

HORIZON Mennonite Alternative Program School H.M.A.P

vision

students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners. "Growing through Faith and Education."

mission

engaging and empowering all learners as they seek success on their own terms.

values

continual improvement;
inclusion and respecting diversity;
fostering effective relationships;
welcoming, caring, respectful, and safe
learning environments;
collaboration; and
accountability

2023-
2026

Principal's message

Horizon Mennonite Alternative Program (MAP School) is a grade 7-12 outreach school located in Vauxhall, Alberta. We provide flexible, high quality instruction for about 75 students from the Vauxhall, Enchant and Hays areas.



MAP works with other Horizon schools to expand the educational opportunities for all students. Although our own building is quite small, our students have indicated and demonstrated that they have a strong desire to participate in hands-on opportunities to learn. Therefore, Our school has arranged to regularly use the gym and CTS rooms at Vauxhall High School so that students may have access to available physical education, industrial arts and home economics learning facilities. A large number of our high school students take part in joint VHS/MAP religious studies classes as this is considered an important personal development by both our students and our parent groups.

Each spring, staff members meet with students from Vauxhall Elementary School, Hays School, and Enchant School to discuss the social, emotional and economic value of staying in public school and how MAP can help with that. We have found that many students who were leaning towards exiting school are able to divert and find a home at MAP instead. We also have several students who come to us from homeschooling or from outside of Horizon School Division. Our students and alumni become role models and promoters of public education.



The distinctiveness of MAP School arises from the diversity of our student population. Most MAP students have a connection to Low German Mennonite faith and culture, but there are significant differences in their family contexts. Some are recent immigrants to Canada but others have lived here their entire lives. Some speak Plautdietsch at

home, others English, and a large number speak both, serving as interpreters to many of the older people in their family. A few families go to Mexico for an extended time each winter, but most do not. Our students often contribute to their families by helping with harvest, working part-time, caring for siblings, or taking on other family responsibilities. These contributions are highly valued and require significant commitment of time and effort. In many cases, though, these commitments limit the time that students are able to put into their studies.



This variety of student needs requires MAP to be very flexible and responsive. Typical outreach strategies such as module booklets or online courses have been an effective solution for some of our students. However, we have found that most MAP students have greater success with strong classroom instruction. Our students with the greatest challenges in language learning, educational history, or attendance also tend to benefit most from direct teaching. We have worked hard to both increase the number of direct-taught courses at MAP and to make our direct taught classes more flexible. We have adopted a “blended” model of instruction, where students with attendance differences are able to participate in and benefit from classroom instruction, but where all students have access to print or online materials that can be done at an alternate time, place, or pace. In addition, our timetable ensures that students have flex periods and self-directed periods to allow students to stay caught up in their classes, to access individualized help from teachers, and to explore other areas of interest. Although this past year could not be classified as easy, the particular flexible and cooperative educational environment that had been nurtured at MAP has made this past year “easier” for staff and students than it might have been. Staff and students at MAP have become experts in meeting students where they are in their educational journey. Pivoting to online, paper based or in person content delivery as needed has a long history at MAP that predates the pandemic and we will continue to offer this variety of instruction into the post pandemic world.

Student success at MAP comes in many forms. Even under the unpredictable circumstances of the 2020/2021 and 2021/2022 school years we were happy to see five graduates this year and the potential of 12 for next year. . More and more MAP students are now taking Math and Science diploma exams, qualifying for a full 3 years of Rutherford scholarships, and registering for post-secondary courses after high school. MAP has more students taking “dash one” courses at high school than ever before, but we also have students successfully completing “dash four” Knowledge and Employability courses. Also, we are seeing many of our students who are sticking with education or returning to school long after they thought that they might quit. We have been invigorated to know that for every student that stays an extra year that they are gaining literacy and numeracy skills that will be useful for their future prospects. It is difficult to see the lack of a diploma as being a failure when more and more students are completing more years of high school than just a few years ago. The path to a high school diploma is not always a straight line and we understand and support this at MAP while celebrating all student success!



Of course, MAP students and their families care about more than just academics. Strong relationships and respect for faith and cultural identity are also fundamental. We were happy, this year, to resume our partnership with Vauxhall Elementary School in hosting our annual Easter concert. We also continue to try new things to boost the cultural features of our school. Parents of students have always been an active presence in MAP. A program to come directly out of partnership with MAP and parents is the LGM culture class that was established in a previous year but has seen us, This year, expanding to all in the junior high classes. Our student council is very active. It was at their encouragement and direction that We developed a targeted fitness course for all senior high in the last half of the student year. Almost 100% enrollment was attained in this option course, and can be attributed with a general rise in high school attendance rates on our scheduled work out room fitness days. Not really all that surprising as we are well aware that by encouraging and respecting student and parent contributions, we also hope to strengthen their sense of belonging and commitment to our school community. Evidence that connections between school and parents are being strengthened might best be determined by the fact that we have a small but very active School council. These parents meet on a regular basic and give valued feedback on any initiative that has to do with culture building at the school.



“We have been very pleased with MAP school. We’ve had children in MAP since 2010. Teachers are absolutely amazing! The programs are great. I’m glad that we have had the opportunity to send our children to this great school” *Mrs. Mary Redecop, VES/VHS German instructor*

“I really appreciate that the school incorporates our faith by having prayer in the morning and having the German Bible classes.” *Mrs. Susie Fehr, parent council chair*



our strategic priorities

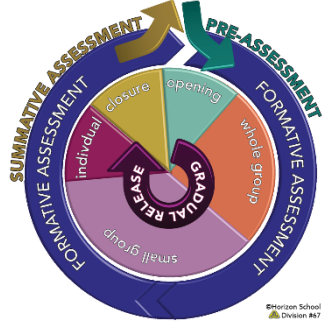
*quality teaching and optimum learning
response to intervention*

Wellness & well-being

*Adapting instruction to support and
improve each student's educational
reality*

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
Student Growth & Achievement Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.	<ul style="list-style-type: none"> The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort) <ul style="list-style-type: none"> Overall and specific course results for all students Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations. <ul style="list-style-type: none"> Overall and specific course results for all students Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> Overall and results for teachers, parents, and students A measure of student engagement in their learning at school 	<ul style="list-style-type: none"> Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment Parent, and student agreement that children are able to read and write at the level that is expected of them at school. <ul style="list-style-type: none"> Overall and results for parents, and students 	<ul style="list-style-type: none"> LiteracyLiteracy <p>benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level.</p> <p>Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices.</p> <p>Schedule an additional daily junior high Language Arts period, and implement Daily 4 structure.</p>
			<ul style="list-style-type: none"> Budget Allocation <p>Utilize existing teaching time through adjustments in the year calendar.</p>
		<ul style="list-style-type: none"> Parent satisfaction that their children are able to do math at the level that is expected of them at school. 	<ul style="list-style-type: none"> Numeracy <p>Balanced approach to math instruction in grades 7 to 12 with the support of rich tasks, math embedded in literature, and “given meaning” as students are required to pair math theory with CTS/CTF project based learning.</p>
			<ul style="list-style-type: none"> Budget Allocation <p>Budget line provided so that resources may be purchased so that “project based” learning may become part of the regular instruction</p>

		<ul style="list-style-type: none"> Teacher, parent, and student agreement that children will be prepared for the next grade level <ul style="list-style-type: none"> Overall and results for teachers, parents, and students 	<ul style="list-style-type: none"> Curriculum Achievement <p>HORIZON INSTRUCTIONAL MODEL</p>  <p>High school redesign principles and preparation for future curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators.</p> <p>Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.</p> <p>Assessment</p> <p>Build on key assessment principles to increase teacher conceptual understanding of assessment.</p> <p>Encourage the demonstration of learning with non-traditional methods of assessment that will foster the creation of an artifact that can be more easily celebrated. These artifacts will be used to culminate the year in a day of celebration of learning for , teachers, community and students in the form of a spring cultural/school "open house"</p>
<p>Teaching & Leading refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p>	<ul style="list-style-type: none"> Teacher, parent, and student satisfaction with the overall quality of basic education. <ul style="list-style-type: none"> Overall and results for teachers, parents, and students. 	<ul style="list-style-type: none"> Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes. <ul style="list-style-type: none"> Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <ul style="list-style-type: none"> Overall and results for teachers, parents, and students 	<ul style="list-style-type: none"> Learning <p>2021/22 school Assurance results indicate that 78% of parents think that students are taught attitudes and behaviors that will make them successful when they leave school.</p> <p>HMAP will have a continued focus on matching curriculum and student interest to Occupational skills training.</p> <p>Promotion of business education/financial management course for grade ten students. Promotion of newly reinstituted dual credit courses.</p> <p>Schedule gym use over at VHS differently so that junior and senior high may participate in</p>

		<ul style="list-style-type: none"> o Teacher, parent, and student belief that children find school interesting <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students o Percent of students who are motivated to do their best at school o Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<p>fitness or gym classes. Utilization of outside spaces, fitness rooms can ensure that every student has the opportunity for some kind of physical health activity to enhance general overall health.</p> <p>accomplishing this. Will require the principal to co-teach.</p>
			<ul style="list-style-type: none"> • Budget Allocation <p>Dedicated Budget line for Dual Credit, promotion, equipment and incidentals..</p>
		<ul style="list-style-type: none"> o Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> • Life plan <p>Continued close collaboration with Heather Brantner " Work Experience Coordinator."</p> <p>Continued development of the SDL program unique to MAP. While encouraging families and students to see the benefit to regular attendance and direct instruction.</p> <p>Continue to strongly support connections that demonstrate curriculum is the basis of useful (employable) skills and knowledge.</p> <p>Continue agreements that allow access to suitable equipment and trained personnel to foster CTF/CTS classes and skill building.</p> <p>Continued close collaboration with Garth Mouland " career counselor.</p> <p>Students, staff, and the community will continue to have an opportunity to see what students have learned in an annual spring, "open house".</p>
			<ul style="list-style-type: none"> • Budget Allocation <p>General operations</p>
		<ul style="list-style-type: none"> o Percent of parents who feel the school keeps them informed about their child's progress and achievement o Percent of parents who are satisfied with the communication they receive from their child's school 	<ul style="list-style-type: none"> • Communication <p>The 2021/22 school assurance results indicated that 94% of parents felt that the school communicates well with them about their child's progress</p>
			<ul style="list-style-type: none"> • Budget Allocation <p>General operations</p>
		<ul style="list-style-type: none"> o Percent of staff who fell that their conversations with school administration about their professional growth plan are meaningful and allow 	<ul style="list-style-type: none"> • Continual improvement <p>2021/22 School Assurance results indicate that 100% of teachers feel that HMAP staff work together to make sure that staffing goals are met.</p> <p>.</p>

		<p>them to reflect upon their practice</p> <ul style="list-style-type: none"> o Percent of staff who feel that the Teaching Quality Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers in our school o Percentage of staff satisfied with the professional development opportunities provided by the school and division o Executive summary of Joint Horizon/ATA PD activities 	<p>Continual improvement through incremental and strategic planning is the purpose of all school based PD planning (see the above linked plan for the 2021/2022 school year)</p> <ul style="list-style-type: none"> • Budget Allocation <p>Utilization of available Division and school based P.D allotments</p>
		<ul style="list-style-type: none"> o Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) o Percent of staff who feel that the principal creates an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe. o Percent of staff who feel the principal understands and appropriately responds to the political, social, economic, legal, and cultural contexts impacting the school and school division. 	<ul style="list-style-type: none"> • Inclusion and respecting diversity <p>2021/2022 Accountability Pillar results indicate that 88.5% of parents and teachers agree that students are having their differences respected, That they are learning the importance of caring for others, are learning respect for others and are treated fairly at school.</p> <p>Use of the Lord's Prayer to start each day.</p> <p>Continuation of German class</p> <p>Increased collaboration between the school and the newly formed parent council.</p> <p>Yearly acknowledgement Mennonite Heritage Day.</p> <p>Students, staff, and the community will continue to have an opportunity to see what students have learned in an annual spring, "open house".</p> <p>Continue to offer and promote the Aboriginal Studies course.</p>
			<ul style="list-style-type: none"> • Budget Allocation <p>General operations</p>

response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports</p> <p>refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children.</p> <p>Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of</p>	<ul style="list-style-type: none"> • Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students. • A measure assessing that students feel like they belong and are supported to be successful in their learning. 	<ul style="list-style-type: none"> • Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. 	<ul style="list-style-type: none"> • Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> o Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. o Promote and implement use of culturally appropriate resources (e.g. FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning.

<p>belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<ul style="list-style-type: none"> • A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner 	<ul style="list-style-type: none"> o Teacher, parent, and student satisfaction with children's ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> o Bring awareness of the experiences of residential school survivors (e.g. participation in "Orange Shirt Day": A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity). o Partake in the National Indigenous Peoples day celebration in Taber on June 21 o Examine current data and create strategies for schools to maximize the success of FNMI students o Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way o Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome
			<ul style="list-style-type: none"> • Budget Allocation <p>Utilization of existing Division resources and materials.</p> <p>Align some activities with general CTS/CTF existing supply budget lines.</p>
		<ul style="list-style-type: none"> • Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. <ul style="list-style-type: none"> o Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student o Percent of staff who feel the school's collaborative response meetings are effective o Percent of students reaching age-appropriate developmental milestones 	<ul style="list-style-type: none"> • Collaborative Response <p>Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry.</p> <p>Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program.</p> <p>Weekly check-ins with support workers to compare and discuss students of concern. Use monthly CRM meetings to report on ongoing measures and to identify any support staff that should be consulted.</p> <p>Identify Key stress times for staff and students (such as the last two weeks of the school year) and intentionally plan, both at the classroom level and at the school level, activities that are designed to de-stress and refocus everyone.</p> <p>Adoption of the annual, "Fun in the Sun" activity day for all students and staff in June.</p>
			<ul style="list-style-type: none"> • Budget Allocation

			Reallocation of some of the Nutrition Grant for school based special activity days spread throughout the school year.
Governance Public assurance occurs when demonstrating stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.	<ul style="list-style-type: none"> Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> Overall and results for teachers and parents Budget-Actual Comparison: report the "Total Expenses" line from Schedule 12 ("Unaudited Schedule of Variance Analysis") comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %). 	<ul style="list-style-type: none"> Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges List of partnerships / collaborative projects 	<ul style="list-style-type: none"> Resource Management The 2021/22 school survey results indicate that 100% of staff feel that they work together to solve problems and to advance goals. HMAP believes in maximizing resources to create the largest impact possible to our students and their education. Some partnerships that we will maintain and some that we will develop into the future are: <ul style="list-style-type: none"> Use of VHS CTS labs and Gym space seasonal use of the Vauxhall arena so that students have access to ice time. Collaboration with other small schools in the division to share intermittently used materials such as text books. Collaboration with the Vauxhall library to offer a greater selection of interest based reading material. An agreement with our sister school (TMS) to share intermittently used materials such as ice skates and camping equipment. A partnership with VHS that allows the joint offering of a religious studies options class to our high school students.
			<ul style="list-style-type: none"> Budget Allocation General operations
		<ul style="list-style-type: none"> Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the <i>School Councils Regulation</i>, section 12. <ul style="list-style-type: none"> Percent of staff who feel the school is cohesive and supportive of one another Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school 	<ul style="list-style-type: none"> Stakeholder engagement Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond. Continue to build strong leadership within MAP's senior high students through systems in place such as our Student's Council. Act upon a student council suggestion to fence off part of the MAP parking lot to create a multi-purpose play court that may be used for basketball, ball hockey and the like. Build capacity for this leadership by supporting grade ten students in leadership roles such as Dual credit programs.
			<ul style="list-style-type: none"> Budget Allocation General operations and based on a case by case basis.

wellness and well-being

School Measures	School Strategies
<ul style="list-style-type: none"> Local measures that indicate the percent of staff that agree <ul style="list-style-type: none"> My opinions and suggestions are considered at work. My supervisor shows appreciation for extra effort made by employees. My workload is appropriate for the time I am assigned. I can handle stress effectively and can bounce back from difficult situation 	<ul style="list-style-type: none"> The Guarding Minds at Work Surveys (2022) indicate that 97% of Horizon staff feels that their immediate supervisor supports them to do their job successfully. HMAP will continue to focus on individuals and to try and allow people to lean into their strengths and interests as they align with the teaching curriculum.

Adapting instruction to support and improve each student's educational reality

School Measures	School Strategies
<ul style="list-style-type: none"> Offer a variety of different direct-taught and self-directed courses. Use our timetable and the flexibility that our scheduled flex classes give. Utilize the developing HAPARA platform of courses to replace the online self directed learning selections and courses that were once filled by ADLC. Staff collaborate to brainstorm and share strategies/procedures for effective blended instruction. Teachers convert existing courses, adapting distance learning materials, develop new print and online materials, and upload to Google classroom <hr/> <ul style="list-style-type: none"> The principal meets with each high school student at MAP to develop a program plan which ensures that their courses are a good fit for their goals, family context, and abilities. The plan is reviewed within two weeks of the start of the year and within two weeks of the end of a reporting period. (more often with students closer to graduation and/or with higher risk plans). The career counselor, Garth Moulard helps in reviewing plans and providing individualized academic and career advice. The work experience Coordinator Heather Brantner helps to facilitate the enrollment of these students in work experience credits. The principal has made adjustments to the timetable and teacher schedules to ensure that: <ul style="list-style-type: none"> At least one teacher is scheduled for each period of the day to support to students taking self-directed The provision of more academic courses does not take away from quality instruction in the other core courses which meet graduation requirements (e.g. English 20-2 and 30-2, Social Studies 20-2 and 30-2, 	<ul style="list-style-type: none"> Mitigate the relative lack of choice that arises from a small school with a small number of teachers. Attempt to lessen the difference in educational offerings between HMAP and other larger schools by leveraging the use of online materials and collaborative opportunities with others. <hr/> <ul style="list-style-type: none"> Seek to improve high school completion rates and/or general levels of education before students leave to join the workforce for good. Created is another class of student termed, Self Directed Learner. (SDL) who collaborates to develop an individualized plan that will keep these students engaged and active in the school while they may be working from part to full time.

- MAP teachers are adapting their high school courses to a “blended” model. Students who have differences in attendance are now able to take part in most direct-taught courses, but they also have access to print and online resources to work on independently to keep up with topics and assignments covered when they were not in class.
 - The principal has designated home room teachers for each grade level so that there is a “key person” monitoring each student’s progress and attendance. When students are not progressing as expected or are showing signs of disengagement, their situation is brought to the monthly Collaborative Response Model meetings where the staff collaborate to find solutions.
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- Use the 1st parent council meeting in September 2021/2022 school year to introduce the new LGM liaison Tina Friesen to the newly formed parent council.
Also use this first meeting to plan out major parent council supported events like:
 - Harvest Supper
 - Several FASPA’s
 - Easter poetry reading from the German classes
 - Hot lunch
 - Establish and register a list of drivers for school events from this group
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- Read with all students using Fountas and Pinnell reading assessment to help flag students in need of additional reading instruction or accommodations
 - maintain the additional language arts period for grade 7-9 and implement Daily 4 structure; work in additional reading intervention.
 - Use flex periods to provide additional support for students in need of Math help or academic support in other subjects.
 - Teach students to use tools like Read & Write, Formative, and Google speech-to-text.
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- Work with Low German Mennonite consultants to plan additional parent / family activities, to re-vitalize the parent hot lunch program, and to expand the range of parent voice.
 - An introduction of a successful monthly parent bake sale.
 - The establishment of a “cultural Cabinet” at the entrance room of the school that features Mennonite cultural artifacts and the family history of those artifacts
 - Using the fall “Mennonite Heritage week” to feature an open house for all in the Mennonite community and to officially dedicate the newly built cultural cabinet.
 - Have an end of year “open house” to celebrate the accomplishments of the students and to also promote how education is inclusive of the community and useful to students in that they build real skills for their lives.
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- Identify literacy and numeracy gaps early and then strategically educate to lessen the impact of those gaps as students move through years of school.
Focus training in some supports that can allow students to learn independently and individually if needed.



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