. ongoing

3.4 Alberta Initiative for School Improvement (AISI)

The third year of ADLC's Cycle Three AISI project is complete. Fourteen teachers completed course modifications that infused assessment for learning principles into ADLC's distance learning context.

This year's projects included the digitalization of the assessment in Science that allowed for immediate student feedback. The Math 7 and 8 courses are designed around multiple feedback loops that encourage students to interact with their teacher to insure the mastery of key concepts. The Grade 8 and 9 language courses now include authentic transfer tasks as summative assessment for two units in each course. The assessment in Social Studies 8 and Science 9 print courses has been revised to include more formative assessment by have a big idea drive the evidence gathering process. The Senior High Social Studies teachers focused on improve assessment in their courses by insuring alignment between the online and print courses and by insuring that students were assessed on the content that was presented in the course. The assessment in the Physical Education course was revised to reflect a project based approach to become more consistent with assessment for learning principals.

2008-2009 is the final year of the Cycle Three project. ADLC has learned a great deal about assessment for learning and about the design of effective professional development for our staff. Although the direct impact on student results has yet become apparent, this project was successful in starting and continuing important discussions about how we assess students and has had a significant impact on how teachers interact with students and how they design, develop and evergreen ADLC courses.

3.5 First Nation Métis and Inuit (FNMI)

ADLC gained a deeper appreciation of the needs of the FNMI student population. Staff attended professional development on FNMI related topics. Ideas and strategies to engage reluctant FNMI learners is an ongoing topic at department and staff meetings. ADLC continues to support and provide instructional services to the Cold Lake Native Friendship Centre enabling a consistent level of support for students at the Friendship Centre. ADLC provides classroom support, record keeping support, and FNMI support to these students.

3.6 Technology Services

The purpose of the Learning Technology Department (LTD) is to provide a series of support and development services that cover the wide range of educational tools that ADLC provides. The most obvious channel is to perform hardware and software support for ADLC staff and students. Support of ADLC tools are also provided to partner schools through the Team Teaching and contracted services programs. The LTD also maintains a programming group that supports the existing Student Information Systems (SIS) as well as a development process for improving and eventually replacing these applications. The following list covers the most significant technical migrations and initiatives accomplished during the past year.

Desire2Learn Update

ADLC has continued its regular maintenance cycle with its learning management system. In August of this year an upgrade was initiated moving the Desire2Learn platform from 8.3 to 8.4. The Respondus integration component was also added to the environment giving educators access to the Campuswide and Study Author tools.

ADLC has continued to host the D2L environment in a secure facility in order to achieve a goal of continuous uptime. The hosting facility provides 24/7 technical support and monitoring. This has been linked to the ADLC technical staff via e-mail and portable devices to provide seamless integration.

One of the most intensive activities assigned to the Learning Technology department is the cloning of on-line courses. Last year, almost 1600+ courses were created for ADLC and Team Teaching partners in the D2L environment.

Telephone Upgrade

After considerable problems in the past year the phone system significantly stabilized. The goal of 100% uptime is still yet to be achieved but the issues have been for more isolated then in the past. A PRI has also been added to Calgary to handle the increased volume of students in that office. Previously that office was restricted to 4 lines.

Wireless Infrastructure

A long time goal of providing commercial quality wi-fi to all ADLC offices was achieved this summer. The old internal network was replaced with a more robust dual access system. There are now two network connections available, a secure internal connection and a public access connection. A student can now bring their laptop into one of the ADSLC offices and access the Internet and the ADLC services via the public wireless connection. This facilitates student connectivity while protecting our internal infrastructure from viruses and unauthorized access.

CS3/CS4 Upgrade

The migration of Dreamweaver from Macromedia 8 to Adobe CS3 has continued this year as well as investigation into the use of CS4.

Training and Support of Course Development

The technology department has begun an organization wide training initiative for improving teacher skills in Dreamweaver and course development. This training has been carried out at all four of the ADLC sites and provides sessions for all levels of skill.

Sessions are also being offered to ADLC partners who engage in their own development initiatives. The LTD offers these sessions both in the ADLC offices and on site at partner schools.

The technology department has also added an extra staff member to provide Instructional Design technical support. The role of this new staff member is to work in conjunction with teachers as the work on course development. This includes DLRB courses, material from 3rd party vendors and internal course development initiatives. The LTD also provides the services of a flash developer for the creation of custom learning objects aimed at meeting specific learning objectives.

Hardware Evergreening

The evergreen plan moved through another cycle, which led to the replacement of approximately 30 laptops this year with ten new units added for new hires. The servers used by the student information systems have started to be upgraded as part of the current cycle. The marks inquiry service has been split out in order to provide better performance both internally and externally. The Codian server which provides the hosting environment for ADLCs Video Conferencing system was also upgraded this year. Each regional office has a local server which handles print and file sharing. These servers were replaced over the course of the summer as well. In general, the Evergreen Plan has insured that older machines are retired before they become problematic.

WebReg Refresh

To keep WebReg a 'living' piece of software, another upgrade was released this year. Over the summer several known issues were addressed as well as a few enhancements. The most significant change was to allow for the use of an 'all in one' course that encompasses both print and online content delivery. As part of this improvement the programming team added the ability to provide enhanced course descriptions and messaging for the Web Registration users.

OASIS

The internal project for re-developing and modernizing the ADLC Student Information System (SIS) infrastructure has continued to evolve. The first piece of infrastructure to be targeted is the Marks Inquiry which provides students and partner schools the ability to retrieve information about their courses. The release of this component is targeted for the spring. Once this component has been completed the process of replacing the other components will be begin. Part of this project is the integration to the PASI core. It is an objective of the Technology department to move straight to a PASI enabled SIS instead of using the PASIPrep tool.

Section 4 Performance Measure Results

Goal 1: *Excellence in Student Learning*

Outcome 1.1

Increase student achievement

PHRD Priority C: Identification of, and strategies for teaching children at risk of failure

- **ADLC High School Priority** – Increasing completion rates in all programs and related courses is the high school priority

ADLC HIGH SCHOOL SMART GOAL.

In the area of *Contracted Services*, ADLC Senior High School will increase successful student completions for students who have completed 50% to 99% of their course by 5% overall. Our “Over the Fence” metaphor will target the students who are submitters but not completers.

Strategies	Assessment	Data	Targets	Achieved
Clarifying and enhancing student contact procedures	May 2008 we conducted a comprehensive phone survey of completers, non-completers and non-starters. Results will be available in late June and will help us change our strategies and procedures with respect to non-completers and non-starters.	Pending survey results.	By the third week in August 2009, student completions in the Contracted Service area will increase by 5%.	Successful completions dropped by 2% There was relatively no change in the number of successful completions for students who completed 50% – 99% of their course. This goal will continue to serve as a target in 2009-2010. However, we have noted a anomaly that must be considered that we have termed “fused enrolments”.

Strategies	Assessment	Data	Targets	Achieved
<p>Focus teacher time on activities which have high yield in student learning by prioritizing the 200 available days of instruction:</p> <ul style="list-style-type: none"> • 90% - student related • 10 % other: <ul style="list-style-type: none"> ▪ Department meetings ▪ Staff meetings ▪ ATA PD ▪ Growth Plan PD ▪ Technical Training ▪ Pedagogical Training 	<p>Using the KSA document as a guide and working within departments, examine daily, weekly, monthly and yearly work practices to agree upon and share best practices</p> <p>Example: use of Distance Education Tutors and Team Teaching Partners for focused course evergreening and enhancement</p>	<p>Consultations among staff over the last 4 months have resulted in a consensus and streamlining of how to best use available time to increase student completions.</p>	<p>Our practices will be reviewed at bi-monthly department meetings and staff will report increased satisfaction in the amount and quality of interactions made over the 2008-2009 school year.</p>	<p>Teacher time was focused and structured to enable dedicated development and instructional time. Department meetings were held monthly operating as a PLC focusing on increasing student achievement and interaction. Minutes of these meetings are available.</p> <p>During staff discussions on professional growth and work plans there was consensus that the monthly meetings created a more efficient use of professional time.</p> <p>Mid-year staff meeting reviewed student contact procedures and emphasis on focused work with students. Minutes of these meetings are available.</p>

Elementary/Junior High - Increase completion rates in Mathematics by 5% in the coming year.

Grade Level	Strategies	Assessment	Data	Targets	Achieved
Elementary Grades 1-6	Personalized Learning Pilot: limited PTR (people/teacher ratio) in-servicing families (joint planning) weekly contact assessment of student entry levels continuous progress use of enhancement programs (SuccessMaker, Academy of Math and Academy of Reading) celebration/learning portfolios mentoring and networking self assessment increased participation in PATs	increase completion rates continuous progress (satisfaction) surveys renewals/enrollment growth	compare Grades 1-6 Mathematics completion rates within a period of one calendar year	5% more students will complete Grades 1-6 Mathematics	21% increase in Grade 1-6 Mathematics completion.
Junior High Grades 7-9	adopt new courses to align with upcoming curriculum	a percent increase of 5% for course completion will occur in each of the subsequent years as new courses are implemented.	compare Grades 7-9 Mathematics completion rates within a period of one calendar year. information provided by SAS	5% more students will complete Grade 7 Mathematics	Math 7 completion reduced by 10% and assumption is that this is due to lateness of DLRB completion of resource and inability to target the distributed learning student.

Outcome 1.2

Administrators will create a provincial strategy to improve completion rates for students at partner schools.

PHRD Priority C: Identification of, and strategies for teaching children at risk of failure, (continued).

ADLC will infuse assessment for learning into distance education courses and teacher practice.

ADLC teachers were involved in year 3 of ADLC’s Assessment for Learning AISI project. These projects focused upon enhancing student understanding of course materials through incorporation of Assessment for Learning strategies. Complete details of this AISI project are provided in the Annual AISI Report.

Strategies	Assessment	Data	Targets	Achieved
<p><i>Coaching for Completions</i> Continuing the practice started in the 2007-2008 school term, Senior High Administrators and Regional Office Coordinators will visit partner schools with low completion rates to share best practices</p>	<p>Individual completion rates will be analyzed among targeted school</p>	<p>Relevant data will be identified and compiled.</p> <p>The ADLC Principal undertook a “fact-finding” tour of northwestern Alberta high schools in April, 2008. The report circulated to our teachers serves as a benchmark for this geographic area.</p>	<p>Identify and work with three low-achieving schools to improve their completion rates during the 2008-09 school year.</p>	<p>This strategy was not completed and will become a focus in the 2009 and 2010 school year.</p> <p>However, numerous visits were made to assist schools in strategies in improving successful completions. In excess of 121-partnership site visits were conducted for the purpose of increasing student completions. Data was collected and shared with administration.</p>

Strategies	Assessment	Data	Targets	Achieved
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Strategies	Assessment	Data	Targets	Achieved
<p>Update pertinent information in ADLC’s STAR data base regarding partner school information.</p> <p>Staff will identify facilitated and non-facilitated schools and pass this information on to the high school Principal and Regional Office Coordinators.</p>	<p>Information surveys were mailed out in April 08. Data will be entered over the summer of 08.</p> <p>Annually school data will be updated each September.</p>	<p>Relevant data will be identified and compiled.</p>	<p>We will have accurate data on partner school contacts with 90% of our contacts accurate at any given time.</p>	<p>This procedure began in Spring 2009 with a request to have schools check and update demographic and contact information. From all schools that reported back there is 100% accuracy in the database. All staff visiting schools also requested an accuracy check on the same information. Staff visits also identified facilitated and non-facilitated programs.</p>

Outcome 1.2

Principals will create a provincial strategy to improve completion rates for students at partner schools.

PHRD Priority C: Identification of, and strategies for teaching children at risk of failure, (continued).

Strategies	Assessment	Data	Targets	Achieved
Elementary/Jr. High Principals will analyze completion data from partnership schools.	Low performing schools will be targeted and provided with best practices.	Relevant data will be identified and compiled.	Identify and work with three schools to improve their completion rates during the 2007-08 school year.	Worked with 4 districts/schools to improve completions. Support data to be established.
Elementary/Jr. High will create a facilitators guide for in school staff that are responsible for in-school distance education programs.	A guide will be created. Facilitators will be surveyed in respect to usefulness of the guide.	Best practices will be assembled and shared with partners.	Process will be started during the 2007-08 school year.	Facilitators guide is completed http://www.adlc.ca/content/view/28/68

Outcome 1.2(b)

We will decrease the drop-out rate at Elementary/Jr. High school over the next three years.

PHRD Priority C: Identification of, and strategies for teaching children at risk of failure, (continued).
(However, we will not turn any qualified students away from their chance at an education).

Strategies	Assessment	Data	Targets	Achieved
<p>In conjunction with Alberta Learning, we will have access to 0099 data on the performance of our Elementary/Jr. High students. This information will also help us in modifying our teaching for Elementary/Jr. High students.</p>	<p>We have only a small pool of VV and Elementary/Jr. High results to draw from.</p>	<p>We have small N's but it appears that our students generally perform in the average range</p>	<p>We will have data on all of our 0099 writers and our 2317 writers. This will permit an analysis of the results so that teachers can do better in helping students be successful in courses and on the examinations.</p>	<p>Alberta Education did not provide data to ADLC.</p>

Outcome 1.3

Infuse assessment for learning into distance education courses and teacher practice to prepare students for life-long learning.

PHRD Priority C: Identification of, and strategies for teaching children at risk of failure, (continued).

Principals will create a provincial strategy to improve completion rates for students at partner schools.

Initial meetings with Regional Office Coordinators and Central Services indicated that this plan should be delayed for one year for logistical reasons and modified to include annual provincial information sessions, annual systematic and planned school visits, as well as the usual maintenance and invitational school visits. To date, the following have occurred with respect to school visits:

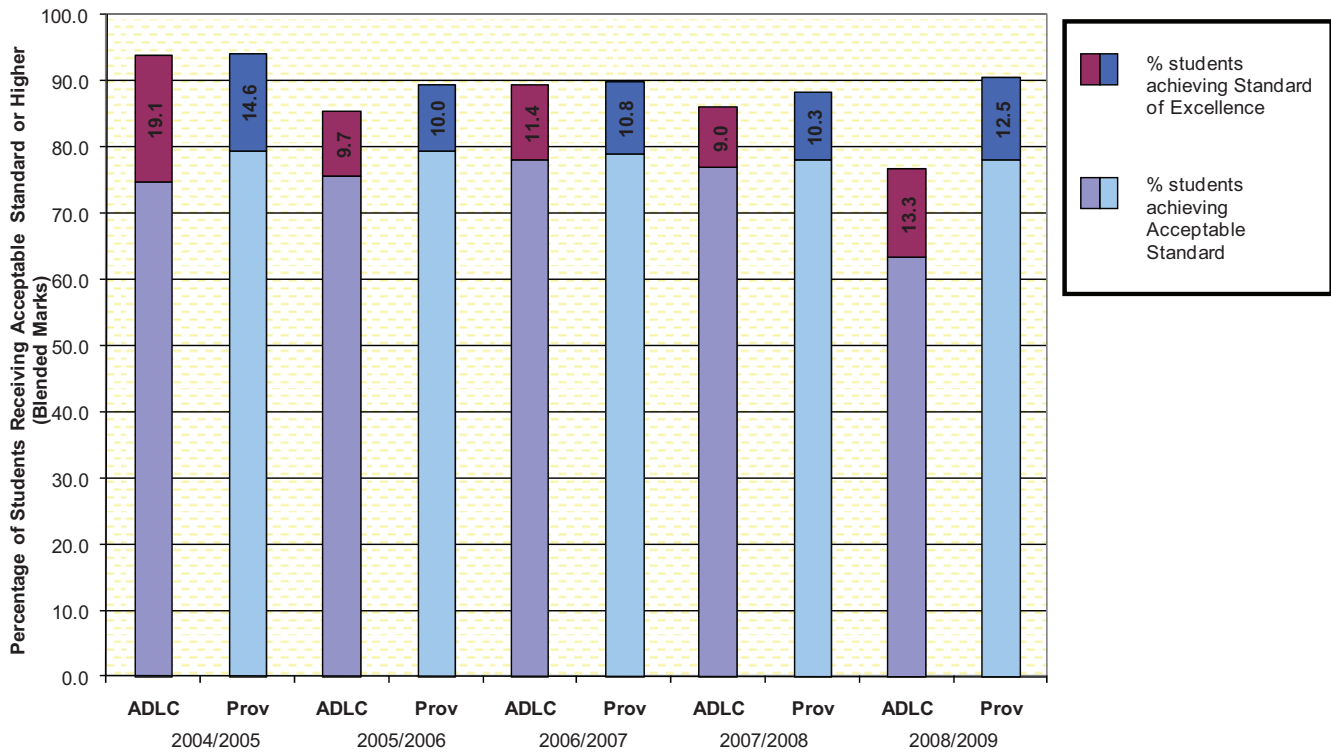
1. School information regarding facilitation and administration in ADLC’s data base has been updated and will be updated annually.
2. Regional Office Information Sessions (such as the session Lethbridge Regional Office has conducted historically for partner schools) were expanded, enhanced, and standardized. Topics discussed included information concerning Team Teaching, Contracted Services, registration, facilitation of successful distance education programs, and course evergreening and development. During spring 2008, information sessions were conducted in Lethbridge, Calgary, and Edmonton. Participant surveys indicated high satisfaction and recommend retaining such sessions. These sessions expanded to Red Deer and the Grande Prairie/Peace River regions in the spring of 2009.

During 2008-2009, a Facilitator’s Guide was revised with the cooperation of selected well-facilitated partner schools and staff. This Facilitators Guide is available to partner schools in print form as well as on the ADLC website. ADLC staff will use this guide, which will be updated as required, to assist schools in improving their completion rates.

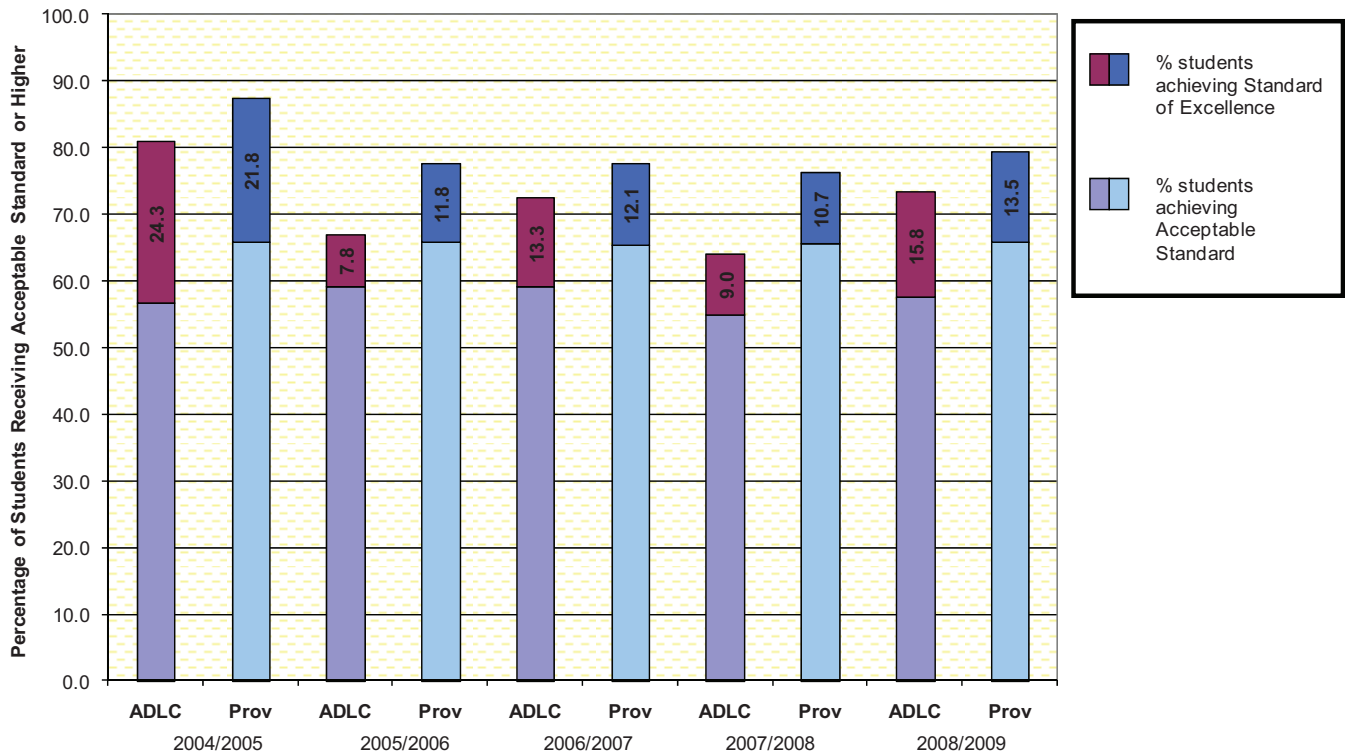
Strategies	Assessment	Data	Targets	Achieved
ADLC High School teachers will learn about and apply assessment for learning principles in their courses by participating in the ADLC Cycle Three AISI Project.	More formative assessments and project assessment will be evident in teachers’ courses.	Development and evergreening work plans that address assessment for learning strategies will be submitted to the principal June 08. 15 teachers are enrolled in our AISI project year 3 of cycle 3.	Completed by May 2008 and implemented in September, 2009.	Cycle 3 of AISI was completed with an additional 14 teachers receiving inservice. 11 new courses were developed using assessment for learning strategies. 18 courses were enhanced using assessment for learning strategies.

Strategies	Assessment	Data	Targets	Achieved
Elementary/Jr. High teachers will learn about and apply assessment for learning principles in their courses by working on the Elementary/Jr. High Cycle Three AISI Project.	More formative assessments and project assessment will be evident in teachers' courses.	Seven courses identified and targeted to support assessment for learning strategies.	Completed by June 2008 and implemented in September, 2008.	Four new courses were developed using assessment for learning strategies. Three courses were enhanced using assessment for learning strategies.

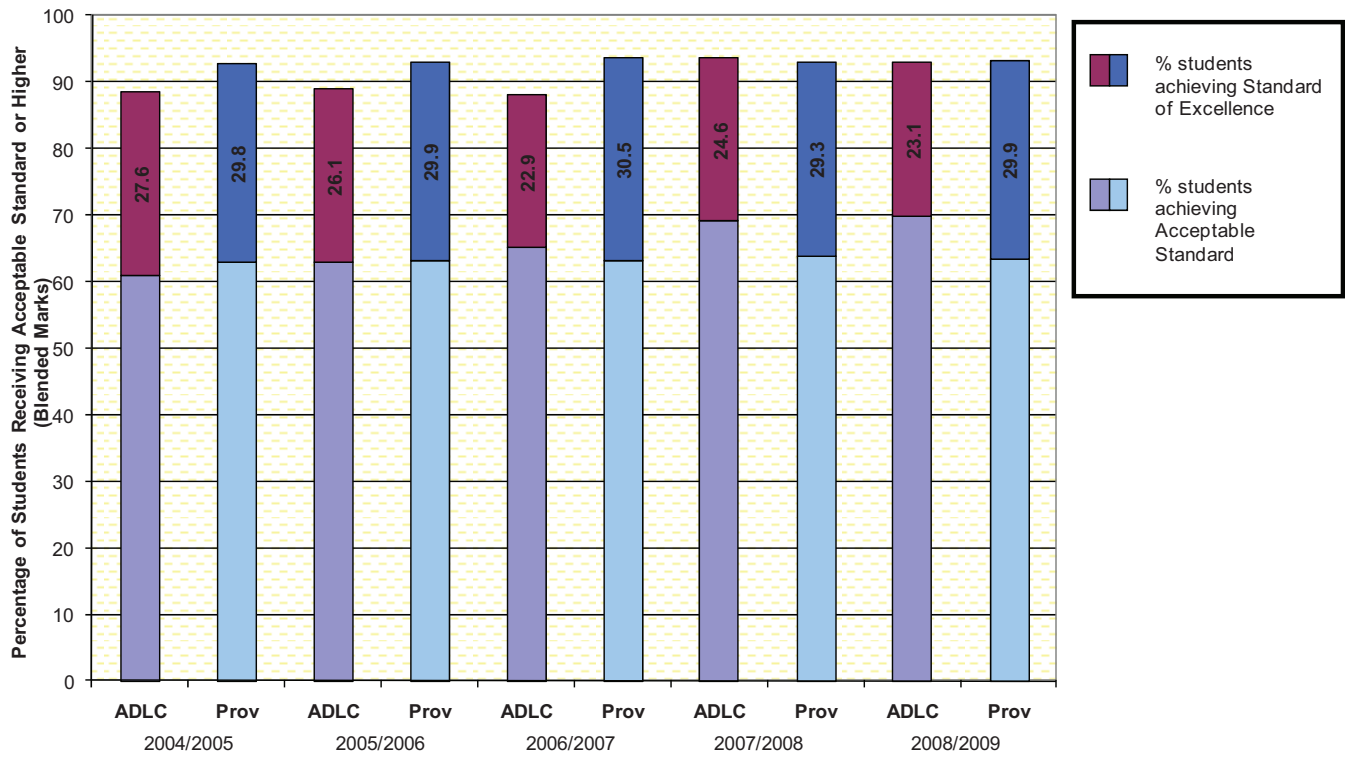
ADLC and Provincial Applied Mathematics 30 Final Course Marks



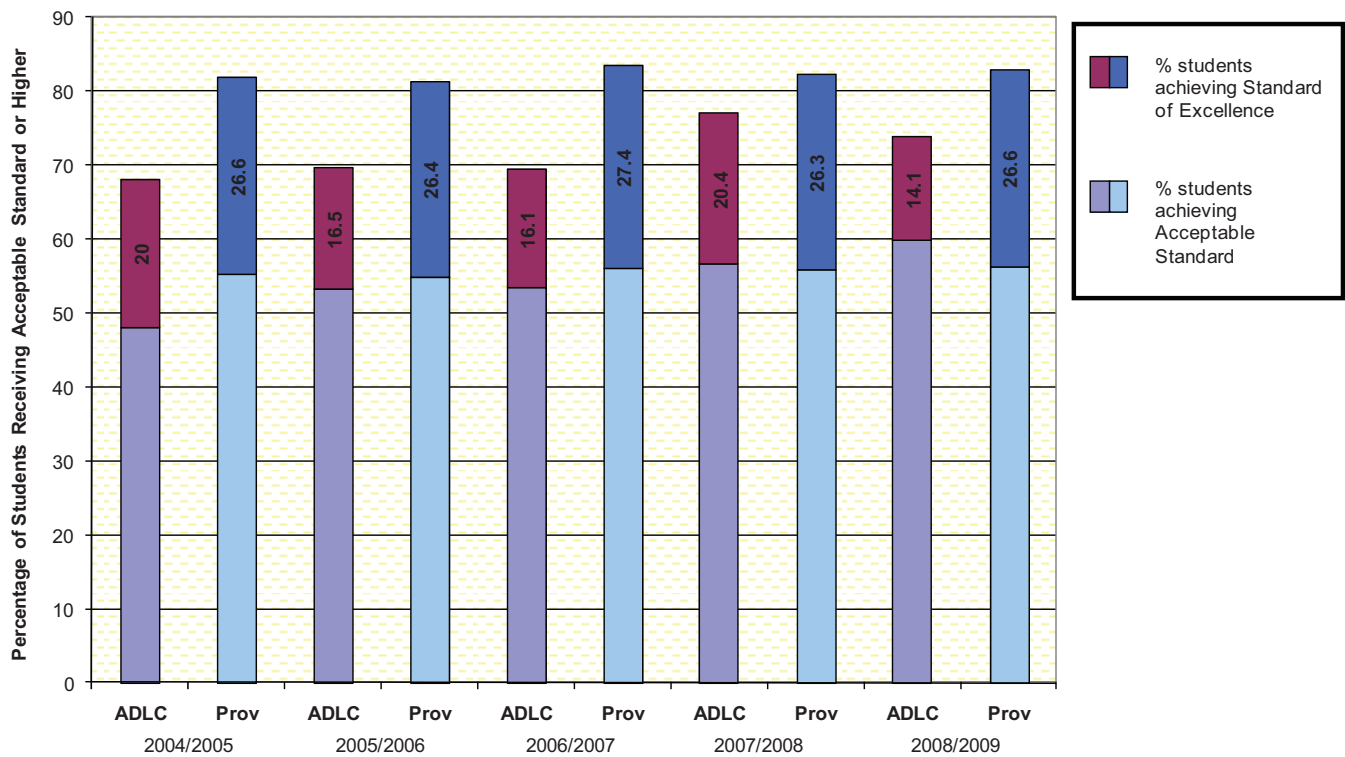
ADLC and Provincial Applied Mathematics 30 Diploma Marks



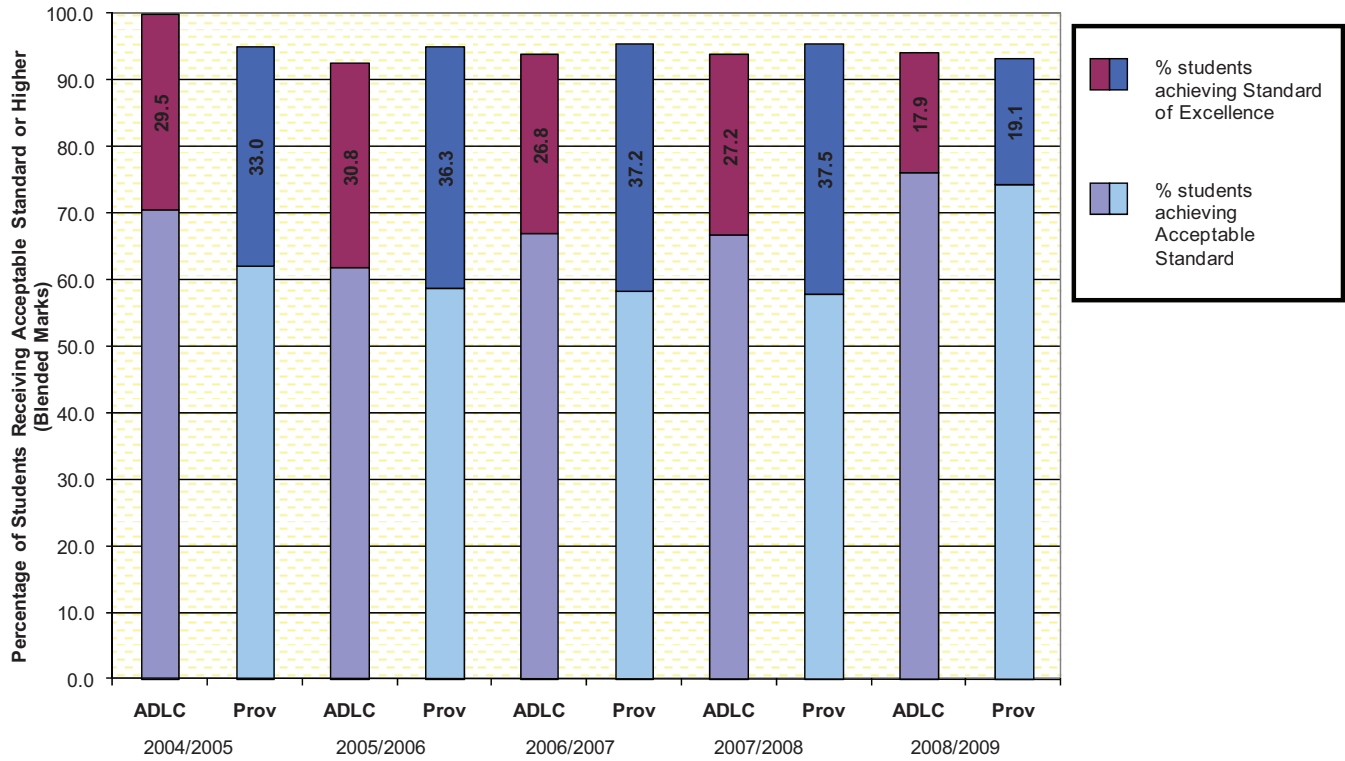
ADLC and Provincial Biology 30 Final Course Marks



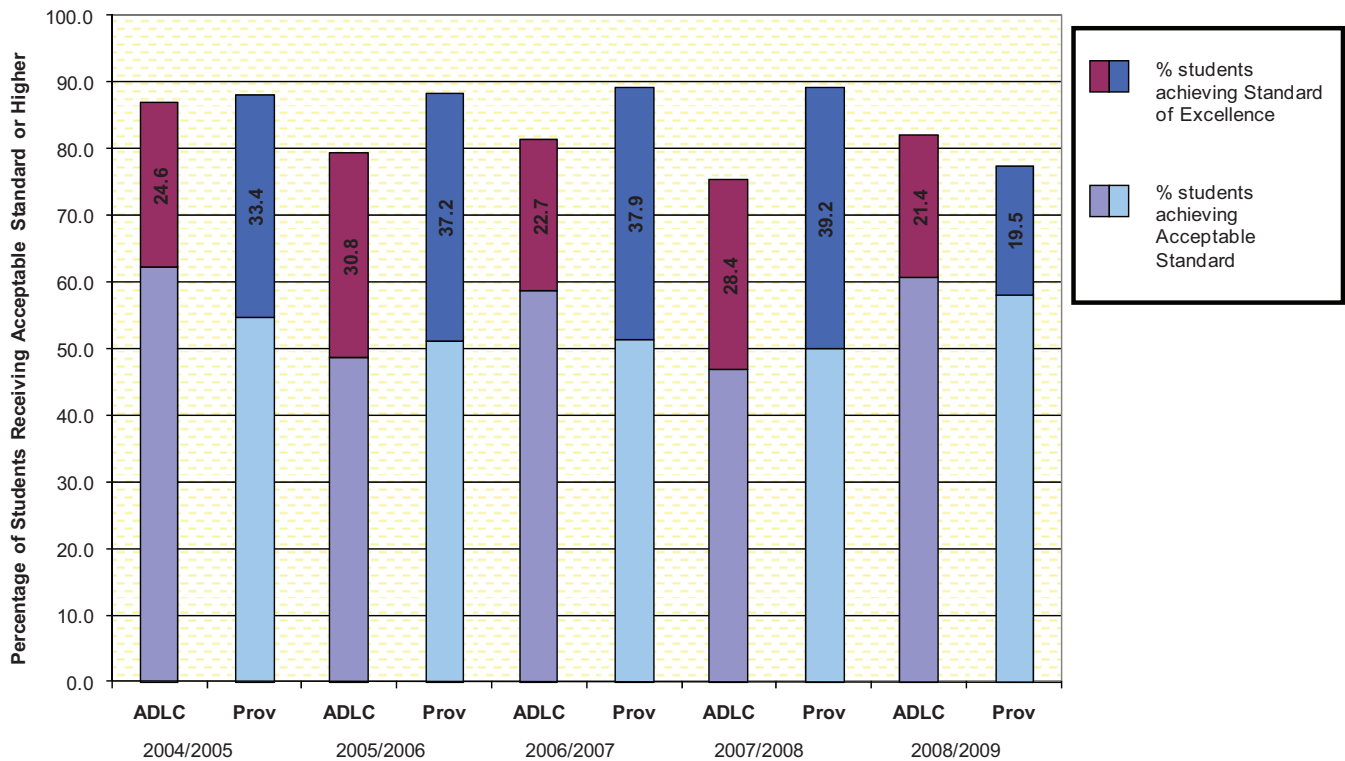
ADLC and Provincial Biology 30 Diploma Marks



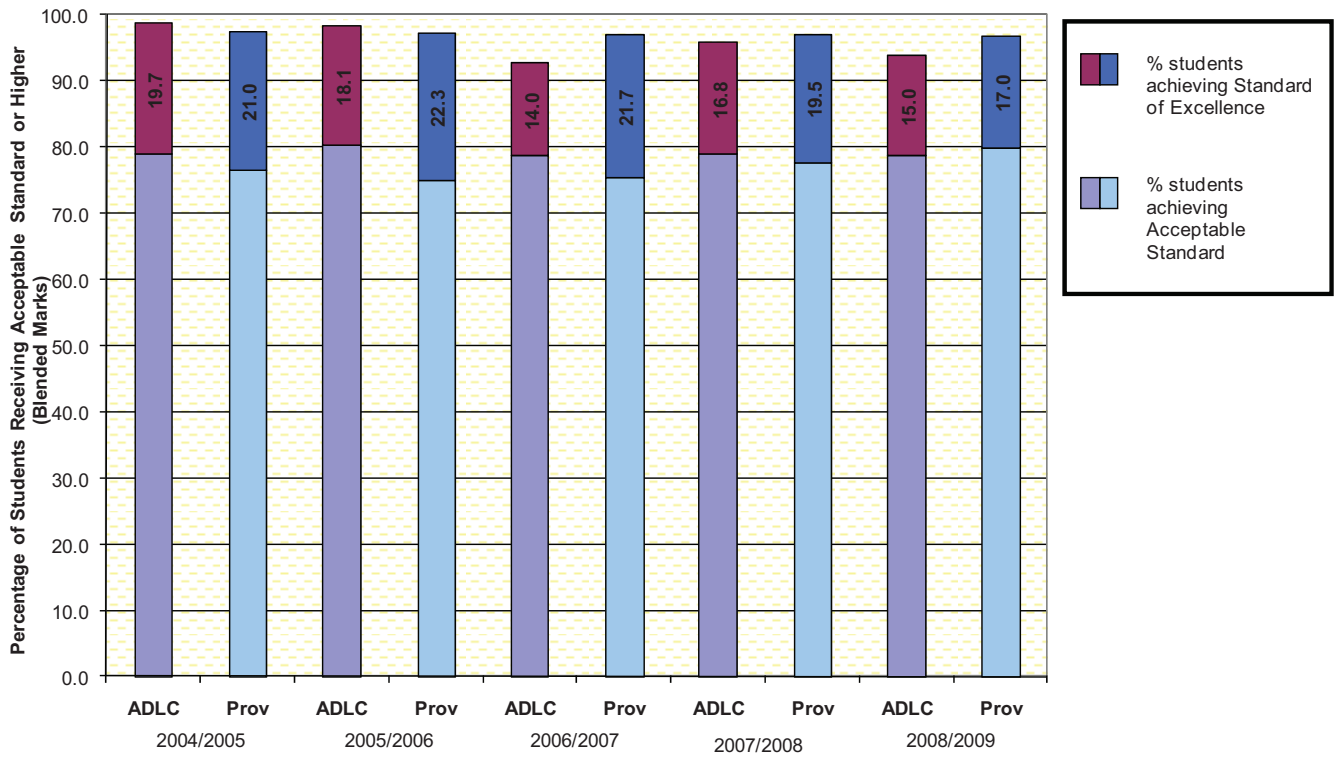
ADLC and Provincial Chemistry 30 (Old) Final Course Marks



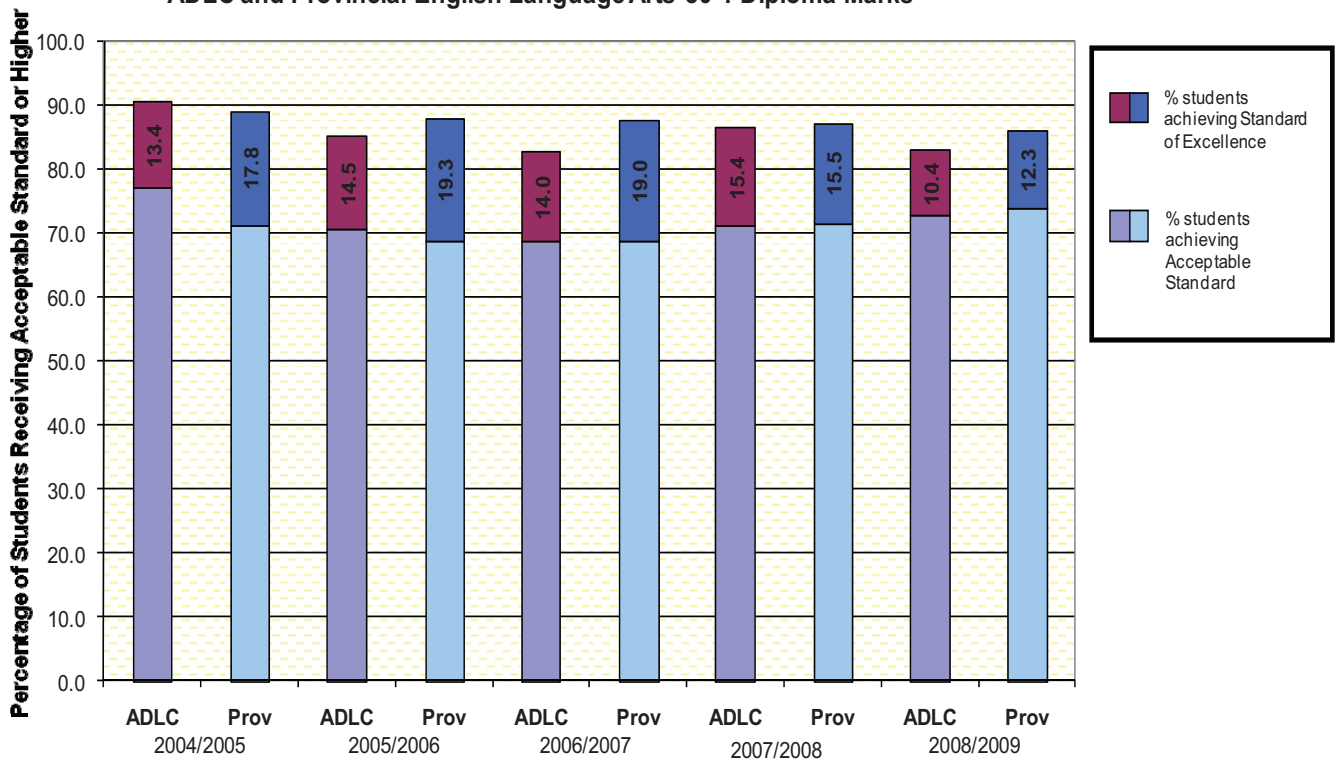
ADLC and Provincial Chemistry 30 (Old) Diploma Marks



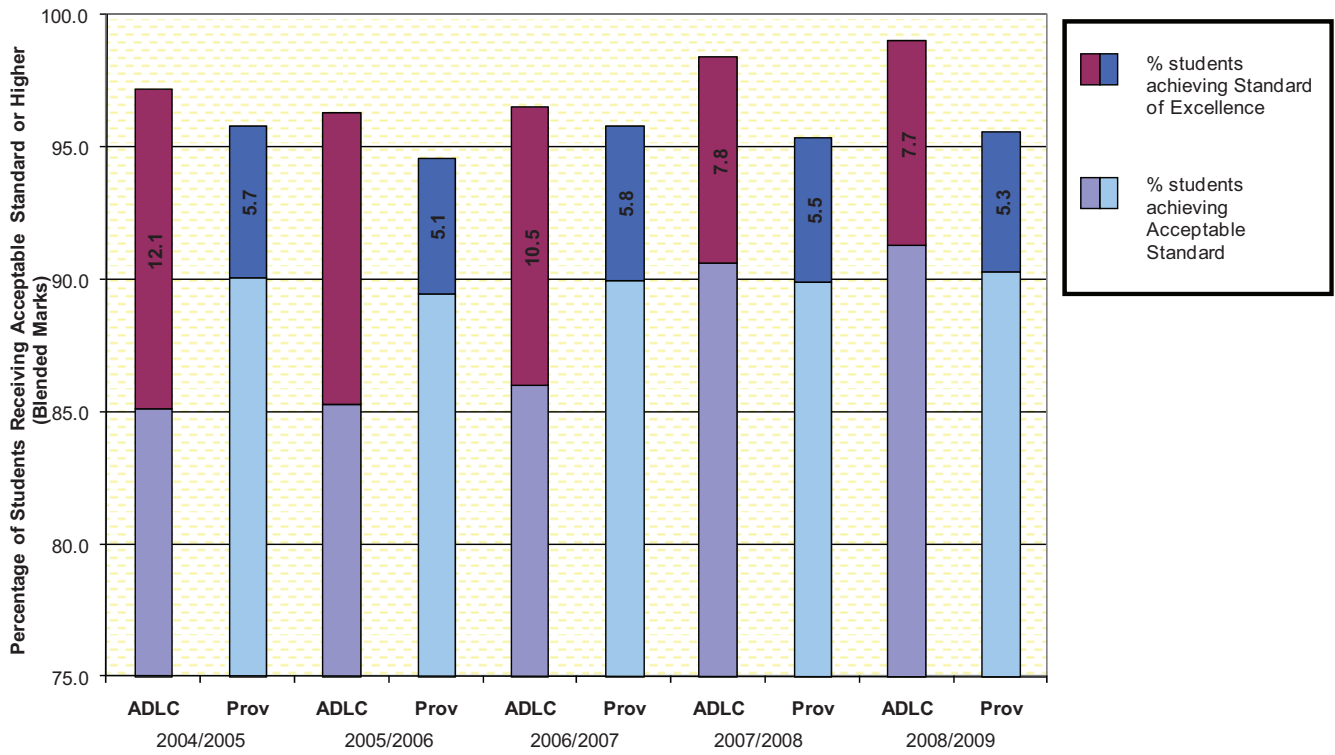
ADLC and Provincial English Language Arts 30-1 Final Course Marks



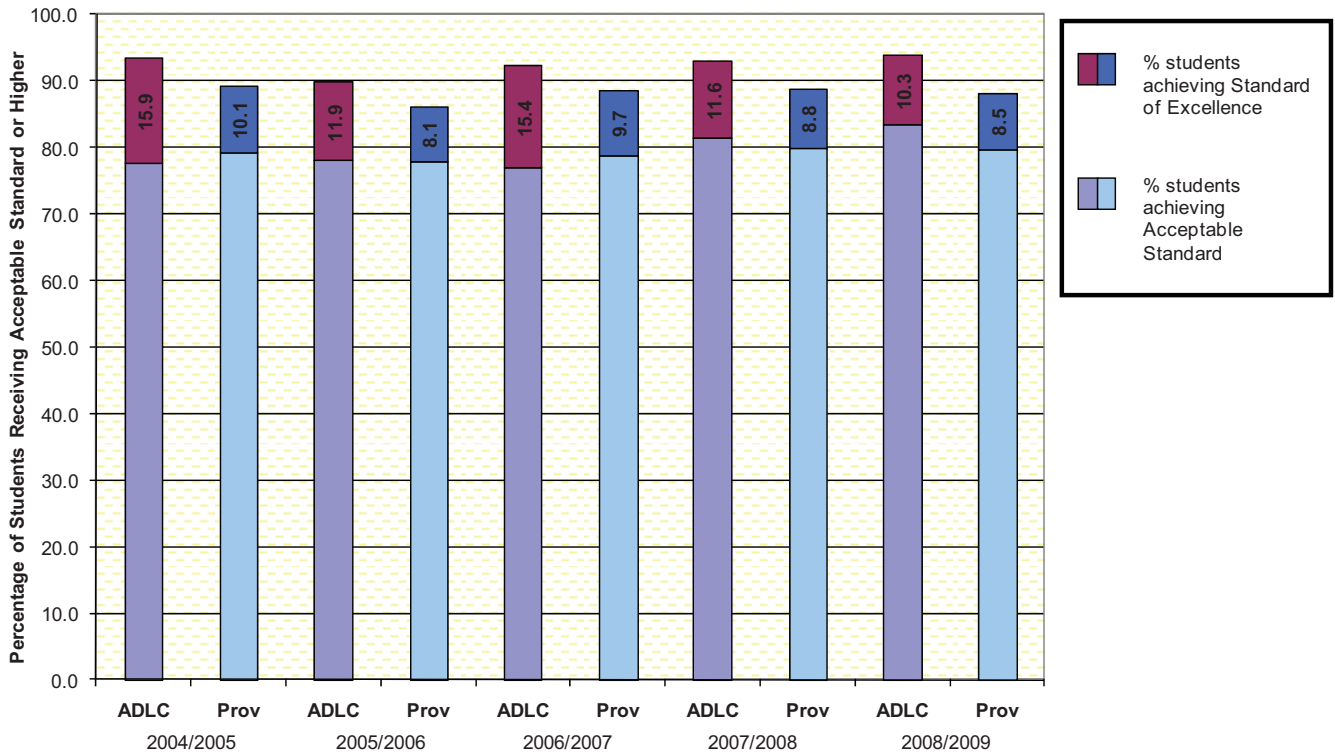
ADLC and Provincial English Language Arts 30-1 Diploma Marks



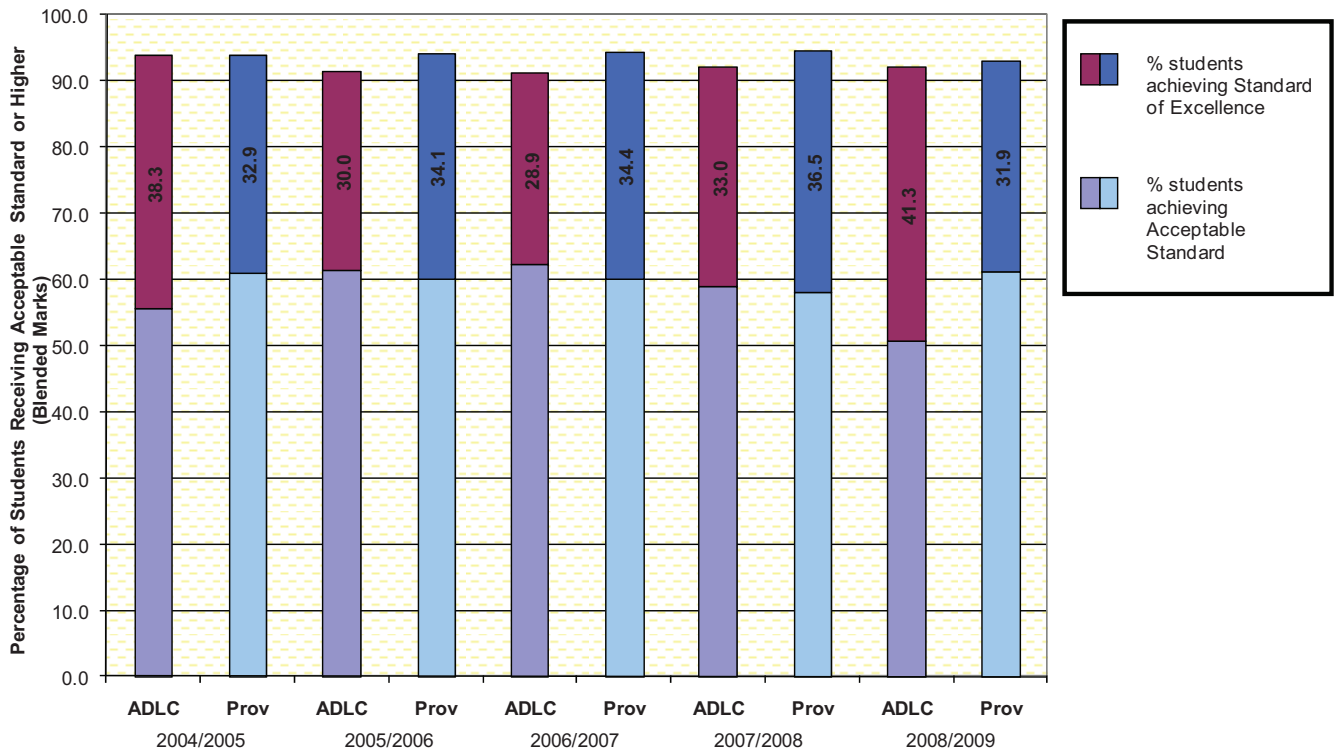
ADLC and Provincial English Language Arts 30-2 Final Course Marks



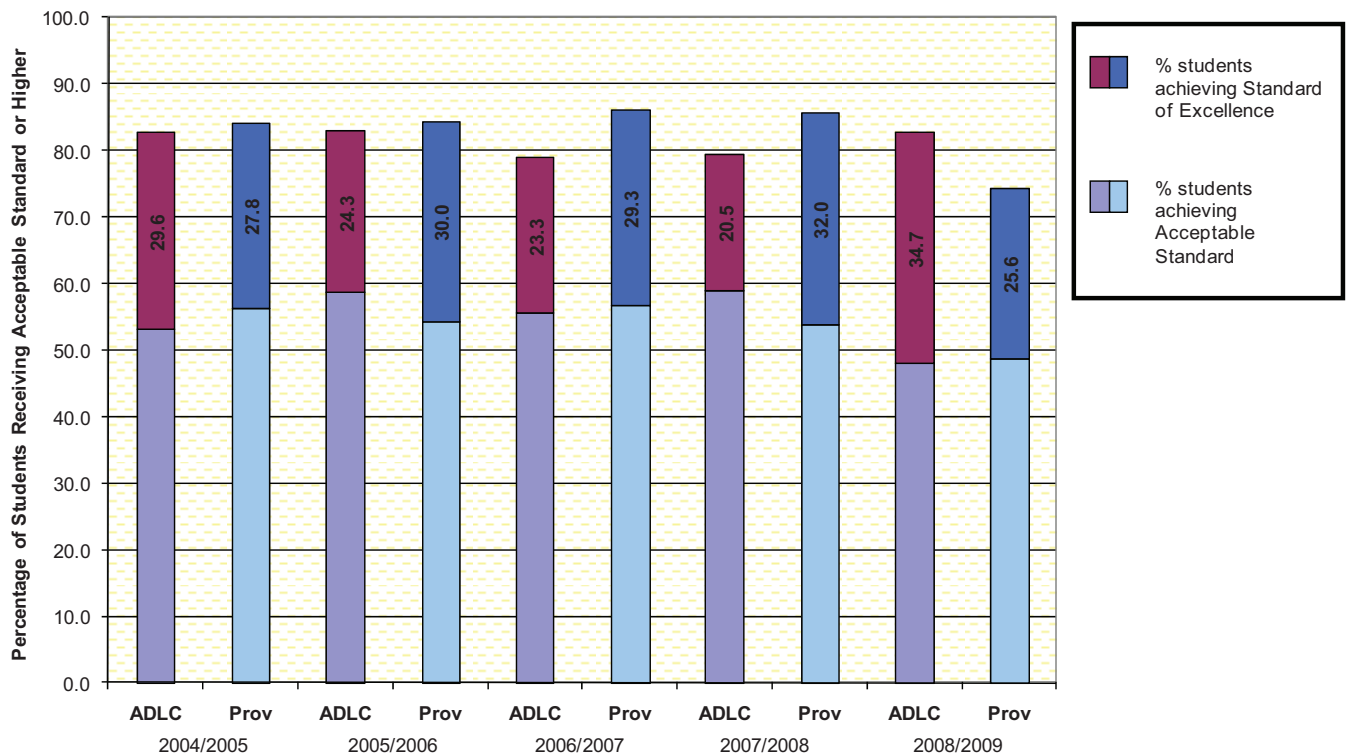
ADLC and Provincial English Language Arts 30-2 Diploma Marks



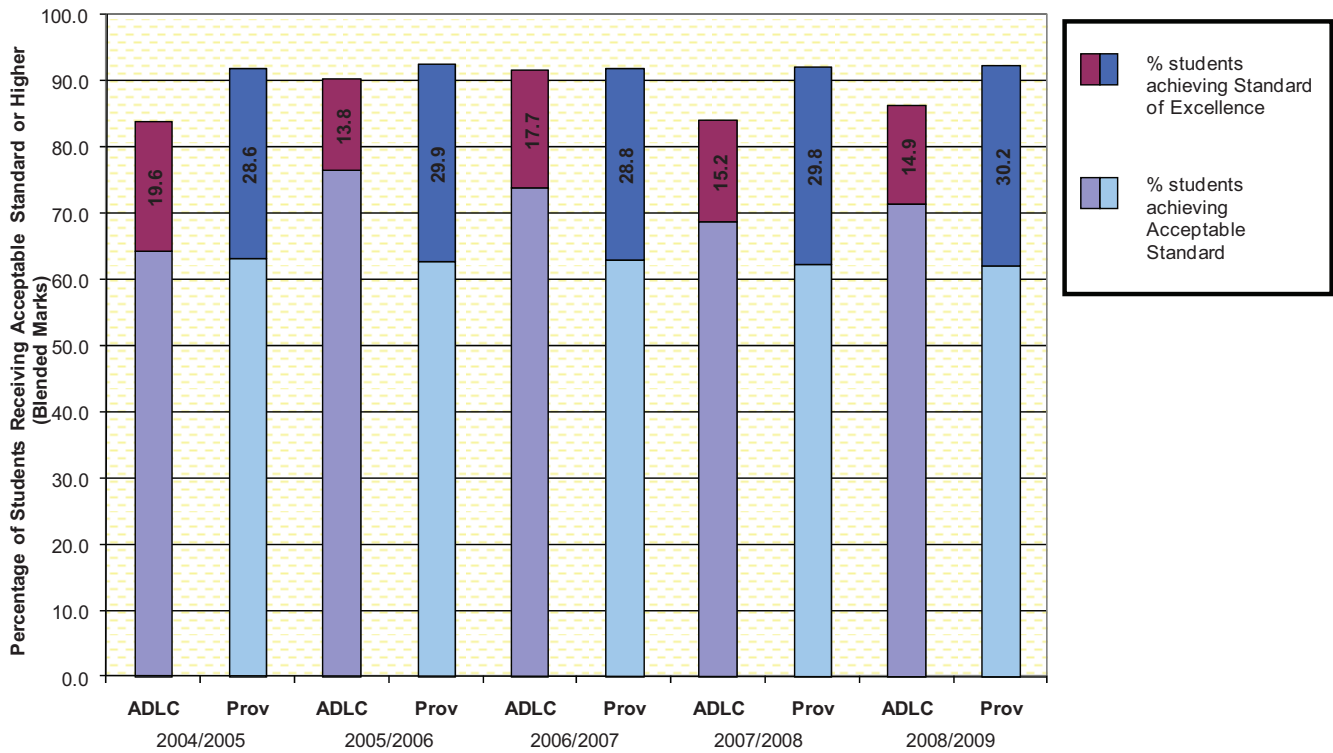
ADLC and Provincial Physics 30 (Old) Final Course Marks



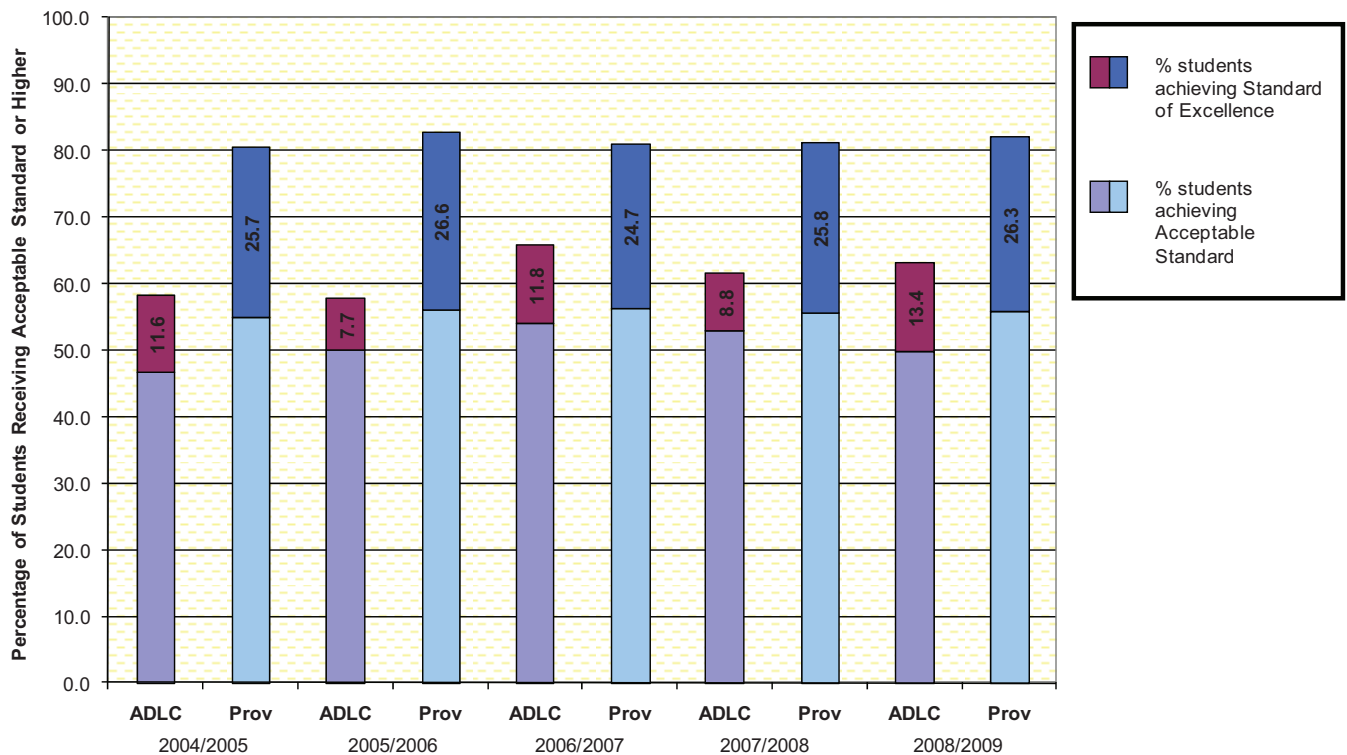
ADLC and Provincial Physics 30 (Old) Diploma Marks



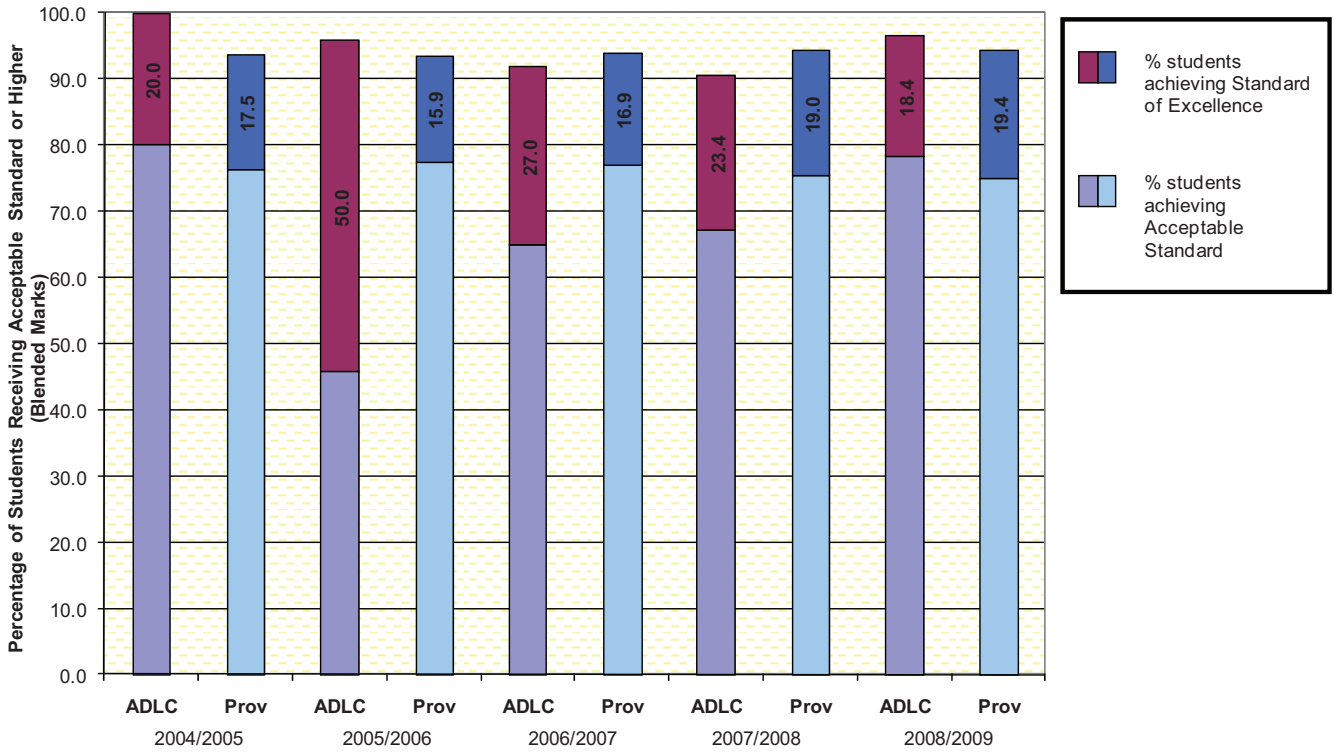
ADLC and Provincial Pure Mathematics 30 Final Course Marks



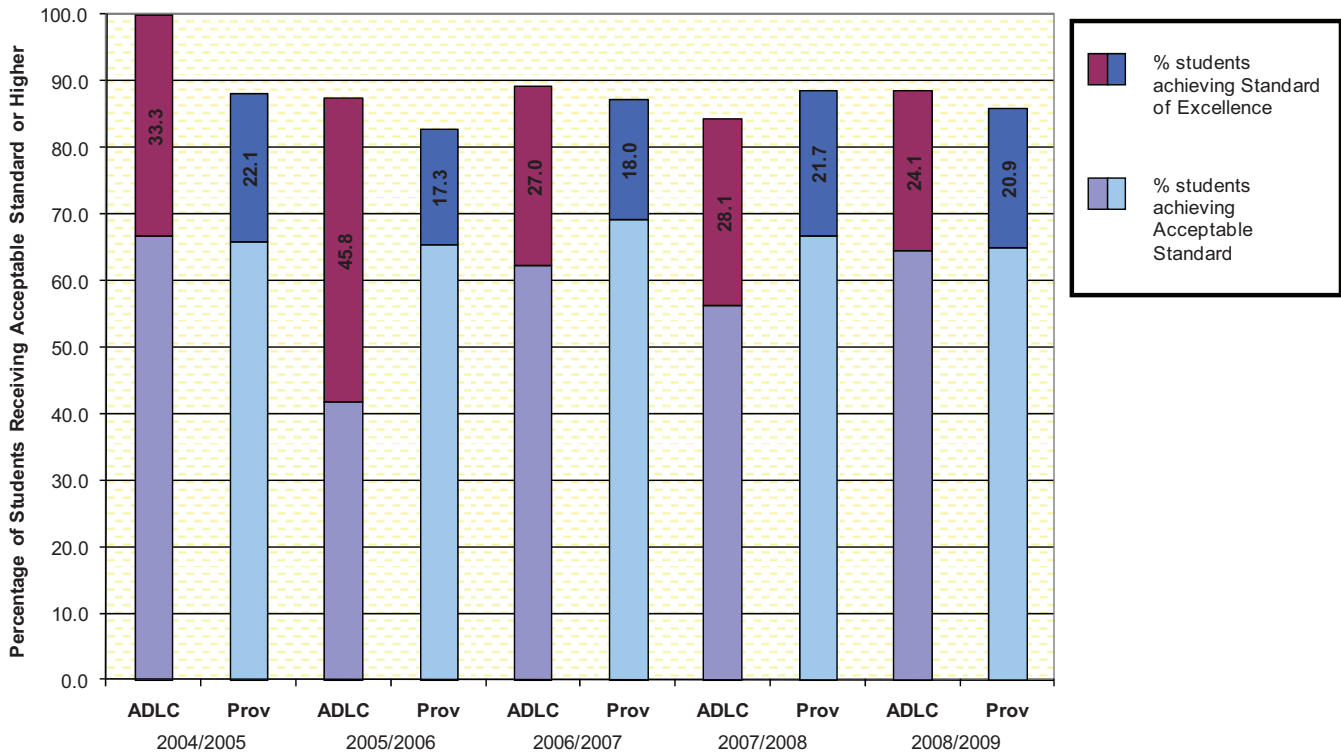
ADLC and Provincial Pure Mathematics 30 Diploma Marks



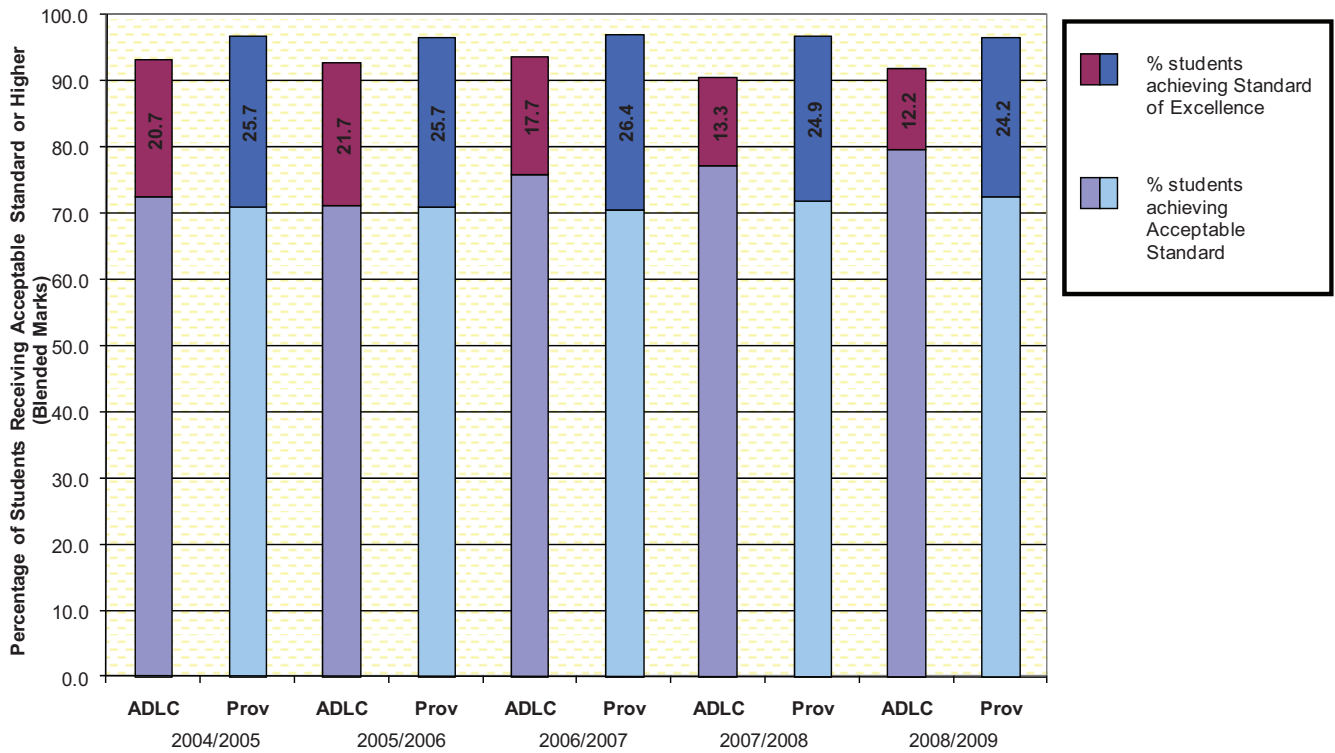
ADLC and Provincial Science 30 Final Course Marks



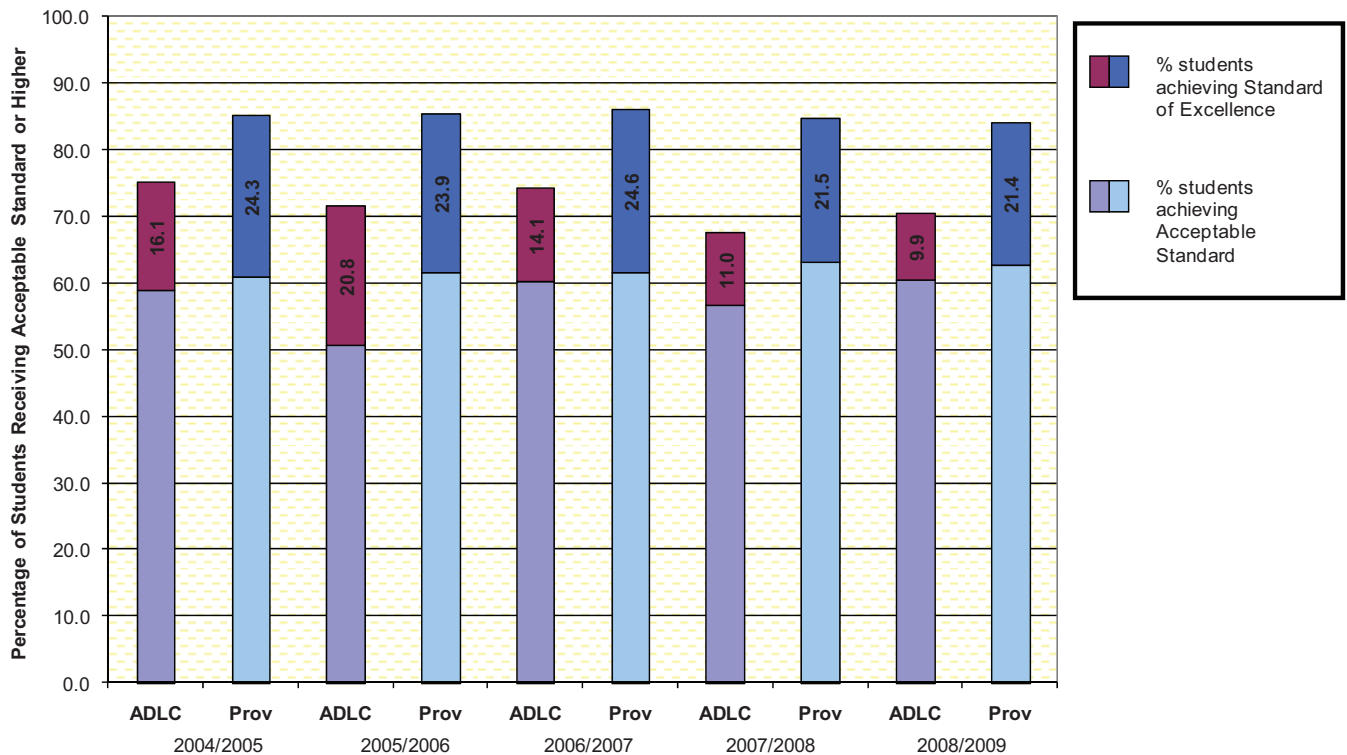
ADLC and Provincial Science 30 Diploma Marks



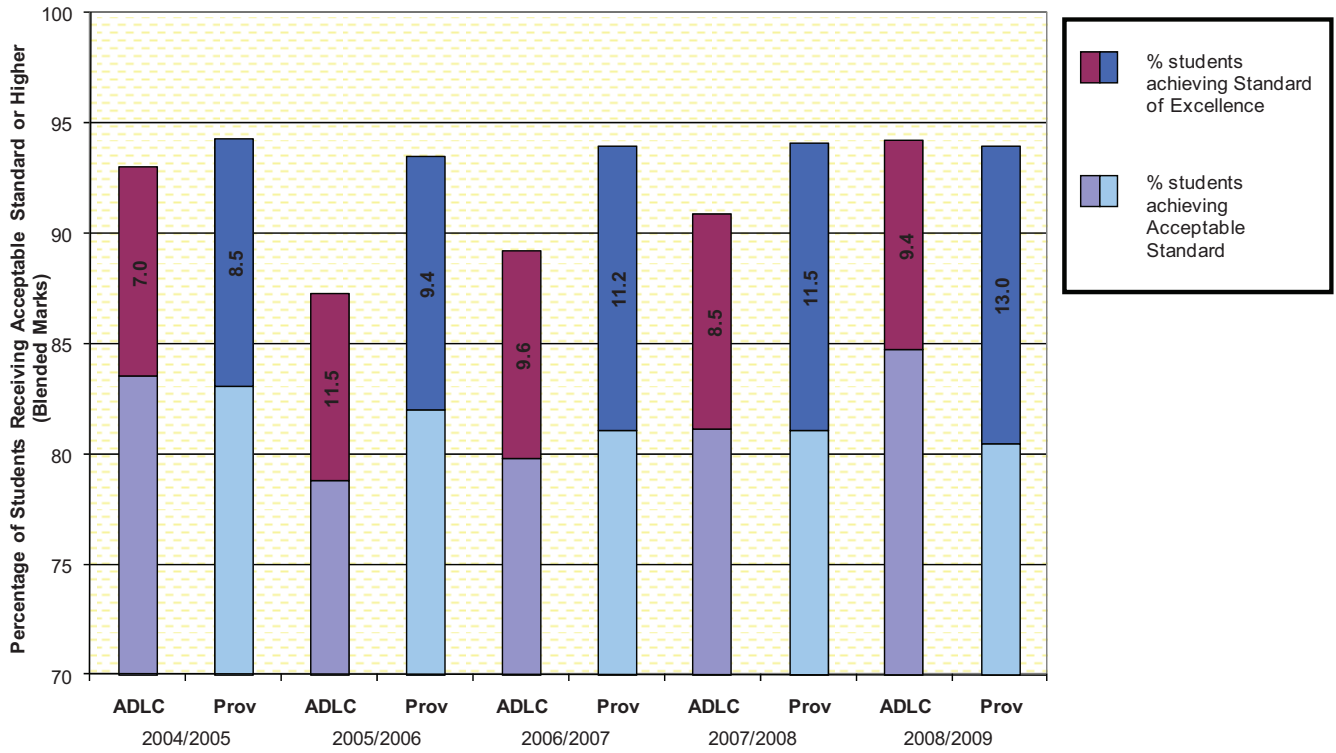
ADLC and Provincial Social Studies 30 Final Course Marks



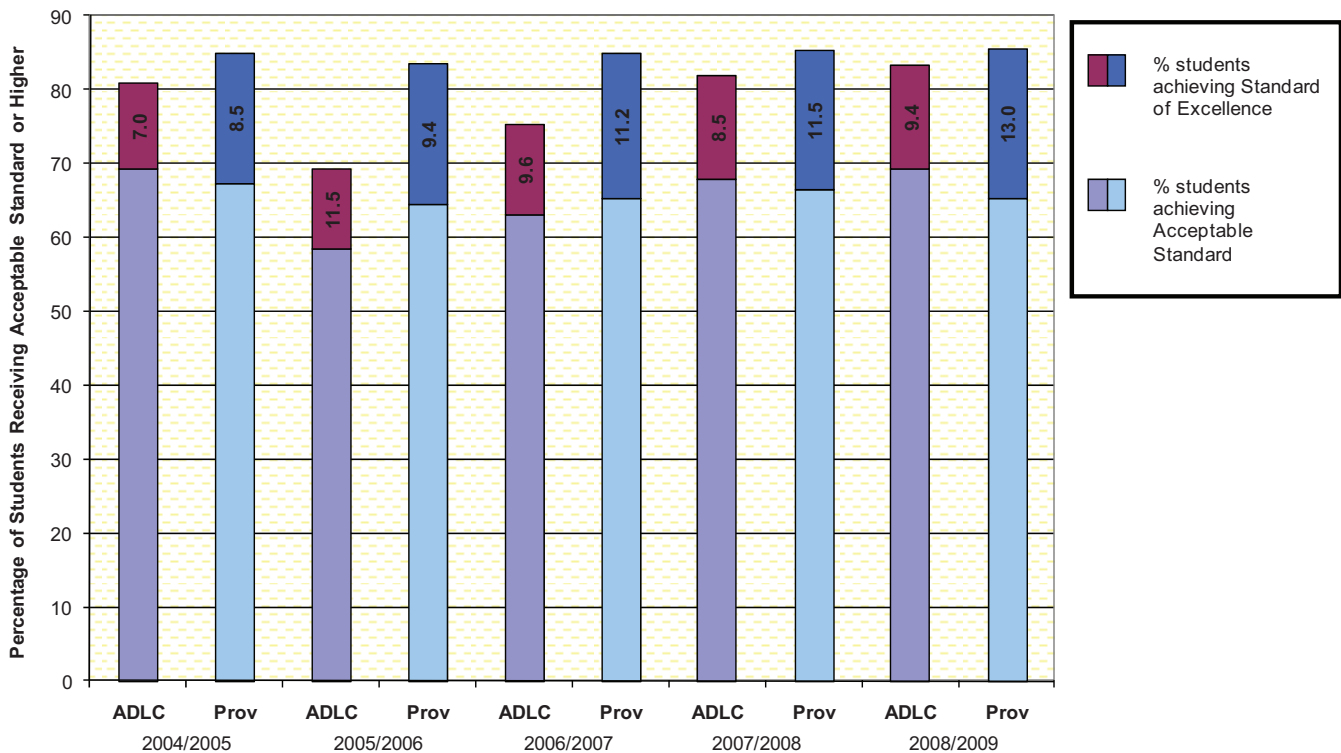
ADLC and Provincial Social Studies 30 Diploma Marks



ADLC and Provincial Social Studies 33 Final Course Marks



ADLC and Provincial Social Studies 33 Diploma Marks



Results for specific courses may well represent the type of student taking the course. For example, marks in Physics tend to be higher than marks in Biology because Biology students tend to be less academic in nature. Also, a significant number of students taking Biology are adults upgrading academic qualifications to enter health-related post-secondary programs.

As a result, the new Biology programs developed by ADLC use Assessment for Learning and begin diploma preparation at the 20 level. When individual lead teachers noted specific areas of weakness and reviewed their courses and began to make appropriate changes in instructional strategies. For example, short video tutorials have been included in mathematics courses.

1. *While analysis of Diploma results is extremely important and will continue, ADLC should focus on improving successful student completions on two fronts:*
 - Getting students who have completed at least half the course to complete the entire course
 - Getting non-starters to begin (and complete)

Evergreening and Development to Improve Student Completion

In addition to their Annual Professional Growth Plans, ADLC teachers developed yearly work plans that outlined their emphasis for course development and evergreening. Teachers then reviewed their plans with the Senior High Principal at individual meetings. Work on projects was updated regularly at department meetings. This allowed for collaborative review. In some cases, such as the English Department, teachers agreed to schedule separate days each week to work on projects. English staff members agreed to cover the daily work of the teacher involved in evergreening and/or development to allow for concentrated time devoted to the project. Other departments such as CTS, Mathematics, and Social Studies used DETs and/or Team Teaching teachers to assist with evergreening of materials during scheduled and planned work sessions.

The process of supporting and tracking teacher work plans will be enhanced in the 2008-2009 school year to coordinate with development of resources..

At the June 2008 ADLC Team Leaders Conference, representatives from each department highlighted evergreening and development activities of the 2008-2009 school year. More than 50 courses have been evergreened or developed in one school year.

Knowledge Skills and Attributes of an ADLC Teacher (KSA)

The work during 2006-2007 on KSA Document (**Knowledge Skills and Attributes of an ADLC Teacher**) was used as a point of focus at High School Staff Meetings during the year. In concert with Alberta Teachers' Association officials, that PHRD's teacher evaluation policy was not current with the requirement of Alberta Education's Policy 2.1.5 – Teacher Growth, Supervision and Evaluation, was discovered. ADLC representatives and ATA officials clarified further the distinctions among *Teacher Growth*, *Teacher Supervision*, and *Teacher Evaluation*. As a result of a meeting of the Pembina Hills Regional District Deputy Superintendent, an ATA Staff Officer, and ADLC High School Principal held in the spring of 2008, PHRD's policy and practice was updated during the summer of 2008. The ATA also pointed out that any changes to the Provincial Teaching Quality Standards must be approved by Board motion. Because ADLC has added a section dealing with the responsibilities of ADLC teachers working collaboratively with and monitoring and/or supervising contracted services provided by Distance Education Tutors, writers, editors, desktop publishers, and technical support in the development of resources and teaching of courses, the ATA recommended Board approval of the KSA Document. This is similar to Catholic School Boards approving faith-related additions to their Teaching Quality Standards.

After PHRD amends its policy and practice to meet provincial requirements and approves ADLC's policy and practice, ADLC's KSA document will become part of ADLC's administrative practice.

The ATA noted that the work ADLC has done on the KSA document is some of the best work in the province in Teacher Growth, Teacher Supervision, and Teacher Evaluation. Both *Appendix A: ADLC Teacher Growth Self-Reflection Tool* and *Appendix B1: ADLC Teacher Evaluation Working Document* are practical tools.

The ADLC's KSA Document was

- reviewed by all teachers
- used for professional development
- reviewed individually with teachers new to ADLC

Much of the evergreening of resources noted above centred upon increasing choices for students and upon allowing for more individualization of programs while maintaining appropriate course rigor. ADLC teaching and support staff members are very understanding of individual student needs and act appropriately to support these students. This past year has seen significant increase in dialogue with students, including allowing students to challenge courses appropriately.

Outcome 1.4

Identify successful course structure and enhance existing courses to increase student learning and successful student.

PHRD Priority C: Identification of, and strategies for teaching children at risk of failure, (continued).

Strategies	Assessment	Data	Targets	Achieved
<p>Examine completion rates of all courses and determine if course structure is a limiting factor in course completions.</p> <p>Evergreen as required or delist the course.</p>	<p>Departments will assess all courses</p>	<p>Development and Evergreening Work Plans will be submitted to the Principal in June 08.</p>	<p>Completed by May 2008 and implemented in September, 2009.</p>	<p>Base line data was collected and courses were identified for evergreening. For example after analyzing English course data the department decided to focus on enhancing English 10-1 and English 10-2. It was determined that the final exam in Science 10 needed major work. In addition it was determined that Cycle 4 of AISI would support this initiative for the next 3 years.</p> <p>49 meetings were conducted to enhance courses and student interaction between Distance Education Tutors and ADLC teachers.</p>

Strategies	Assessment	Data Targets	Targets	Achieved
Continue to promote the Success Maker, Academy of Reading and Math programs.	Student use will be monitored through reports created by the program.	Data is sent monthly to partner schools and parents.	Ongoing.	Approximately 800 students accessed SuccessMaker, Academy of Reading and Math programs and reports were distributed for all students to either the parents or school facilitators.
Continue to promote our Preview/Review program.	Students have the option to review the courses at summer school.	Continue to offer the program to schools such as Metro Community College in Edmonton	Increase partnerships with other jurisdictions or schools.	There was an increase of 2 schools accessing Preview/Review programs.

Goal 2: *Excellence in teaching*

Alberta Education Goal #1 High Quality Learning Opportunities for All

Strategies	Assessment	Data	Targets	Achieved
ADLC High School teachers will be involved in leadership opportunities.	Number of teachers expressing interest in leadership opportunities and secondments.	Four High School staff members are currently in Master's programs. Three qualified internal staff applications were received for the Associate Principal competition, May 08. We share our expertise in distributed learning via secondments. Over the last year, 2 staff were seconded to AE and worked under a LOA for the Open School of B.C.	Staff wishing to undertake formal or informal leadership and/or secondment opportunities will feel supported and mentored.	Of the 4 noted one has completed their Masters program and one more teacher has been accepted into a Masters program. Alberta Education seconded two staff. 14 members of the ADLC administration team completed 4 Imperatives of Leadership – Great Teams, Great Leaders, Great Results training; one staff completed the facilitator level course. One administrator attended the Banff Educational Leadership Conference.
All ADLC staff will have an opportunity to participate in The 7 Habits of Highly Effective People Program on a voluntary basis.	Number of staff attending sessions and expressing interest will be monitored. Feedback from staff will be incorporated in further “7 Habits” offerings.	Number of staff participating in the 7 Habits of Highly Effective People Program.	All staff will have the opportunity to participate in the 7 Habits of Highly Effective People Program by August 2009.	62 staff completed the 7 Habits of Highly Effective People Program.

Outcome 2.4

All schools will have PLC's in place that are engaged in addressing student achievement.

PHRD Priority E: Focus Professional Learning Community work on the improvement of student learning, (continued)

PHRD Priority G: Sustain AISI's Effective Learning Strategies

Outcome 2.5

Senior High will build formal and informal leadership capacity within a healthy team environment.

PHRD Priority G: Sustain AISI's Effective learning strategies, (continued)

Strategies	Assessment	Data	Targets	Achieved
Facilitation skills will be developed as element of the ADLC Cycle Three AISI project.	Staff will address this issue in their professional growth plans.	Number of staff participating in the AISI Cycle Three project and/or embarking on school based leadership task.	Increase formal leadership capacity from base line.	Teacher leaders are conducting effective department meetings mostly using norms of collaboration.

Outcome 2.1

Learning excellence is promoted through continuous improvement of delivery systems including integration of new learning technologies, differentiated instruction and alternative delivery mechanisms.

Elementary – Teachers will be able to sufficiently understand two alternative programs at each grade level in Math and Language Arts in order to map it closely to the Alberta Programs of Study and recommend it to parents.

Junior High – Increase the number of students completing their courses by 3%.

Grade Level	Strategies	Assessment	Data	Targets	Achieved
Elementary- Grades 1 to 6	effective Teacher Growth Plan goal directed collaboration/team work mentoring purposeful allocation of teacher time to implement differentiated education	satisfaction surveys (in relation to (PD)) Teacher Growth Plan aligns with professional development Attendance/engagement implementation of PD skills learned	Gather from Surveys	June 2009 Review in Oct and May	Surveys were not conducted.

Grade Level	Strategies	Assessment	Data	Targets	Achieved
Junior High- Grades 7-9	<p>Staff will offer training sessions in all four centres</p> <p>each centre will offer training twice in September and once in October</p> <p>these sessions will be in the late afternoon and early evening so working parents can attend with students</p> <p>the session will last about one hour</p> <p>sessions will cover the approach to Distance Education, how to use software, etc.</p>	compare completion rates of those who do not attend the training sessions to those who do attend			Not enough data due to loss of staff member tasked with this.

Outcome 2.2

Students at risk will have their needs met by effective programs and supports. (This outcome is also reflected in 1.1, 1.2 (b), 1.3, 1.5 and 2.1).

Outcome 2.4

All schools will have PLC's in place that are engaged in addressing student achievement.

PHRD Priority E: Focus Professional Learning Community work on the improvement of student learning, (continued)

PHRD Priority G: Sustain AISI's Effective Learning Strategies

Strategies	Assessment	Data	Targets	Achieved
Elementary/Jr. High will focus existing PLCs on student achievement at the department and grade groups' level.	Number of PLCs will be tracked and the connection to student achievement will be evaluated.	AISI project.	Seven units in seven courses will have formative assessment strands developed and implemented.	Seven courses have implemented formative assessment through collaborated group work.

Outcome 2.5

Elementary/Jr. High will build formal and informal leadership capacity within a healthy team environment.

PHRD Priority G: Sustain AISI's Effective learning strategies, (continued)

Strategies	Assessment	Data	Targets	Achieved
Facilitation skills will be developed as element of the Elementary/Jr. High Cycle Three AISI project.	Staff will address this issue in their professional growth plans.	Number of staff participating in the AISI Cycle Three project and/or embarking on school based leadership task.	Increase formal leadership capacity from base line.	8 teachers were involved with the AISI Cycle Three. 11 teachers were involved with the Covey Training.
Staff leadership at Elementary/Jr. High will be enhanced.	Staff will be surveyed to determine current perceptions of opportunities for staff leadership at Elementary/Jr. High	At this time, we have only anecdotal data from several years ago.	Working collaboratively with staff, administration will nurture and support staff leadership so that satisfaction levels increase significantly from baseline.	In discussion with staff, three staff have indicated a desire to look at leadership opportunities. One staff member has enrolled in a Masters program.

Goal 3: *Responsive and Accountable Schools & School Jurisdiction*

Alberta Education Goal- Highly Responsive and Responsible Jurisdiction

Outcome 3.1

The education system at all levels demonstrates effective working relationships.

High School teachers continue to collaborate with provincial partners to enhance learning opportunities for students.

Strategies	Assessment	Data	Targets	Achieved
<p>High School teachers will actively support Team Teaching partners by: initiating contact and support facilitate course enhancement by seeking input from Team Teaching partners, forming collaborative course enhancement focus groups.</p>	<p>Assess the number and quality of collaborative Team Teaching Partnerships</p>	<p>Surveys will be administered yearly to Team Teaching Partners. Current data indicates a 97% completion rate among students. Anecdotal data is kept of partner teacher satisfaction in the form of testimonials. Partner teacher's course enhancements will also be tracked in the 2008-09 school year.</p>	<p>Maintain the high 90's completion rate while supporting the increasing numbers of team teaching schools and partners.</p>	<p>ADLC High School teachers continue to form provincial focus groups centred on enhancing existing courses. A total of 11 focused group meetings occurred. Teacher anecdotal comments have been submitted to the High School administration.</p> <p>88% of students successfully completed their team teaching courses</p>
<p>By increasing French Immersion Team Teaching Partnerships, ADLC will enhance opportunities for French Immersion students at the high school level</p>	<p>Assess the current number of French Immersion Team Teaching partners.</p>	<p>2007-2008 shows 52 course enrollments in 7 schools.</p>	<p>By June 2009 the number of French Immersion Team Teaching Partnerships will increase by 50%.</p>	<p>Enrolment in French Immersion courses has increased by 24% with no increase in Team Teaching enrolments.</p>

Strategies	Assessment	Data	Targets	Achieved
Increase the number and quality of Partner Update sessions provincially.	We have discovered that two major markets for Team Teaching/Contracted Services are emerging in the Red Deer corridor and in the North.	Currently we provide team teaching information sessions in our major markets of Edmonton, Calgary, Lethbridge	In the Spring of 09 we will continue with Edmonton, Calgary and Lethbridge and will add Red Deer and Peace River/Grande Prairie as sites for our Partner Update sessions.	

Outcome 3.3

Senior High will collaboratively develop distance education courseware.

Strategies	Assessment	Data	Targets	Achieved
Enhance the collaborative development process with DLRB and other partners	Number of courses developed and in a timely manner.	Ongoing.	While the direct achievement of this target is not under our control, we will work with DLRB in support of all core high school courses being ready prior to June 1 st of the coming school year.	<p>Biology, Chemistry and Physics were completed under the (BCP) course development initiative.</p> <p>Under the Collaborative Course Development (CCD) initiative development of Social Studies 20-1, 20-2, 30-1 and 30-2. Plans were initiated for the collaborative development Math 10 – Common, and Math 10-3.</p> <p>Robotics was developed in collaboration with the Francophone jurisdictions.</p>

Outcome 3.1

The education system at all levels demonstrates effective working relationships.

Elementary/Junior High – Administration will initiate face-to-face meetings with 10% of jurisdictions to offer support and direction on how to improve student completions.

Strategies	Assessment	Data	Targets	Achieved
identify lowest functioning schools/jurisdictions offer strategies to help increase student success present strategies and workshops to stakeholders	re-evaluate the school at the end of the school year	gather information from STAR and SAS to determine better completion from those jurisdictions	identified schools and jurisdictions based on low performance	Worked with 4 districts/schools to improve completions. Support data to be established. Facilitators guide is completed. http://www.adlc.ca/content/view/28/68

Outcome 3.2

Formalize Development and Evergreening processes.

Strategies	Assessment	Data	Targets	Achieved
Develop evergreening and development process.	Formalize decision making procedures for evergreening and development.	Data to be collected and organized by Project Course Development Coordinator.	Ongoing.	Processes were employed to develop 8 new courses.

Outcome 3.3

Elementary/Jr. High will collaboratively develop distance education courseware.

Strategies	Assessment	Data	Targets	Achieved
Improve the collaborative development process with DLRB.	Number of courses developed and in a timely manner.	Ongoing.	Ongoing.	ADLC did not receive suitable distributed learning resource materials in a timely manner and therefore collaborative process was stalled.

STATEMENT OF REVENUES AND EXPENSES
for the Year Ended August 31, 2009
(in dollars)

	Actual 2009	Budget 2009 (Note)	Actual 2008 (Note)
REVENUES			
Government of Alberta	\$10,226,722	\$10,345,880	\$9,579,452
Federal Government and First Nations	\$88,000	\$0	\$88,000
Other Alberta school authorities	\$0	\$0	\$0
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Instruction resource fees	\$0	\$0	\$0
Transportation fees	\$0	\$0	\$0
Other sales and services	\$4,449,940	\$4,369,465	\$4,362,239
Investment income	\$34,370	\$115,000	\$109,219
Gifts and donations	\$0	\$0	\$0
Rental of facilities	\$0	\$0	\$0
Net school generated funds	\$0	\$0	\$0
Gains on disposal of capital assets	\$15,298	\$0	\$2,935
Amortization of capital allocations	\$0	\$0	\$0
Other revenue	\$0	\$0	\$0
Total Revenues	\$14,814,330	\$14,830,345	\$14,141,845
EXPENSES			
Certificated salaries (Note 18)	\$4,240,997	\$4,674,055	\$3,838,212
Certificated benefits (Note 18)	\$471,561	\$521,003	\$462,452
Non-certificated salaries and wages (Note 18)	\$2,819,305	\$2,850,287	\$2,593,517
Non-certificated benefits (Note 18)	\$731,654	\$735,365	\$630,370
Services, contracts and supplies	\$6,354,330	\$5,868,253	\$6,026,372
Net school generated funds	\$0	\$0	\$0
Capital and debt services			
Amortization of capital assets			
Supported	\$0	\$0	\$0
Unsupported	\$190,548	\$181,382	\$185,685
Total Amortization of capital assets	\$190,548	\$181,382	\$185,685
Interest on capital debt			
Supported	\$0	\$0	\$0
Unsupported	\$0	\$0	\$0
Total Interest on capital debt	\$0	\$0	\$0
Other interest and charges	\$36,398	\$0	\$30,384
Losses on disposal of capital assets	\$0	\$0	\$0
Other expense	\$0	\$0	\$0
Total Expenses	\$14,844,793	\$14,830,345	\$13,766,992
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE EXTRAORDINARY ITEM	(\$30,463)	\$0	\$374,853
Extraordinary Item	\$0	\$0	\$0
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	(\$30,463)	\$0	\$374,853

Note: Please input "(Restated)" where Actual 2008 comparatives are not as presented in the finalized 2007-2008 Audited Financial Statements filed with Alberta Education. Budget 2009 comparatives presented are final budget amounts formally approved by the Board.

Appendix I: ADLC Senior High Enrolment and Completions 2008-2009

Course Code	Enrolment	Completions	Successful Completions	Credits Earned
AGR1010	133	134	133	133
AGR1060	110	87	84	84
AGR1110	65	57	56	56
AGR2020	7	3	2	2
AGR2030	6	1	1	1
CMH1010	194	151	148	148
CMH1050	198	136	131	131
CMH1060	75	51	49	49
CMH2010	168	118	115	115
CMH2030	4	2	2	2
CMH2050	3	3	3	3
CMH3010	446	335	333	333
CMH3020	407	321	317	317
CMH3030	308	204	200	200
CMH3040	364	273	273	273
CMH3050	4	1	1	1
CMH3140	386	311	308	308
COM1020	46	31	29	29
COM1030	1			
COM1070	27	11	10	10
COM1080	28	6	6	6
COM2040	1			
COM2130	1			
COM3130	1	1	1	1
CTR1010	591	299	296	296
CTR1110	1	1		
CTR1120	2	103	1	1
CTR1210	70	1	102	102
CTR2110	2	1	1	1
CTR2120	2		1	1
CTR2130	2	1	1	1
CTR2140	1	1	1	1
CTR2150	1	1	1	1
CTR2210	91	72	69	69
CTR3040	4	3	3	3
CTR3050	4	2	2	2
CTR3110	1	1	1	1
DES1010	92	55	55	55
DES1020	45	32	31	31
DES1060	32	21	21	21

Course Code	Enrolment	Completions	Successful Completions	Credits Earned
DES2010	21	15	14	14
ELA1104	429	133	123	615
ELA1105	433	207	195	975
ELA2104	410	174	161	805
ELA2105	472	200	189	945
ELA3104	364	164	153	765
ELA3105	640	255	232	1160
ELT1010	50	43	42	42
ESL1121	21	9	9	45
FAS1030	80	42	39	39
FAS1040	36	14	14	14
FAS1050	16	4	4	4
FAS1060	16	4	4	4
FAS1070	11	3	3	3
FAS2070	10	8	8	8
FAS2080	9	5	5	5
FAS2090	7	4	4	4
FAS2110	9	3	3	3
FIN1010	147	95	90	90
FIN1020	96	49	38	38
FIN1030	53	27	25	25
FIN2010	39	23	19	19
FIN2020	28	11	10	10
FIN2030	20	8	7	7
FIN3010	17	6	6	6
FIN3020	34	14	9	9
FIN3030	28	16	12	12
FIN3040	23	5	5	5
FIN3060	11	3	3	3
FLA1132	7			
FLA2132	2			
FLA3132	4	1	1	5
FNA1400	203	125	123	516
FNA1405	13	13	13	65
FNA1424	66	12	12	36
FNA2400	97	54	51	255
FNA2405	9	4	4	20
FNA3400	72	32	32	160
FNA3405	5	2	2	10
FOD1010	9	7	6	1
FOR1010	175	127	127	127

Course Code	Enrolment	Completions	Successful Completions	Credits Earned
FOR1090	94	72	71	71
FOR2010	53	38	35	35
FRA1301	13			
FRA1314	2			
FRA2301	5	1	1	5
FRA2314	1			
FRA3301	13	4	4	20
FRA3314	2			
FSL1305	62	14	13	65
FSL1309	137	44	41	205
FSL2309	129	48	47	235
FSL3309	115	28	28	140
GER1315	69			95
GER2315	26	19	19	55
GER3315	32	11	11	
INF1020	164	85	85	85
INF1030	66	30	30	30
INF1040	51	17	17	17
INF1050	1			
INF1060	57	17	17	17
INF1070	42	16	16	16
INF1080	3	2	2	2
INF2010	210	1	1	0
INF2030	75	53	53	53
INF2040	61	38	38	38
INF2050	4	1	1	1
INF2080	4	2	2	2
INF2110	4	2	2	2
INF2130	1			
INF2200	1	1	1	1
INF3010	1			
INF3030	39	22	22	22
INF3040	21	7	7	7
INF3050	12	4	4	4
INF3060	1	1	1	1
IOP1159	31	28	25	125
KAE1780	165	90	88	440
KAE1781	71	32	31	155
KAE1782	162	98	91	455
KAE1783	96	67	66	330
KAE2780	108	59	57	285
KAE2782	65	37	35	175
KAE2783	31	21	19	95

Course Code	Enrolment	Completions	Successful Completions	Credits Earned
LDC1460	71	62	62	258
LDC2460	83	54	53	213
LDC2754	779	634	605	1815
LDC3164	274	191	189	567
LDC3388	5	2	2	10
LDC3460	95	62	62	304
LDC3754	292	204	202	606
LGS1010	199	146	144	144
LGS1020	82	57	51	51
LGS2010	34	13	13	13
LGS2020	27	16	15	15
LGS2030	32	14	13	13
LGS3010	39	23	20	20
LGS3040	25	17	17	17
LGS3050	27	14	14	14
LGS3080	80	41	37	37
MAM3010	69	22	22	22
MAM3020	32	8	8	8
MAM3030	23	8	8	8
MAM3040	33	12	12	12
MAM3050	16	8	8	8
MAT1037	404	171	156	780
MAT1038	423	179	151	755
MAT1041	219	87	77	385
MAT1225	639	435	410	2050
MAT2037	429	210	169	845
MAT2038	484	217	201	1005
MAT2225	760	542	501	2505
MAT3037	684	319	275	1375
MAT3038	328	116	99	495
MAT3211	233	115	111	555
MEC1040	95	56	50	50
OTH1998	6	2	2	8
OTH1999	49	42	42	204
OTH2998	31	26	26	159
OTH2999	4	5	5	24
OTH3998	77	38	38	347
OTH3999	8	9	9	45
PED0770	1589	1018	1008	3024
PED1445	207	82	81	351
PED2445	23	13	12	60
PED3445	11	7	4	20
SCN1270	651	335	299	1495

Course Code	Enrolment	Completions	Successful Completions	Credits Earned
SCN1288	461	338	316	1580
SCN2231	411	187	179	895
SCN2242	187	91	80	400
SCN2261	159	75	72	360
SCN2270	189	75	71	355
SCN2288	618	453	442	2210
SCN2796	100	18	14	70
SCN2797	165	49	48	240
SCN3230	441	200	189	945
SCN3240	234	96	90	450
SCN3260	182	90	85	425
SCN3270	163	62	56	280
SPN1345	277	93	89	445
SPN2345	100	27	26	130
SPN3345	73	14	14	70
SSN2171	458	350	340	1020
SSN2172	561	429	403	1209
SSN2176	133	87	86	258
SSN3166	171	134	131	393
SSN3171	58	16	14	42
SSN3185	3			
SST1150	25	66	66	330

Course Code	Enrolment	Completions	Successful Completions	Credits Earned
SST1151	84	66	63	315
SSN1154	6			
SSN2154	5			
SST1771	408	114	106	530
SST1772	254	64	60	300
SST2150	493	336	331	1655
SST2151	391	252	248	1240
SST2772	1			
SST3150	521	288	273	1365
SST3151	593	346	321	1605
TOU1010	75	62	59	59
TOU3030	65	41	40	40
TOU3040	55	33	33	33
TOU3060	38	22	21	21
TOU3070	36	17	14	14
TOU3080	38	19	18	18
UKR3355	1	3	3	15
ULC1089	16	2	2	10
WLD1070	2	5	5	5
TOTAL	28338	16014	15257	52990

APPENDIX II: Elementary/Junior High Enrolments, 2008-2009

Course Name	Enrolment
ART 7A	23
ART 8B	4
ART 9C	5
ENVIRONMENTAL 1	10
FRENCH 4	175
FRENCH 5	111
FRENCH 6	184
FRENCH 7	90
FRENCH 8	6
FRENCH 9C	6
HEALTH 7	58
HEALTH 8	85
HEALTH 9	80
LANGUAGE ARTS 04	39
LANGUAGE ARTS 05	43
LANGUAGE ARTS 4	5
LANGUAGE ARTS 5	5
LANGUAGE ARTS 6	81
LANGUAGE ARTS 7	130
LANGUAGE ARTS 8	224
LANGUAGE ARTS 9	290
MATH INTERV 1-3	10
MATH INTERV 4-6	20
MATH INTERV 7-9	164
MATHEMATICS 02	27
MATHEMATICS 03	22
MATHEMATICS 05	43
MATHEMATICS 06	65
MATHEMATICS 1	41
MATHEMATICS 2	10
MATHEMATICS 3	15
MATHEMATICS 4	53
MATHEMATICS 5	6
MATHEMATICS 6	6
MATHEMATICS 7	96
MATHEMATICS 8	189
MATHEMATICS 9	254
MATH-MODIFIED 72	11
MATH-MODIFIED 82	18
MATH-MODIFIED 92	61

Course Name	Enrolment
MUSIC 7	4
PHYSICAL ED 07	9
PHYSICAL ED 08	26
PHYSICAL ED 09	32
PREV/REV LA4	58
PREV/REV LA5	57
PREV/REV LA6	65
PREV/REV LA7	87
PREV/REV LA8	75
PREV/REV LA9	70
PREV/REV MATH4	60
PREV/REV MATH5	55
PREV/REV MATH6	84
PREV/REV MATH7	96
PREV/REV MATH8	136
PREV/REV MATH9	147
PREV/REV SCI7	17
PREV/REV SCI8	28
PREV/REV SCI9	43
PREV/REV SS7	6
PREV/REV SS8	3
PREV/REV SS9	8
READING INTERV 1-3	5
READING INTERV 4-6	9
READING INTERV 7-9	34
READING INTERV ORAL FL1-3	13
READING INTERV ORAL FL4-6	15
READING INTERV ORAL FL7-9	27
RELIGION STUDY 7	44
RELIGION STUDY 8	25
RELIGION STUDY 9	51
SCIENCE 04	38
SCIENCE 05	38
SCIENCE 4	1
SCIENCE 5	5
SCIENCE 6	67
SCIENCE 7	145
SCIENCE 8	187
SCIENCE 9	228
SKILLS ENHANCE 1003	6

Course Name	Enrolment
SKILLS ENHANCE 1004	149
SKILLS ENHANCE 1005	240
SKILLS ENHANCE 1006	208
SKILLS ENHANCE 1-9	4
SOCIAL STUDIES 4	40
SOCIAL STUDIES 5	46
SOCIAL STUDIES 6	50
SOCIAL STUDIES 7	83
SOCIAL STUDIES 8	181
SOCIAL STUDIES 9	201

Course Name	Enrolment
SPANISH 4	98
SPANISH 5	22
SPANISH 6	10
THEMATICS 02	27
THEMATICS 03	23
THEMATICS 1	43
THEMATICS 2	10
THEMATICS 3	16
Total	6320