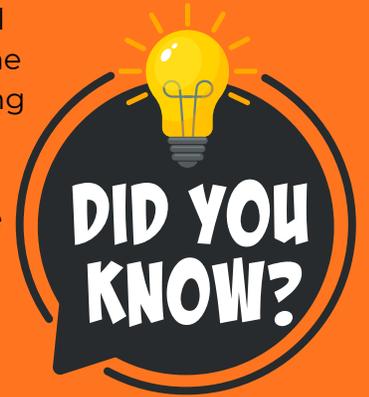




BLACK WALL STREET

Before 1921, the Greenwood District in Tulsa, Oklahoma, known as Black Wall Street, was one of the most prosperous African American communities in the United States. It was home to hundreds of Black-owned businesses, including banks, hotels, newspapers, and professional offices, and thrived through strong community support and economic independence despite segregation. In May and June of 1921, Greenwood was devastated during the Tulsa Race Massacre, when more than 35 blocks were destroyed and thousands of residents were left homeless. Today, Black Wall Street is remembered as a powerful symbol of Black excellence, resilience, and the importance of learning from history.



SEEING Success at GTSS

GTSS recently welcomed The Eye Institute (TEI) from Drexel University to campus. The TEI team utilized specialized tools to screen the vision of students whose needs preclude them from participating in traditional screenings. Letters were sent to the parents of all students who participated, with follow up recommended for those who failed the screen.

These follow up appointments can be scheduled with the doctor of your choice, or parents may contact TEI to schedule an appointment at their locations in Oak Lane or Chestnut Hill.

To schedule an appointment, call 215-276-6111.



Practice Week will be
February 17th – 20th

Classroom Semi-Finals
will be
February 23rd – 27th





NATIONAL SCHOOL COUNSELING WEEK

Thank you to our clinic members that provide counseling services to our students including our social workers, Christiana Pierce & Vic Sloan and our school psychologist, Dr. Emmett Schweiger



WHAT'S HAPPENING IN SEL?

- This month, our Social-Emotional Learning (SEL) highlights themes of Heart to Heart, Celebrating Differences, and Black History Month. Students are engaging in activities and discussions that promote inclusion, compassion, and respectful social interactions. Through age-appropriate lessons, they are learning to recognize and appreciate differences, practice empathy, strengthen social skills, and develop a deeper understanding of cultural identity and history. These themes encourage students to build meaningful connections with one another while fostering a school community rooted in kindness, respect, and cultural appreciation.
- Families can support this learning at home by encouraging open conversations about feelings and differences, modeling empathy and kindness, and exploring books, media, or discussions that celebrate diverse cultures and perspectives.

Black Lives Matter: Rooted in Humanity

The Black Lives Matter at School Week of Action is a nationally recognized week focused on education, reflection, and community building. During this week, schools engage students in age-appropriate learning experiences that emphasize inclusion, respect, empathy, and equity. Lessons and activities highlight the importance of valuing diversity, recognizing Black voices and contributions, and fostering a sense of belonging for all students.

This week supports our school's commitment to humanity, which is a core value of our school community, guiding us to treat others with compassion, dignity, and respect while recognizing the shared experiences that connect us all.

February 18th, 2026
12:00pm-3:00pm
Roberts Center for
Pediatric Research
Room 2170

Next Steps into Adolescence

The center for Autism Research will hold a workshop geared towards parents, caregivers, and professionals who support individuals with autism who are 9-15 years of age.

Registration is required: <http://tinyurl.com/5yp542yp>



**BLACK
LIVES
MATTER**





Transition Program Community Work Experience Report

Community Partners: MANNA and ACCT Animal Shelter

Reporting Period: January 2026

During January 2026, transition-age students participated in structured, community-based work experiences at MANNA and ACCT Animal Shelter. These placements were designed to expose students to authentic work environments where they could practice vocational, social, and self-advocacy skills while contributing meaningfully to the community.

At both sites, students worked collaboratively, followed real workplace routines, rotated responsibilities, and completed tasks that mirrored entry-level job expectations. These experiences emphasized accountability, teamwork, and task persistence, while also allowing students to reflect on personal preferences and future career interests.

Key Accomplishments and Skill Development

Across both placements, students demonstrated strong engagement and adaptability while completing hands-on tasks aligned to real-world employment skills.

At MANNA, students supported meal preparation for homebound adults with serious illness. Key accomplishments included assembling breakfasts and lunches, sorting food items, working on tray lines, maintaining cleanliness standards, and rotating roles throughout the shift. Students practiced food handling procedures, followed multi-step directions, and sustained focus during repetitive tasks.

At ACCT Animal Shelter, students worked as a team to make dog treats, construct litter boxes, and tour the facility to learn about shelter operations. Through these activities, students developed basic assembly skills, task sequencing, workplace safety awareness, and observational learning related to animal care and facility management.

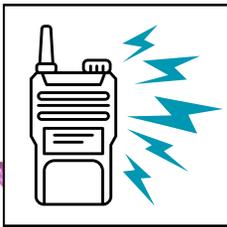
Across both settings, students strengthened soft skills such as teamwork, communication, flexibility, responsibility, and stamina. Importantly, these placements allowed students to experience both the rewarding and challenging aspects of work, supporting informed decision-making about future employment pathways.

“I liked working as a team at MANNA and helping people who are sick. I didn’t really enjoy cleaning the kitchen, and I don’t think food service is the job for me.” -Izaiyah

“I liked being responsible for keeping lunches clean and organized. Standing for a long time was hard, but I’m excited to do a job like this again in the future.” -Calia

“I had fun and felt supported while learning new tasks. The help from staff and peers made me feel more confident.” -Marco





LEADERSHIP MOVING FORWARD



**CEDRIC
STOKES**

**BREAKING
NEWS**

New lead behavior manager announced.

Please join us in congratulating Mr. Ced on his new role as Lead Behavior Manager! Now in his 4th school year at Green Tree, Mr. Ced brings a calm, consistent presence and a deep commitment to supporting our students and staff. Over the years, he has built strong relationships, demonstrated leadership through action, and shown steady professional growth. As Mr. Ced steps confidently into his new role, we are excited to see him continue to grow and lead in this next chapter at Green Tree.