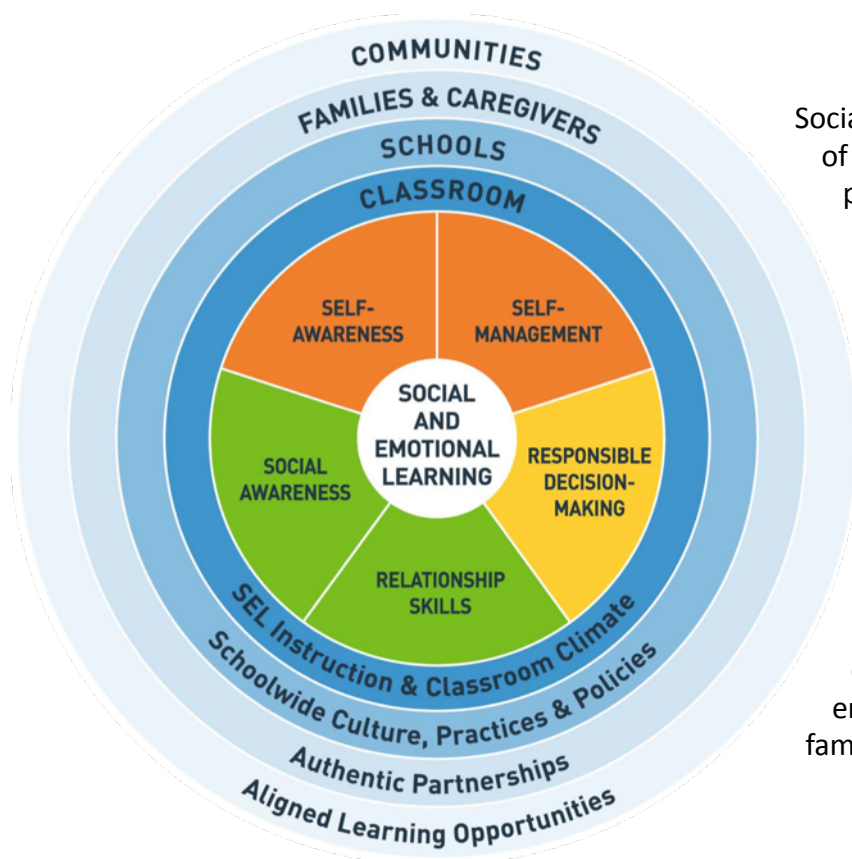




Over the years, Tapestry has made a concerted effort to shift our program to focus more on Social Emotional Learning (SEL) and Restorative Practices. Acknowledging the world in which we live in and understanding our students' needs, it became clear that this evolution was necessary. In response, we immersed our staff in professional development and training that better equipped our classrooms to address our students on multiple levels. Educating, and providing for, the whole child is a phraseology that is often overused, but in reality, this is precisely what SEL and Restorative Practices are intended to do. This publication is an overview, a snapshot, of what we are continuing to build upon daily as we create a more equitable and effective program. Inside you will not only find evidence of what we have created for our school community, but also valuable resources that you can use at home. Our families are the reason we do what we do each day. Together we can have a tremendous impact, providing a supportive and restorative environment in both home and school, while equipping our students with the social and emotional intelligence needed to thrive in today's world.



### What is Social Emotional Learning (SEL)?



Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

The wheel represents the notion that SEL lives not only within our school program, but also with our families and community as a whole. It is through this combined effort and collaboration that we can ensure the social and emotional well being of our students, staff, families and community at large.

## HOW TAPESTRY DOES SEL: *School Wide Incentives: In Person, Hybrid, and Remote*

Acknowledgement	Incentive/Action	How is it Earned Virtually	How is it Earned in Person
<b>Bucket Fillers</b> 	<p>Awarded to students who demonstrate PIRR (Perseverance, Integrity, Respect, Responsibility) Students recognized at our Community Meetings and photo on Bucket Filler wall.</p>	<p>Remote students can be awarded a Bucket Filler by their teacher or classmate for PIRR in schoolwork or actions toward others.</p> <p>* Individual classroom teachers can also recognize Bucket Fillers throughout the month during Crew.</p>	<p>Students can be awarded a Bucket Filler by their teacher or classmate for showing PIRR in schoolwork or actions toward others. Bucket Filler forms are available in each classroom.</p> <p>* Individual classroom teachers can also recognize Bucket Fillers throughout the month during Crew.</p>
<b>I Am Kind Ticket</b> 	<p>Awarded to students who demonstrate kindness and/or empathy.</p> <p>Students recognized at Community Meetings and virtually through Google Classroom.</p>	<p>A ticket will be given through online platforms.</p> <p>Three remote students are selected via a random drawing each month and awarded an invitation to a Zoom lunch with 3 friends.</p>	<p>A ticket will be given through online platforms or in person.</p> <p>Three students are selected via a random drawing each month and awarded an invitation to a Zoom lunch with 3 friends.</p>
<b>Super Subject Star Student</b> 	<p>Awarded monthly to one student from each Super Subject.</p>	<p>Super Subjects teachers determine which individual student has modeled the strongest PIRR traits and exemplified what it means to be the student of the month for that particular subject. One Remote student is recognized at our Community Meetings for each subject.</p>	<p>Super Subjects teachers determine which individual student has modeled the strongest PIRR traits and exemplified what it means to be the student of the month for that particular subject. One student is recognized at our Community Meetings for each subject.</p>
<b>Super Subject 5 Star Class</b> 	<p>Awarded to one class each month. This class is recognized as demonstrating the strongest commitment to the 5 Star System in each Super Subject.</p>	<p>Attendance is critical for a classroom to achieve a 5 Star award for Remote Super Subjects. Each month a class is recognized at our Community Meeting and awarded the Super Subject trophy.</p>	<p>Each month a class will be recognized at our Community Meeting and awarded the Super Subject trophy.</p>

*\*The above chart represents school wide initiatives. Individual classrooms have a variety of incentives to encourage positive character traits on a daily basis and are often highlighted in the classroom weekly newsletters.*

## What SEL Looks Like At School

Tapestry embraces SEL in all areas of school. We truly feel it is embedded in our daily culture and lives throughout the school day. We believe in teaching the whole child and building strong SEL and academic skill sets to help each child become their best self. Below is a list of some ways we celebrate SEL each day at Tapestry:

1. Each morning students are greeted by staff as they enter the building.
2. Every morning the school day starts with Crew which focuses on the 5 SEL core competencies. (Shown in the chart on page 1.)
3. "I Am Kind" and "Bucket Filler" initiatives. We celebrate students who go above and beyond to show kindness and to show our PIRR traits.
4. Tapestry School Pledge - most classrooms say it each morning and it is said all together at our community meetings.
5. Community meetings are a school-wide celebration that brings us all together to highlight SEL and academic achievements.
6. Cafe staff write kind messages to students in their lunches.
7. The school library, Teaching Tolerance award, and other funds have helped to build a very robust SEL book collection available to all teachers.
8. PIRR traits: Perseverance, Integrity, Responsibility, and Respect is language used everyday.
9. Themed kindness practices throughout the year: focus on gratitude in November, 12 Days of Kindness in December, and other events throughout the year.
10. HOW (Habits of Work) grades are equally valued and important as academic grades.

## RESTORATIVE PRACTICES

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices can improve relationships between all stakeholders: students; staff; families; and community members. This allows members of the school community to develop and implement our school's adopted core values, build relationships, and



### What Restorative Practices Look Like At School

At school we use restorative practices in a variety of ways. This philosophy can be found in our Crew circles, mediations, coaching conversations, community conferences, the use of "Stop, Walk, Talk", and re-entry meetings to name a few.

#### ***Crew Circles***

Each morning our students begin their day in Crew. Crew is a structure that is designed to check in daily with students. In the Lower School, Crew is led by the classroom teachers with the whole group. Here is where we have incorporated SEL lessons that touch upon each of the 5 competencies to help build our students social and emotional intelligence. The Crew circle is also where our students have been given tools to help restore and prevent conflicts as part of our Restorative Practices.

#### ***Coaching Conversations/Reflections***

Our staff has learned a variety of strategies/methods to change the conversation and questioning to align with restorative practices. Coaching conversations are great opportunities to help students reflect on their actions and gain understanding as to who may have been impacted and how to repair harm. Reflections are also utilized to help students develop a "fix it" plan as a way to mend relationships in a positive manner.



## Stop, Walk, Talk

Students are taught a variety of conflict resolution strategies, including “Stop. Walk. Talk”. The premise here is to avoid the tendency to retaliate if someone does or say something unkind. Instead, ask them to “stop”, “walk” away, or “talk” to an adult.

### 4 Rs

At Tapestry we value the use of the 4 Rs: **Recover, Reflect, Repair, Return**. A person needs an opportunity to “recover” first in order to “reflect”. Once a student has had the time to cool or vent, the reflection period begins. “Voice” is important as this is an opportunity to hear from the student’s perspective, but also have a conversation around who may have been harmed by the choices that were made. Next we develop a plan on how we will repair the damage/hurt and then relationships are restored. At that point the person is able to return and move on in a productive manner.



### Mediations

Mediations are smaller circles that are utilized to help students repair harm done or have preventative conversions to ensure de-escalation. Proactive conversations are proven to help students hear each other’s perspectives and mend relationships.

### Reflective Circles

Reflective circles can be utilized to have group discussions on a variety of topics. Crew is a natural place to have these conversations. These character themed lessons are designed to grow, reflect, and build lifelong skills our students can take with them beyond the classroom.



## MINDFULNESS



Mindfulness is paying attention to the present moment with intentionality and non-judgmentally. It is gaining a greater sense of how our mind and our body work together. Paying attention to our emotions and allowing ourselves to non-judgmentally feel these emotions can be very powerful. Mindfulness also includes the gratitude and good energy we give out to the world and the love and care we give ourselves. Through mindfulness students are able to express their emotions and use different strategies (deep

breathing, body scan, etc.) to work

through these tough emotions. Simply taking a few deep breaths and pausing can make a big difference in someone’s response to a situation. Students work on skills to try to be very present in each moment by focusing on their 5 senses. Mindfulness is a lifelong skill that can be used in all aspects of our lives. When we moved into the new building, we were very lucky to have a mindfulness room that allowed students and teachers to practice these skills. Many teachers have adapted mindfulness practices that they use in their classrooms daily.





# SEL AT HOME

## *Strategies and Resources to help navigate SEL and Restorative Practices*

### **FOR ADULTS** - *Healthy Self-Care Strategies*

As adults we can be great role models of SEL through our words, actions, and practices. During these challenging times it is important that we demonstrate healthy self-care strategies for our children. Here is a list of some ways you can practice self-care: *(Text in blue have embedded additional information.)*

1. Call someone who lifts your spirits: a family member, friend, member of your church community, etc.
2. Try to take a moment each day for yourself: if you are in your car by yourself listen to a favorite song, play a podcast you enjoy, or enjoy the silence.
3. Start a gratitude practice or journal: An article on how [gratitude](#) can change your brain.
4. Try to get some fresh air each day. A simple walk around the block can help release some stress.
5. Read something for fun. The whole family can take 10 minutes together to read.
6. [Action for Happiness](#) calendars give a simple self-care practice each day. Check out the new calendar every month!
7. Take a moment to PAUSE and BREATHE.
8. Celebrate small wins. It is easy to focus on struggles and difficulties. Try to see a small win each day.
9. Positive affirmation statements. Find one that has meaning to you and stick it on your mirror and your refrigerator as daily reminders.
10. Give your child(ren) a hug everyday!



If you are interested in learning more about self-care check out these great resources for parents linked below:

[Self-care for parents](#)

[3 Steps to Find the Good](#)

## What SEL Looks Like At Home

Right now, we are spending more time at home than ever before. This is a great opportunity to focus on the environment we have created within our households. Incorporating SEL into our daily routine can be an easy and positive way to enhance our moods, help reduce stress, and improve our relationships with one another. It also helps reinforce all the SEL work that your children have been practicing at school. Here are 10 ways you can practice SEL at home:

1. Set aside a time of the day that you can have quick check-ins.
2. During dinner, practice gratitude by having everyone share what they are grateful for.
3. Encourage self-care practices such as journaling, taking a walk, or exercising.
4. Read books together that focus on emotions, self awareness and relationships.
5. Before bed, reflect on the highs and lows of the day.
6. Engage in a mindful scavenger hunt.
7. Practice healthy coping skills such as deep breathing and grounding exercises.
8. Build up confidence by using positive affirmations.
9. While watching a movie, stop and engage in conversations about what is happening with the characters.  
(Ex: How do they feel? What could they have done differently?)
10. Do a small act of kindness together for someone in the community.



### *Prompts to engage your child on their knowledge of SEL:*

- What greeting did you do in Crew today?
- What did you like most about Crew today?
- Name one thing you can do to be a bucket filler?
- What is one calming strategy for when you are upset/frustrated?
- What is one thing you can say to yourself that is a growth mindset statement?

## How To Practice Mindfulness At Home

There are many ways to incorporate mindfulness practices into daily routines and to help your child with big emotions. Here are a few ways to practice with your child:

<b>Mindful breathing</b> Taking a deep breath in and out can really help to calm the body. It allows you to have that moment to pause to help respond instead of react. Some fun breaths to practice together: rollercoaster breath, spiderman breath, rainbow breath.	<b>Mindful seeing</b> Take 5 minutes and really pay attention to a room, an object, or nature. This allows you to be present and see things you might not have paid attention to before.	<b>Mindful hearing</b> Close your eyes or look down and try to focus on all the sounds you hear. You may be amazed by the many different sounds happening around you.	<b>Mindful eating</b> Try to eat a meal mindfully. Pay attention to each bite. Turn it into a game to guess all the ingredients that were used in what you are eating.	<b>Mindful walking</b> Take a walk and try to notice all the things around you. Do you notice something in nature you never noticed before? Does something look new in your community? Have a conversation with your child as you are walking about all the things they notice.
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## What Restorative Practices Look Like At Home

Restorative discipline is a way of looking at wrongdoing not simply as a violation of rules, but most importantly as a violation of real people. Restorative discipline asks two basic questions:

1. "What was the harm that was done?"
2. "How can you repair that harm?"

The following chart compares the philosophy of Punitive vs. Restorative Discipline:

Punitive Discipline	Restorative Discipline
Wrongdoing is defined as an act against authorities and their rules.	Wrongdoing is an act against real people (other students, teachers, parents, etc.)
Accountability is equated with suffering through punishment	Accountability is defined as taking responsibility for behaviors and making things right.
Offending students are excluded from the community (family life, school life, etc.)	Offending students are kept in the community to be directly accountable to those they have harmed.
Offending students are defined by their misbehavior.	Offending students defined by their capacity to take responsibility for their actions, and learn from their mistakes.
Students are motivated by external rewards and punishments.	Students motivated by internal sense of right and wrong.

### How parents can help:

1. Focus on non-punitive solutions to the problem. Punishment (and rewards) may work in the short term but it builds resentment (and dependence) in the long term.
2. If your child is caught stealing, help them focus on how they have harmed others (teachers, other students, themselves, etc.) rather than simply on what rules they broke.
3. If your child breaks someone's property, ask them how they can "make things right" or "repair the harm" they caused.
4. If your child gets into a fight, encourage them to find creative ways to restore relationships with those they have harmed.
5. Always have your child take direct responsibility for their actions through apologies, financial restitution, community service, etc.
6. Make sure the consequences of wrongdoing are connected directly with the behavior and to those people who were directly harmed.

*When responding to wrongdoing or problem behavior, consider asking these questions rather than lecturing and moralizing:*

What happened? What was your part?  
What were you thinking of at the time?  
Who was impacted by your actions?  
How do you think they were affected?  
What can you do to repair the harm?

**REMEMBER**, your tone of voice is as important as your questions.

Try to keep a neutral tone, even if you don't feel it inside.

## RESOURCES - *Digital links to help navigate SEL*

### [SEL Benchmarks](#)

A description of New York State SEL learning benchmarks.

### [SEL resources from Counselors](#)

Resources for both students and parents provided by K-12 School Counselors. Includes ways to manage stress, emotional support services and activities for students.

### [SEL at home](#)

Ways that you can bring SEL into your home.

### [SEL activities](#)

A lot of great options for activities that involve no screen time to do with your children.

### [Peer Mediation](#)

A step by step resource on running a mediation with children.

### [SEL read alouds](#)

Over 50 read alouds that teach lessons surrounding SEL competencies.

### [Coping with stress](#)

5 helpful activities that teach children how to cope with stress.

### [SEL prompts](#)

Self reflection prompts to help engage your child in conversations around each of the 5 competencies.

## Tapestry Lower School SEL team

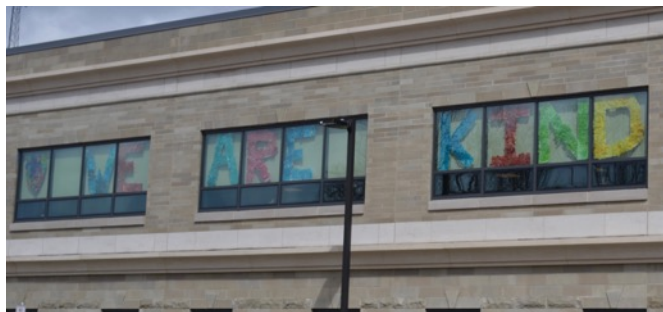


### ANTHONY RICCIO

As Assistant Principal, I am proud of the work we've done to establish and develop many of our existing programs. Through Character and Culture, we have focused on SEL and Restorative Practices.

Changing the way we communicate with one another and taking time to build relationships is at the forefront of all our interactions. As a restorative school we have provided ourselves tools necessary to be a compassionate and forgiving community.

### REMEMBER THE THREE WORDS WE SAY...



### KRISTA COON

I work as School Counseling Support. I promote SEL with lunch groups that foster positive relationships, individual work that focuses on areas such as confidence and self-awareness and also through crew lessons. I value our school's strong commitment to SEL, because I believe that these skills are something that last a lifetime.

### MOLLY ROSKINSKI

I have been a school counselor at Tapestry for 10 years. I am very proud of the work done with implementing SEL and creating a positive school culture. It takes a whole village of staff,

students, and families to use common language around SEL, to develop strong relationships, and to create an environment of support and positive growth. I am thankful and proud to be a part of the Tapestry community!



### SHIMAL LARGIE

My role as Student Support requires me to stay current on social emotional learning because we have many students from varying backgrounds here at Tapestry. I work closely with Anthony Riccio to incorporate mediation and restorative practices aimed to rebuild and strengthen our community as evidence shows that children respond better and learn to grow.

