







# School Profile/Plan

Teacher:  
School:

Grade:

# of students:

| Tier   | Health/Wellbeing   | Social Emotional Learning  | Sensory, Self-regulation Learning                                 | Academic   | Language/Communication                     |
|--|--|--|---|--|--|
| <b>Tier 1</b> Systems of prevention & promotion - All Students | Mental Health Continuum  | Den System<br>SAS<br>Mental Health Continuum   | Sensory Tools<br>Furniture upgrades                               | Den leader<br>Co-teaching<br>The Den<br>ATC/MITT<br>University level Courses<br>Online/ISO course          | Special Language credits<br>SAS            |
|  |  Teacher/Student Services/Admin student support teams – Intakes, information sharing, and SSP creation and management                              |  |   |  |  |
| <b>Tier 2</b> Systems of early intervention - Student At-Risk  | Community Liaison Worker (Nutrition, family support, connection to services)   | Peaceful Village<br>Target group support   | Occupational Therapist  | EAL Sheltered and Student Services Support<br>Peer Tutoring<br>Targeted group support<br>Apprenticeship    | EAL Sheltered and Student Services Support |
|  |  Student Services support– wrap around care, bringing all parties together, regular individual check-ins, IEP and SSP creation and management  |  |   |  |  |
| <b>Tier 3</b> Systems of intervention & treatment              | Physiotherapists<br>SLP<br>Social Work   | Social Work<br>PBST<br>Div. Coordinator<br>Alt Ed<br>LAL<br>Quest<br>1 to 1 student services guidance and counseling | Social Work<br>PBST<br>Div. Coordinator<br>SLP<br>Alt Ed<br>Quest | Psychology<br>Div. Coordinator<br>COOP-ED<br>SLP<br>LAL<br>1 to 1 student services guidance and counseling | EAL<br>LAL<br>Speech and Language<br>SLP   |
|  |  Student Services support– Managing a Circle of Care, regular individual check-ins, IEP and SSP creation and management                        |  |   |  |  |

## School Strengths

### Belonging

is developing through opportunities to build trusting bonds of human attachment.

**“I am loved”**

Possible slogan change from “Striving for Excellence” to  
“You Belong Here”

- \* Wide variety of extra-curricular activities
  - \* Wide variety of courses offered
  - \* Spirit week
  - \* Den – was renovated
  - \* Benches in the halls
  - \* Gender neutral washrooms
  - \* MWN – able to get together with others in our school
  - \* Humanize ourselves to our students
  - \* School clothing
  - \* Open rooms at lunch
  - \* Turf field
  - \* Dens
  - \* More picnic tables outside
  - \* Zones of the school where people feel that they belong
  - \* Teachers teach people not subjects
  - \* Library
  - \* Open door in student services
- \* Co-workers/friends – acceptance, loving, cooperation, attachment
  - \* Grade 9-12 feeling welcome in various clubs
  - \* Feeling like a community
  - \* Music groups
  - \* Your opinion counts
  - \* Acceptance – acknowledgment in the halls
  - \* Eye contact in the halls
  - \* Mental health week
  - \* Encourage vulnerability – encourage mistakes
  - \* Kind staff
  - \* Support in trying new things from others and admin
  - \* Intramurals
  - \* Peaceful Village
  - \* Art studios

### Mastery

requires opportunities to creatively solve problems and meet goals for achievement.

**“I can succeed”**

- \* Modeling
- \* Mentorship
- \* Peer Mentors and Leaders – demonstrate mastery or experience mastery.
- \* MWN – can share with colleagues to improve teacher mastery.
- \* Teachers are excited about their subject area – passionate – transfers to student learning.
- \* There are multiple paths to success
- \* % grades do not define success.
- \* Math Contests
- \* Athletics
- \* Band Concerts

### Independence

is fostered by opportunities to grow in responsibility and autonomy.

**“I have the power to make decisions”**

- \* Independence in assessment
- \* Committed Staff
- \* Opportunities with flexible deadlines
- \* Ownership when student and staff are unprepared
- \* Student Exchanges
- \* Student Council and other school clubs

### Generosity

is shown through opportunities to show concern in acts of kindness and altruism.

**“I am considerate to others”**

- \* GCI in a place where we care, compassion, empathy and kindness
  - \* Lots of people give time
  - \* Opening doors
  - \* Giving of expertise
  - \* Opportunities for teachers to serve in satisfying ways
  - \* Check-ins without agendas
  - \* Being there for students
  - \* Giving of food (community kitchen)
  - \* Grants being obtained
  - \* Most staff feel that they can serve and feel satisfied
  - \* Ceremony/ritual spirit week – spirit of sportsmanship, sacrifice on behalf of students and staff
- \* Donations
  - \* Support
  - \* Teachers being vulnerable by sharing personal stories
  - \* Giving of time to cover classes and helping students outside of class time
  - \* Staff role model generosity
  - \* Staff helping students make connections with family of schools through sports, curricula and clubs
  - \* Connection with community
  - \* Coaching
  - \* Volunteering

**School Goals**

**Academics | Language/Communication | Social Emotional Learning | Sensory, Self-regulation Learning | Health/Wellbeing**

|   | Tier     | Strategies/Support  | Roles and Responsibilities   | Timeline                        | Resources   |
|---|----------|---|--|---------------------------------|---|
| Professional Learning in the area Autism, ADHA, ADD and OD<br><br><i>LRSD MYSP Strategic Priority #2<br/>Creating a Culture of Learning and Well Becoming</i>   | <b>1</b> | To use our work form 2018-2019 to enhance programming for children with ASD or ASD tendencies                                 | Team plan, teach and reflect with classroom teachers and students services teachers                                      | Sept-June                       | Class Profile, SST, OT  |
|   | <b>2</b> | Specific PD in this area  | Be an active participant in LRSD offered PD sessions   | Ongoing                         | Staff, LRSD learning team   |
|   | <b>3</b> |   |  |                                 |   |
| Enhanced programming for all students. How to provide what we are used to providing with less resources.<br><br><i>LRSD MYSP Strategic Priority #3<br/>Creating a Culture of Inquiry and Responsibility</i> | <b>1</b> | Using class profiles to reallocate resources  | Student services and admin will create class profiles with teachers to identify concerns and areas of strength           | Oct, Jan, April                 | Human resources throughout the school   |
|   | <b>2</b> | Cluster students with similar lagging skills to attempt to provide human resources and social setting to work on these skills | Administration to staff this and then the staff members in place to execute plans for the class and individual students. | May 2018, Sept, Nov, Jan, April | Consult with Elaine and other divisional personnel  |
|   | <b>3</b> | Support a mid-week network group that researches and visits alternative ways to program for students                          | Staff that are part of this MWN have their PLP completed and are reporting to their admin contact                        | Sept-Jun                        | Books purchased, PD fund for school visits, school-based leadership team time to learn about the MWN findings |
| Creating Continuums for our Circle of Courage foundation as well as wellness.<br><br><i>LRSD MYSP Strategic Priority #4<br/>Creating a Culture of Caring and Collaboration</i>                              | <b>1</b> | See below continuum for strategies per grade  | Leadership teams divided per quadrant and lead a group of teachers to develop each portion                               | Sept - June                     | Guest speakers, resources books, supplies as needed   |
|   | <b>2</b> | See below continuum for strategies per grade  | Grade level teams meet to develop the specific activities and lessons per grade  | Sept, Jan, May                  | Guest speakers, resources books, supplies as needed   |
|   | <b>3</b> |   |  |                                 |   |
| Continue to uphold our commitment to the Winnipeg Indigenous Accord<br><br><i>LRSD MYSP Strategic Priority #1<br/>Creating a Culture of Equity and Inclusion</i>  | <b>1</b> | See below narrative and goals   | We have a committee of 4 as well as our leadership team and Sean Oliver (Echo teacher)                                   | 2016-ongoing                    | Community and divisional supports both human and otherwise  |
|   | <b>2</b> |   |  |                                 |   |
|   | <b>3</b> |   |  |                                 |   |

**Tier 1 Systems of prevention & promotion–All Students | Tier 2 System of early intervention–Student At-Risk | Tier 3 Systems of Intervention & Treatment**

Goals #3 – Continuum

|  | Grade 9   | Grade 10   | Grade 11   | Grade 12  | Overarching Goals  |
|--|---|--|--|---|--|
| <b>Belonging</b><br>“I am loved”<br>NEED – for relationships of trust and intimacy (5)   | Feeling of safety and connection to school<br>Take support from others  | Building a sense of purpose<br>Building and maintain strong relationships<br>Develop school pride and empathy  | Applying confidence – leadership, collaboration, resilience  | Prepare to find belonging after graduation<br>Provide support to others<br>Respect, integrity, gratefulness                                     | Create a space of environmental and emotional safety and belonging to a place of appreciation (empathy) as well as valuing others and themselves |
| <b>Mastery</b><br>“I can succeed”<br>NEED - involvement in an environment with abundant opportunities for meaningful achievement (5)   | “Structured Inquiry – student follow the lead of the teacher as the entire class engages in one inquiry together.” (1)                          | “Controlled Inquiry – teacher chooses topics and identifies resources students will use to answer questions.”  | “Guided Inquiry – teacher choose topics/questions and students design product and solution”                  | “Free Inquiry – students choose their own topics without reference to any prescribed outcome”   | To create learning opportunities that are scaffolded to build skills while finding success.  |
| <b>Independence</b><br>“I have power to make decisions”<br>NEED - opportunities to develop the skills and the confidence to assert positive leadership and self-discipline (5) | Time Management – setting priorities (2), avoiding distractions (3)<br>Growth Mindset (4) – broad concept<br>Organization – calendar, checklist | Time Management – setting priorities, avoiding distractions, new strategy<br>Growth Mindset – personal Focus<br>Organization – calendar, checklist, new strategy | Time Management – review<br>Growth Mindset – Review<br>Organization – review                                 | Time Management – incorporated consequence<br>Growth Mindset – personal reflection and analysis<br>Organization – student creation of resources | To increase self-advocacy and responsibility. Create and support opportunities to empower students.  |
| <b>Generosity</b><br>“I have purpose in life”<br>NEED - experience the joys that accrue from helping others (5)  | Students will build the foundation for generosity through the direct teaching of empathy  | Students will develop empathy through generosity   | Students will increase community awareness and build generosity and empathy                                  | Students will increase community awareness and build generosity and empathy   | To build a foundation of generosity through the development of empathy   |
| <b>Wellness</b>  | Mental Health – Stress, Anxiety<br>Human Sexuality<br>Sleep<br>Resiliency Strategies  | Substance Use<br>The teenage Brain<br>Mindfulness<br>Nutrition<br>First aid/CPR<br>Social Media  | Mental Health – Stress, Body Image, Anxiety, Depression<br>Sleep<br>Resiliency Strategies<br>Human Sexuality | Relationships<br>Community Outreach<br>Mindfulness<br>Nutrition<br>Substance Use  | Increase productive social and communication skills.   |
| <b>Specific activities or lessons</b>  | One Note<br>Cornell Notes<br>Blanket Exercise<br>Circle of Courage<br>Growth Mindset  | Youth Employment Service<br>Safe Work Manitoba   | Volunteer Services   |   |  |

(1) - “Inquiry Mindsets: Nurturing the Dreams, Wonders, and Curiosities of Our Youngest Learners,” by Trevor MacKenzie with Rebecca Bathurst-Hunt, published by EdTechTeam Press.

(2) – Stephen Covey – Time Management Maxtrix

(3) – Pomodoro Technique - [The Pomodoro Technique](#) is a time management method developed by Francesco Cirillo in the late 1980s. The technique uses a timer to break down work into intervals, traditionally 25 minutes in length, separated by short breaks.

(4) - Mindset: The New Psychology of Success – by Carol S. Dweck

(5) – Reclaiming Youth at Risk – Our Hope for the Future – Larry K. Brendtro, Martin Brokenleg, Steve Van Bockern

## Goal #4

### Winnipeg's Indigenous Accord – Narrative Summary (red is 2018 goal information and purple is 2019-2020 goals)

As signatories to Winnipeg's Indigenous Accord, Glenlawn Collegiate Institute has taken very seriously its commitments to reconciliation. The TRC recommendations for public education have provided us with a clear path towards change, and a mandate to do our part in helping to create a reconciled future for all Canadians. As educators we understand and acknowledge the role of education in our historical relationship with the First Peoples of Canada. As such, we believe in the power of our educational institution as a place of reconciliation and positive relationships moving forwards.

It has been important for us, as a large school, to continue our work in our Winnipeg's Indigenous Accord Working Committee. Our committee was created to ensure entire school involvement, accountability and a platform to creating change as we move forward on our goals and our pledge.

In our goal setting for the 2018/19 year, we continue to take a three-pronged approach. We feel it is necessary, in congruence with TRC recommendations 79,62, and 63, that we address change not only for our building, but for our staff, and most importantly for our students. Since becoming signatories, our school's committee has met monthly to plan and assess the progress of our commitments and to look ahead to possible future goals.

#### Our first goal was to ensure that we are commemorating Indigenous peoples in the daily practices and traditions of our school.

- **Glenlawn Indigenous Feast**
- We began by implementing personalized treaty acknowledgments at staff meetings and over the school intercom as a way of honoring the contributions and histories of Indigenous peoples in our province and city. We felt that by acknowledging the importance of treaty relationships, that we would be promoting the idea that we are all treaty people and instilling in our staff and students a respectful attitude towards the Indigenous peoples whose lands we currently share and benefit from each day as Canadians. We posted daily treaty acknowledgments on our hallway television monitors to provide daily reminders of the importance of treaty relationships for all, and to create ongoing dialogue.
- We honour Indigenous Veteran's Day and Remembrance Day each year with a whole-school ceremony on November 8th. We educate our staff and students about the significant contributions of Indigenous and Non-Indigenous veterans to Canada's military and socio-political history.
- Glenlawn encourages whole-school participation in Orange Shirt Day on September 30th each year. We incorporate into our commemorative practices the honoring of those who were/are impacted by residential schools. This year, teachers had available to them various resources designed to educate and create dialogue amongst not only their students, but fellow colleagues, and our community.

#### Our second goal was to support teachers in their ability to effectively integrate Indigenous perspectives into all subject areas and curriculum.

- Many of our staff have begun increasing their own knowledge of Indigenous peoples within their professional learning time. This increased knowledge has led to greater implementation of Indigenous perspectives in their teaching. This is beginning to happen across all grade levels (9-12), and in many different content areas, but continues to be an area of growth with us.
- Glenlawn has established a Treaty Education Committee that has met twice this year with a larger group of educators from the Louis Riel School Division. The purpose is to support the creation of a Treaty Education Web Portal, along with grades 9-12 curricular resources for teachers to use. This committee is also working on a Glenlawn specific whole-school treaty education plan for the 2018/19 school year and beyond; with the aim to support staff and students in teaching and learning about the importance of treaty relationships for all Canadians.
- Glenlawn has incorporated Martin Brokenleg's Circle of Courage philosophy as a structure for school planning. Students and staff have had the opportunity to create their own "circles" as we continue to increase our knowledge in this area.
- All teachers and educational assistants have also recently participated in the Kairos Blanket Exercise activity. This activity educates participants on the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.
- **Book Talk Staff:** The Break, Marrow Thieves, Inconvenient Indian, The Comeback, Seven Fallen Feathers
- All our teaching staff have also recently engaged in professional collaboration sessions with the focus of creating dialogue and understanding around issues that face Indigenous peoples. These professional collaborations have been led by multiple people including our Indigenous scholar in residence, Dr. Frank Deer.

- **MWN** – Grade 9 Cross Curricular with heavy focus on authentic integration of Indigenous perspectives throughout the course material and experiences of students. A Treaty Education Mid-week Network

#### Our third goal was to develop student capacity for inter-cultural understanding, empathy, and mutual respect.

- **Living library** – The Living Library is an annual event at our school that provides a platform for students and members of the community to engage in story and dialogue for learning. The theme for 2019 is Unbound which is centered around the Circle of Courage philosophy which is also the model for our school planning and Grade 9 assessment philosophy. As part of the Living Library we invited many Indigenous Accord Partners to come and act as living books in our library.
- **Grade 9 Personal Assessment** – Glenlawn has incorporated a week of learning about the Circle of Courage as a philosophy for personal assessment.
- A group of Glenlawn students have volunteered to be part of the Louis Riel School Division's Indigenous Youth Leadership Program, with the focus on advocating for Indigenous rights and educating their peers on Indigenous history and culture. Add more

- We have also begun to incorporate smudging as a practice at our school to foster intercultural understanding and mutual respect. Providing this practice in our school acknowledges that for Indigenous peoples, the right to practice culture has not always been afforded and respected by non-Indigenous Canadians.
- Glenlawn has invited our divisional Elder Jules Lavalee into the school four times this year to speak with classes about traditional teachings and ceremony. Educators have also come to our Indigenous Studies class to share oral stories and teachings with students. We continue to look for opportunities to partner with our Indigenous community to share cultural and traditional teachings with staff and students.
- To promote intercultural understanding, Glenlawn's Indigenous education teacher, along with student volunteers, have facilitated the Kairos Blanket Exercise for approximately 450 students. His portfolio has also included an outdoor education initiative for the alternative education program here at Glenlawn which includes medicine picking, storytelling, connections with the natural world, skill building, and mentorship.