

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.

mission

engaging and empowering all learners

values

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

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 55 students from the Vauxhall, Enchant and Hays areas.



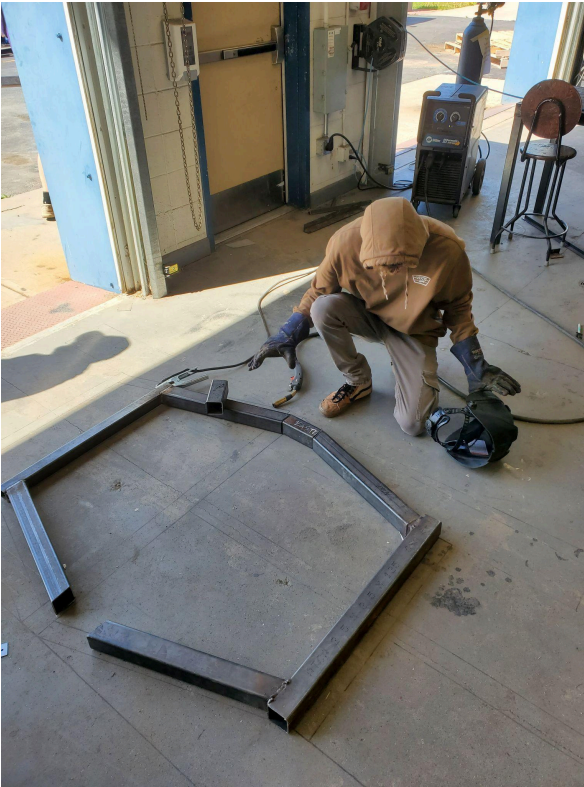
MAP works with other Horizon schools to expand the educational opportunities for all students. Although our own building is quite small, our students have indicated and demonstrated that they have a strong desire to participate in hands-on opportunities to learn. Therefore, Our school has arranged to 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. 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. A methodology that will continue to develop and even strengthen from the skills and lessons learned as education, in general, moves into new and exciting educational environments for our young students.

Student success at MAP comes in many forms. We look forward to the end of the 2024/25 school year where we will see 10 graduates this year and the potential for more than that amount next year and the year after. 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.
- Maximizing their course load in grades 10 and 11 so that they may obtain a diploma early to enable them to enter the workforce earlier.
- Utilizing programs such as, “Work Experience”, “RAP”, and “Dual Credit” to allow for a hybrid work/school schedule.

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 continue 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 is directed by a community member to deliver cultural learning content at a scheduled time each week. We have also been working with our new Low German Mennonite Consultant to increase parent awareness of school information bulletins. She has been able to develop key translations and create key videos that have kept our parents aware of emergent issues and notices that are important for our non-English speaking parents to understand. Our student council is very active. It was at their encouragement and direction that we developed a targeted fitness course that has become a regular component of our school Options offerings. 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.



“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
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"> • Literacy <ul style="list-style-type: none"> ◦ benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level. ◦ Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices. ◦ Reconfigure the existing semestered format of classes for junior high ELA to a year long platform for grades 7 and 8 going into the 2024/25 school year to better adjust our language instruction to student work schedule reality.
		<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"> • Budget Allocation <ul style="list-style-type: none"> ◦ Utilize existing teaching time through adjustments in the year calendar.
			<ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ 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. ◦ Reconfigure the existing semestered format of classes for junior high ELA to a year long platform for grades 7 and 8 going into the 2024/25 school year to better adjust our mathematics instruction to student work schedule reality.
			<ul style="list-style-type: none"> • Budget Allocation <ul style="list-style-type: none"> • Utilize existing teaching time through adjustments in the year calendar.

		<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 <div data-bbox="1182 121 1523 483"> <p>HORIZON INSTRUCTIONAL MODEL</p> </div> <ul style="list-style-type: none"> <ul style="list-style-type: none"> High school redesign principles and preparation for future curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators. Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers. Assessment <ul style="list-style-type: none"> Build on key assessment principles to increase teacher conceptual understanding of assessment. 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.
			<ul style="list-style-type: none"> Budget Allocation <ul style="list-style-type: none"> Use PD opportunities to foster the planning of cross curricular opportunities. More specifically direct general CTF/CTS allotments to aid in the success of varied assessment models,
<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 Teacher, parent, and student belief that children find school interesting 	<ul style="list-style-type: none"> Learning <ul style="list-style-type: none"> 2023 Accountability Pillar results indicate that 98.5% of students, parents and staff indicated that they thought that students demonstrated the knowledge, skills and attitudes necessary for lifelong learning. continued focus on matching curriculum and student interest to Occupational skills training. Promotion of business education/financial management course for grade ten students. Promotion of dual credit courses.

		<ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students ○ Percent of students who are motivated to do their best at school ○ 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 	
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ○ Dedicated Budget line for Dual Credit, promotion, equipment and incidentals in the 2024/25 school year.
		<ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Continued close collaboration with Work Experience Coordinator. to explore, "Work experience, Dual credit, RAP, Green Cert" ○ Continued development of the SDL program unique to MAP ○ Continue to strongly support connections that demonstrate curriculum is the basis of useful (employable) skills and knowledge. ○ Continue agreements that allow access to suitable equipment and trained personnel to foster CTF/CTS classes and skill building. ○ Continued close collaboration with Garth Mouland " career counselor."
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ○ General operations
		<ul style="list-style-type: none"> ○ Percent of parents who feel the school keeps them informed about their child's progress and achievement ○ Percent of parents who are satisfied with the communication they receive from their child's school 	<ul style="list-style-type: none"> ● Communication <ul style="list-style-type: none"> ● 2023 Accountability Pillar results indicate that 100 Percent of parents who feel the school keeps them informed about their child's progress and achievement. We will continued close contact with parents through the following <ul style="list-style-type: none"> - phone calls - in person meeting - school messenger - emails - web site - newsletters and notices - Whatsapp
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ○ General operations
		<ul style="list-style-type: none"> ○ Percent of staff who fell that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice ○ Percent of staff who feel that the Teaching Quality 	<ul style="list-style-type: none"> ○ 2023 Accountability Pillar results indicate that 100% of staff who feel that their school staff works together to achieve goals, solve problems, and overcome challenges

		<p>Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers in our school</p> <ul style="list-style-type: none"> Percentage of staff satisfied with the professional development opportunities provided by the school and division Executive summary of Joint Horizon/ATA PD activities 	<ul style="list-style-type: none"> Staff continues to be cooperative and supportive of each other as they understand that every professional educator must rely on each other to enable increasing proficiency in their craft
			<ul style="list-style-type: none"> Budget Allocation <ul style="list-style-type: none"> Utilization of available Division and school based P.D allotments.
		<ul style="list-style-type: none"> Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) 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. 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 <ul style="list-style-type: none"> 2023 Accountability Pillar results indicate that 100 % Percent of students who feel their school is a place where differences are respected Use of the Lord's Prayer to start each day. continuation of German class increased collaboration between the school and the newly formed parent council. Yearly acknowledgement Mennonite Heritage Day. Continued celebration of a year end "Open house" Day that brings in the entire community to become exposed to our school culture
			<ul style="list-style-type: none"> Budget Allocation <ul style="list-style-type: none"> General operations School council funding for cultural exploration initiatives

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. 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 belonging is emphasized and all students are welcomed, cared for, respected and safe.</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"> 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. 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"> 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"> 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"> Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. 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. Point out the similarities in experience, family, culture that exist between Mennonite and Indigenous culture. 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, Partake in the National Indigenous Peoples day celebration in Taber on June 21 Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and

			<p>beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome</p>
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ○ Utilization of existing Division resources and materials. ○ Align some activities with general CTS/CTF existing supply budget lines.
			<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"> ○ 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 ○ Percent of staff who feel the school's collaborative response meetings are effective ○ Percent of students reaching age-appropriate developmental milestones ● Collaborative Response <ul style="list-style-type: none"> ○ 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. ○ 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. ○ 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. ○ 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. ○ Adoption of the annual, "Fun in the Sun" activity day for all students and staff in June.
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ○ Reallocation of some of the Nutrition Grant for school based special activity days spread throughout the school year.
<p>Governance Public assurance occurs when demonstrating stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<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 <ul style="list-style-type: none"> ○ 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.

			<ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> ◦ An FTE portion had been allocated to VHS in the past for the use of their teachers while in the VHS facility. For 2024, our teachers will promote the fitness and good health of our students personally. We will take over the establishment of wellness both at HMAP and in gym class at the VHS facilities.
		<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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ General operations and based on a case by case basis.

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 	<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.

- 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:
 - 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, Math 10-3 and 20-3, and Science 14 and

24)

- 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.

- 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.

- Use the 1st parent council meeting in September 2023/24 school year to introduce the new LGM liaison Helena Gierzen 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

- 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 spring "Mennonite Heritage week" to feature an open house for all in the Mennonite community

- Establish and register a list of drivers for school events from this group

- Having every student that enters our community creates a “belief tile” that outlines a picture, and bible verse of importance to them. this Tile will be housed on a feature wall display at the entrance to the school and be kept from year to year.
- Have a year end “Open House” that requires the students to open the doors on the school and show the artifacts that they are most proud of to the community at large. Various stakeholders that are invited:
 - extended family
 - Town officials
 - Division office staff
 - Parents
 - prospective students

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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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- 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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