



MEDICINE HAT PUBLIC SCHOOL DIVISION
2026-2027

ALBERTA
LEARNING
OUTCOMES

EVERY STUDENT IS SUCCESSFUL
FIRST NATIONS, MÉTIS AND INUIT STUDENTS ARE SUCCESSFUL
ALBERTA HAS EXCELLENT TEACHERS, SCHOOL LEADERS AND SCHOOL AUTHORITY LEADERS
ALBERTA'S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Vincent Massey School

2026-2027 School Assurance Plan

Principal: Andrew McFetridge

Division Statement	Medicine Hat Public School Division begins a new Four-Year Education Plan during the 2026-2027 school year. The goals, strategies, and success criteria outlined in this assurance document reflect feedback gathered through a comprehensive stakeholder engagement process. The 2026-2030 Education Plan builds on established system strengths, collective capacity, and collaborative partnerships. Updated priorities emphasize future possibilities through meaningful, innovative student learning experiences. Current research and best practices continue to inform the Optimal Learning Environment (OLE) framework, which serves as a foundational component of our work and promotes a shared instructional language across the division. Together, we remain committed to ensuring all students feel a sense of belonging through differentiation and inclusive practices, including the continued advancement of Truth and Reconciliation. Our school and system teams bring unique strengths and expertise, which are leveraged through strength-based, evidence-informed collaborative processes for continuous improvement.			
2026-27 SCHOOL GOAL(S) <i>(What are priorities for learning at our school?)</i>	SUCCESS CRITERIA <i>(How we will know we are achieving our goal)</i>	STRATEGIES <i>(Our plan for meeting our goal)</i>	PERFORMANCE MEASURES <i>(Indicators we will monitor)</i>	
School based goal #1... <i>In what ways and to what extent can we make measurable improvements with student proficiency in NUMERACY by developing strong mathematical understanding, problem-solving skills, computational fluency, and confidence in applying mathematics to real-world situations?</i>	• More students consistently demonstrate proficiency in grade-level mathematics outcomes. • Students accurately explain and justify their mathematical thinking using appropriate vocabulary, models, and strategies. • Students confidently solve a variety of mathematical problems and apply their learning in new situations. • Students demonstrate increased fluency with number facts and efficient computation strategies appropriate to their grade level. • Students show greater confidence, perseverance, and engagement during mathematics learning. • Measurable Grade 6 Provincial Achievement Test results in Numeracy/Mathematics • Increased Teacher confidence in Numeracy instruction • Use of start of school year screens to set a benchmark for Numeracy proficiency with students, then compare to results further in year	• Encourage teachers to create their Inquiry Question goal for GD chats to include Numeracy • Provide meaningful/targeted Numeracy PD for VM teachers • School-wide use of Matific to support Numeracy growth • Use of start of school year screens to set a benchmark for Numeracy proficiency with students • Try to utilize MHPSD Community of Practice time, VM CTM’s, and VM CPT time to focus on Numeracy • “What has helped me/my child learn Math this year” feedback from VM Parents and Gr 4-6 VM Students on the Our School Survey in Spring 2026: Teacher instruction & extra help, peer help/group work, math games, vertical surfaces, small white boards, online math platforms (Mathletics & Matific), multiplication charts, re-doing tests/assignments, hands on tools/manipulatives, different forms of representation • Observe and look for evidence of enhanced Numeracy instruction and student proficiency during admin class visits • Deliver high-quality, curriculum-aligned mathematics instruction using evidence-informed teaching practices. • Provide daily opportunities for students to develop number sense, computational fluency, reasoning, and problem-solving skills. • Differentiate instruction and provide targeted interventions and enrichment based on student learning needs. • Use hands-on materials, visual models, technology, and real-world contexts to deepen conceptual understanding. • Regularly analyze student learning data to guide instruction and monitor progress. • Partner with families by sharing practical strategies and resources that support mathematics learning at home.	Throughout the school year, we will monitor: • Student progress toward grade-level curriculum outcomes through formative and summative assessments. • Results from common school-based mathematics assessments and classroom performance tasks. • Student ability to communicate mathematical thinking using multiple strategies and representations. • Growth in number sense, computational fluency, and mathematical reasoning. • Student engagement, confidence, and persistence during mathematics learning. • Teacher collaboration and instructional planning informed by assessment data	

<i>School based goal #2...</i> <i>In what ways and to what extent can we grow students’ REGULATION & EXECUTIVE FUNCTIONING through consistent classroom & school-wide practices and targeted supports to create more stable learning environments?</i>	• Did we “move the needle” in the areas of: Regulation, Engagement, Well-being, a communal set of Common Values, and Stabilizing Classroom Environments? • Behaviour and EF skills are explicitly taught and regularly retaught • Staff use consistent school-wide language and visuals • Classrooms show predictable, consistent routines • Adults respond to dysregulation in calm, consistent ways • Co-regulation strategies are embedded in daily practice • EF skills are taught and practiced within classroom tasks • Students use supports (checklists, timers, exemplars) independently • Students demonstrate increased independence over time • Students needing support are identified early • Clear intervention plans are in place and followed • Interventions are adjusted based on ongoing data • Complexity team is co-planning and supporting in classrooms • Staff provide frequent, specific feedback on regulation and effort • Students can reflect on and set goals for regulation and learning • Office referrals and escalations decrease • Time on task and student engagement increase • Practices are implemented consistently across staff • Staff engage in ongoing, job-embedded professional learning	• Align Raptor Recognition to regulation and EF skills • Continued focus on APPLE Schools ideals and practices will support this school goal • Utilize ideas and practices from the “Executive Function Skills in the Classroom” book • Encourage teachers to create their Inquiry Question goal for GD chats to include this focus • Integrate language and practices to support Regulation and EF into our VM Emotional Continuum of Supports • Co-create and implement a clear school-wide behaviour matrix • Explicitly teach and regularly reteach expectations • Establish consistent classroom routines (entry, transitions, work, closure) • Use calm, consistent adult responses to dysregulation • Embed co-regulation strategies (check-ins, movement, sensory supports) • Gradually release responsibility toward student independence (Roadmap to Responsibility) • Teach EF skills within classroom learning (organization, initiation, self-monitoring) • Scaffold tasks with steps, visuals, and supports (checklists, timers, exemplars) • Use pre-correction and priming for transitions and challenging tasks • Provide frequent, specific feedback on expectations and effort • Identify and support students early with targeted interventions • Use the complexity team for classroom-based co-planning • Develop clear intervention plans (strategies, roles, timelines) • Monitor and adjust interventions based on data • Use consistent language across all staff • Build in student reflection and goal setting • Track key data (referrals, time on task, escalations) • Use data to guide team decisions and next steps • Provide ongoing, job-embedded professional learning • Ensure consistent implementation across staff • Develop common EF language and visuals school-wide • Maintain consistent EF instruction across classrooms • Ground practices in a Ross Greene Collaborative & Proactive Solutions approach	• Office referrals, classroom escalations, and dysregulation incidents decrease over time • Student time on task, engagement, and successful transitions increase across classrooms • Students increasingly demonstrate independence with routines, organization, task initiation, and self-monitoring • Students independently access and use regulation and executive functioning supports when needed • Classroom walkthroughs demonstrate predictable routines, embedded EF supports, and calm, consistent adult responses • Staff consistently implement school-wide regulation language, visuals, and proactive classroom supports • CTM/PTM processes regularly monitor student progress, intervention effectiveness, and next steps using data • Students increasingly engage in reflection, goal setting, and ownership of their learning and regulation • Similar expectations/consequences across grade levels • Increased regulation that relates to positive behaviour changes and wellness for staff and students
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2026 Data Celebrations	OurSchool Survey (Spring 2026) Parent Surveys: • 21 parents responded which is higher than most years • “Parents feel welcomed”: 8.7/10 • “Parents feel informed”: 8.1/10 • “Parents feel the school supports learning”: 8.1/10 • “Parents feel the school supports positive behavior”: 8/10 • “Parents feel the school is safe”: 7.8/10 • “Parents feel the school is Inclusive”: 8/10 • Open Ended Responses: There was a data trend from parents indicating that they felt that VM staff are caring, welcoming, and responsive to the needs of their child. Student Surveys (Grades 4-6): • “Positive behavior at school”: Grade 4 and 5 student perceptions are better than Canadian norms. • Open Ended Responses: There were data trends from Grade 4-6 students indicating: ◦ VM staff are kind and caring ◦ Students like field trips, Student Leadership group, Student clubs, and like the school in general. VM Teacher Surveys: • Virtually all teachers responded (11 total) • Teachers responded at 8/10 or better in all 8 dimensions of this survey • Teacher average in their perceptions of the school’s Leadership was 8.2/10 • Teacher average in their perceptions of the school’s Collaboration was 8.6/10 • Teacher average in their perceptions of the school’s Learning Culture was 8.6/10 • Teacher average in their perceptions of their use of Data to Inform Practice was 8.7/10 • Teacher average in their perceptions of their use of effective Teaching Strategies was 8.5/10 • Teacher average in their perceptions of the school’s Inclusive Culture was 9/10 • Teacher average in their perceptions of the school’s Parental Involvement was 8.5/10	Alberta Education Assurance Survey (Spring 2026) Required Alberta Education and Childcare Assurance Measures - Overall Summary Spring 2026 School: 6856 Vincent Massey School <table><tr><th rowspan="2">Assurance Domain</th><th rowspan="2">Measure</th><th colspan="3">Vincent Massey School</th><th colspan="3">Alberta</th><th colspan="3">Measure Evaluation</th></tr><tr><th>Current Result</th><th>Prev Year Result</th><th>Prev 3 Year Average</th><th>Current Result</th><th>Prev Year Result</th><th>Prev 3 Year Average</th><th>Achievement</th><th>Improvement</th><th>Overall</th></tr><tr><td rowspan="7">Student Growth and Achievement</td><td>Student Learning Engagement</td><td>81.6</td><td>77.2</td><td>82.9</td><td>84.2</td><td>83.9</td><td>84.0</td><td>Low</td><td>Maintained</td><td>Good</td></tr><tr><td>Citizenship</td><td>83.9</td><td>79.2</td><td>83.6</td><td>81.2</td><td>79.9</td><td>79.9</td><td>Very High</td><td>Maintained</td><td>Excellent</td></tr><tr><td>3-year High School Completion</td><td>n/a</td><td>n/a</td><td>n/a</td><td>82.1</td><td>81.4</td><td>80.8</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td>Senior High School Completion</td><td>n/a</td><td>n/a</td><td>n/a</td><td>86.7</td><td>87.1</td><td>87.9</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td>PAT9 Acceptable</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>62.5</td><td>62.6</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td>PAT9 Excellence</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>15.6</td><td>15.5</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td>Diploma Acceptable</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>82.0</td><td>81.3</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td rowspan="2">Teaching & Leading</td><td>Diploma Excellence</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>23.0</td><td>22.3</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td>Education Quality</td><td>84.6</td><td>82.6</td><td>83.3</td><td>87.8</td><td>87.7</td><td>87.8</td><td>Very High</td><td>Maintained</td><td>Excellent</td></tr><tr><td rowspan="2">Learning Supports</td><td>Wellcoming, Caring, Respectful and 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K-6 parent, Grade 4-6 student, and Teacher stakeholder results in perceptions of “Welcoming, Caring, Safe Learning Environment” were “High” and higher than current Provincial perceptions on Welcoming, Caring, Safe Learning Environment. • VM Overall K-6 parent, Grade 4-6 student, and Teacher stakeholder results in perceptions of “Parental Involvement” were “Very High” and higher than current Provincial perceptions on “Parental Involvement”	Assurance Domain	Measure	Vincent Massey School			Alberta			Measure Evaluation			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Student Growth and Achievement	Student Learning Engagement	81.6	77.2	82.9	84.2	83.9	84.0	Low	Maintained	Good	Citizenship	83.9	79.2	83.6	81.2	79.9	79.9	Very High	Maintained	Excellent	3-year High School Completion	n/a	n/a	n/a	82.1	81.4	80.8	n/a	n/a	n/a	Senior High School Completion	n/a	n/a	n/a	86.7	87.1	87.9	n/a	n/a	n/a	PAT9 Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a	PAT9 Excellence	n/a	n/a	n/a	n/a	15.6	15.5	n/a	n/a	n/a	Diploma Acceptable	n/a	n/a	n/a	n/a	82.0	81.3	n/a	n/a	n/a	Teaching & Leading	Diploma Excellence	n/a	n/a	n/a	n/a	23.0	22.3	n/a	n/a	n/a	Education Quality	84.6	82.6	83.3	87.8	87.7	87.8	Very High	Maintained	Excellent	Learning Supports	Wellcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.2	84.4	88.2	86.8	84.4	84.4	High	Maintained	Good	Access to Supports and Services	79.2	86.2	86.8	79.5	80.1	80.2	Intermediate	Declined	Good	Governance	Parental Involvement	82.5	83.1	83.2	79.9	80.0	79.5	Very High	Maintained	Excellent
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MHPSD Collaborative Response Year Plan 2026-2027

Collaborative Response is a framework that values collaborative, action focused responses, data-informed discussions, and timely support to ensure all students can experience success. Each year schools in MHPSD develop a school-based plan to support a model of collaborative response that supports student success, enhances professional capacity and increases our collective efficacy across the school system.

CR Elements	MHPSD Baseline Expectations	Considerations	School Planning	Key Dates
Data & Evidence	- Early Years Assessments (Literacy & Numeracy) - Division Screens	-Screening, diagnostic, and progress monitoring calendar -Other local measures utilized -Data organization, analysis, and evidence-informed decision-making	All screens will be completed during the prescribed screening windows across various grade levels.	

		-How will data be used in CR structures?	Data will be gathered to drive our CTM structures to identify key areas of focus and help us recognize areas where students have grown throughout the process and where continued focus will still be necessary. Other local measures for data and evidence might include initial Words their Way screening, math pre-assessment, and other measures deemed appropriate by teaching staff.	
Layered Collaborative Processes				
Collaborative Planning Meetings	- School has established and communicated expectations with staff - Strategies to record meeting conversations, progress and commitments	-Who attends collaborative planning time? Review established expectations -Alignment between the different collaborative processes -Recording meeting minutes, progress and commitments	Grade level teams (Grade 1&2, Grade 3&4, Grade 5&6) will be the main focus for collaborative planning meetings Administration and CST will drop in to CP time weekly to support discussions, check in on progress and identify if any supports are needed OLCs will be asked to support our CP time when their time availability allows to support CTM goals and structures CP time will be used as the main driver of our CTM structure, this will be the time where teams get to implement suggestions, build resources and discuss pedagogy with their teaching partners. Implementation of a meeting minute document where teachers quickly identify what they worked on, who was involved, and next steps.	
CTM Frequency & Expectations	- Scheduled - Structured - process for pre-meeting preparation, agenda, established norms, focus on Tiers 1&2 - Participants leave with an actionable plan - Meeting Record	-Create calendar for the year, CTM's occurring approx. every 4-6 weeks -CTM duration -Communication of structure and expectation for CTMs to staff -How will we record our action plans?	CTMs will be scheduled for the year in August and will take place every 5-6 weeks beginning in October, this will support teachers getting to work with and understand the needs of students. CTM meetings will be approximately 30 minutes in length and will include one collaborative teaching team, with the different classes. Teachers will select one goal together to focus on for the cycle length. Teachers will receive a CTM pre-planning document that will hold all of the information they need for the 5-6 week cycle, including groups of students identified, target focus area, strategies, who will be responsible for implementation, and next steps/action plans.	
PTM & Case Conferences	- PTM Schedule - Case Conference process is identified	-When are PTMs scheduled? -What is the structure of PTMs and Case Conferences? -What are the documentation procedures?	Time is set aside for PTM meetings every Tuesday, they will be scheduled as necessary based on student/teacher needs. PTMs are structured by CTM, they follow the documentation process in the Imagine Everything documentation. They are student focused and solution oriented, while bringing together a multi-disciplinary team.	
CR Elements	MHPSD Baseline Expectations	Considerations	School Planning	Key Dates
Progress Monitoring End of Year and Transitions	- CTM agenda item to monitor the effectiveness of the action plan - Transition process identified at CST meeting - Entry Level Criteria completion	-What tools and structures are in place to ensure progress monitoring is occurring? -Consider school based professional learning needs for progress monitoring? -Who will be the lead person?	Teachers will bring data to the discussion to identify an initial level of student skillset related to their goal. Teachers will run a post-assessment that is created during the CTM cycle to identify levels of growth that have taken place throughout the additional supports provided during the cycle (ex. Unit review, run the pre-assessment again) CST and VP will support data collection, this can also be a focus of our class drop-ins to gather real-time data. Professional learning related to pre/post assessment implementation may be necessary.	
Tools	- Norms established - Pre-meeting checklist - Continuum of Supports	-Staff discussion and input -Self-reflection and team reflection -Review and revisit	Establish collaborative norms with each teacher team at the beginning of the first CTM cycle. CTM documentation will implement a section for team reflection, teachers will receive a google form at the end of the cycle to fill out an independent self reflection based on attainment of their goal.	

Elementary Residencies 2026-2027

The residency model is designed to support teacher growth through collaborative, non-evaluative coaching focused on improving instructional practice and student learning. The process emphasizes goal setting, ongoing coaching cycles, and reflection.

OLC	Window 1 October 5 - November 6	Window 2 January 28 - March 5	Window 3 March 15 - April 23
Marnie	Dr. Roy Wilson Learning Centre (Literacy)	Elm Street (Numeracy)	Medicine Hat Christian School (Quality Evidence of Learning)
	George Davison (Intentional Learning Design)	River Heights (Quality Evidence of Learning)	
Cassie	Ross Glen (Numeracy)	Herald (Numeracy)	Dr. Roy Wilson Learning Centre (Numeracy)
	Crestwood (Numeracy)	Connaught (Numeracy)	George Davison (Numeracy)
Kayla	Vincent Massey (Impactful Instruction)	Crestwood (Impactful Instruction)	Dr. Ken Sauer (Engaged Learning Culture)
	Elm Street (Impactful Instruction)	Dr. Ken Sauer (Impactful Instruction)	Vincent Massey (Numeracy)

Reminder:



Confidentiality	Communication	Choice
-Psychological safety -OLCs do not evaluate teachers	-Focus on the 4 T's: -Topic, Time, Teacher, task	-Teacher selected goals -Student focused coaching

Division Professional Learning 2026-2027



Division PL Days

Friday, August 28

12:30-3:30

MHHS

Friday, November 13

8:30-3:00

Group school of choice

January 15

8:30-12:00

Group school of choice

May 21

12:30-3:30

Individual school

Come prepared with:



Communities of Practice: Elementary

*A community of practice is a **structured, yet flexible**, approach where educators connect around a shared goal, engaging in a mix of collaboration, reflection, and facilitated learning to strengthen their practice over time.

Organization: By grade level & group choice

- Groups of 2-5 people (within school or cross-school).
- Each grade level will stay together, plus combined grades, specialist teachers, complexity teams, CSTs, and administrators will be assigned groups.

Focus: OLE Element of Choice

- Each individual will choose their OLE element of choice (connected to their Generative Dialogue if desired).
- Next, individuals will connect with other grade level colleagues to narrow their focus, choose a CoP group, and complete a planning guide for the year.



School Based Professional Learning – Year Plan (2026-2027)	
Aug 27-31, 2026 PL Days	August 27 (All Day): School Based PL Day August 27 (AM): Staff Meeting/Hour Zero/OLE Revisit/School Goals/Mission Vision final choices August 27 (PM): Teacher Planning/Back to School Family Event *Complexity Team CoP (Teachers & Educational Assistants) 1:30 p.m. – 3:30 p.m. August 28 (AM): School Based time AM- Unfinished Staff Meeting items from above? CTM Structure Refinement August 28 (PM): Elementary Division Based PL August 31 (AM): Building Thinking Classroom/Matific PL (OLC Supported) August 31 (PM): Building Thinking Classroom Commitments/Implementation
Friday, September 18, 2026	AM: Regulation & Executive Functioning: Tier 1 regulation + EF supports (Teachers & EA – OLC Supported) PM: Regulation & Executive Function Collaborative Planning Time
Friday, October 9, 2026	AM: Numeracy Professional Learning: Math Pact + thinking classrooms PM: Numeracy Planning & Implementation Time
Nov 12 & 13, 2026	November 12 (AM): Numeracy & Executive Functioning Professional Learning: Responsive Instruction & Deepening practice through data November 12 (PM): Planning & Implementation Time November 13 (Full Day): Division PL CoP
<i>January 15, 2027, PL Day (K-9 Only)</i>	Division PL CoP (AM) School-Based (PM): Collaborative Implementation from CoP PD
April 23, 2027	AM: Regulation & Executive Functioning (Teachers & EA): Independence & Transfer: Student ownership/regulation PM: Regulation & Executive Functioning Implementation
May 21, 2027	Division PL CoP (AM) School-Based (PM): Collaborative Implementation from CoP PD
June 28 & 29, 2027 <i>*June 30 School Plan due</i>	June 28 (AM): School Goal Planning & Data Review June 28 (PM): Transition Planning Sessions June 29 (AM): Year End Staff Meeting