



## WADE CARTER DEAN OF STUDENTS

“Since we started implementing SEL, suspensions have dropped dramatically, students are more eager to participate in talking circles and are more open to communicate about issues they may be going through at home.”

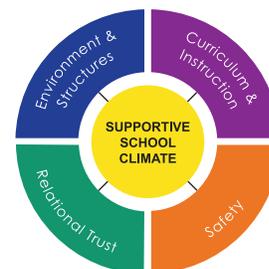
## Henry O. Tanner Elementary School:

**By bridging the gap between home, school, and community partnerships, Henry O. Tanner provides an environment that cultivates the intellectual and social & emotional growth of students for their current and future academic success.**

We recognize that our students’ future success is rooted in their engagement with school right now. Through relationship building, providing responsive and restorative support to students, promoting student leadership, integrating student voice, and developing SEL skill building, we strive to proactively meet the day-to-day needs of our students. By actively engaging all of Tanner’s stakeholders, we are able to cultivate our SEL culture, increase school-wide time on-task, and encourage academic achievement for all of our students.

## SEL in Chicago Public Schools

Chicago Public Schools believes that social & emotional learning is fundamental to a high quality education for every student in every neighborhood. The CPS School Climate Standards create shared understandings about the type of learning environments and instruction that promote student success in school and beyond. Safe and supportive schools are created through strong Multi-Tiered Systems of Support that meet the needs of all students, integration of SEL into daily instructional practices, and positive and collaborative relationships throughout the school community.



## Our SEL Approach

Social & emotional learning is the heart of our school’s culture and is the vein connecting all Tanner programs, initiatives, and family-based supports. Our transparent approach, which includes school-wide training and bell-to-bell integration, as well as family and community engagement, is the key to our implementation. Throughout the day, students engage in classroom based and school-wide SEL initiatives. With visual representation and verbal articulation of goal setting, conflict resolution, bully prevention, positive reinforcement incentives, and expectations for engagement, all students are involved in SEL skill building. Staff members, community partners and parents participate in professional learning experiences to increase SEL capacity and integration efforts. Over time, we have nurtured this inclusive, transparent and holistic mindset and it has made the most positive impact on our evolved culture and climate.

## School Facts

**Neighborhood School**  
**Grades: PreK, K-8**  
**Total Number of Students: 347**

DEMOGRAPHICS:	STATISTICS:
Black: 97.7%	Low Income: 93.1%
Hispanic: 1.7%	Diverse Learners: 21%
Other: .6%	Limited English: 2%
	Mobility Rate: 23%

Henry O. Tanner Elementary School  
7350 S. Evans Ave, Chicago, IL 60619  
<http://www.tannerschool.org>  
773-535-3874

Principal: Nicole Joann Marie White  
SEL Contacts: Janice Warren, School Counselor and  
Wade Carter, Dean of Students



# Our Approach In Action

Tanner's supportive environment incorporates a variety of restorative and mindfulness practices across all tiers, to meet students' diverse needs and foster the development of important social & emotional skills.

## 1 Universal Supports

- Calm Classroom
- Calm Corners
- Second Step
- Restorative Chats
- CHAMPS, which is embedded into the instructional time and mostly facilitated by classroom teachers and student designees
- Attendance and behavior rewards and incentives
- SEL training and workshops for parents

## 2 Targeted Supports

- Students and their parents participate in conflict resolution
- Anger Coping Groups
- Peer Jury
- Group social work
- Behavior modification supports
- Attendance contracts

## 3 Intensive Supports

- Individualized SEL plans created in collaboration with administration, SEL team members, community partners, parents and the student
- Check-in Check-out, counseling
- Behavior plans with positive reinforcements
- Restorative Practice strategies

### MS. LAURENT

#### DIVERSE LEARNING & DANCE INSTRUCTOR

"SEL has changed how I build relationships with my students. My students are comfortable sharing how they feel and enjoy knowing that someone cares. We are able to solve problems and calm the emotions that different social interactions bring to the classroom."



## A Closer Look

As teachers, we have our agendas in mind for the day, so we may forget to start our day with Calm Classroom, but the students will definitely remind us when we need to do a technique. In my classroom, my students have requested that we do Calm Classroom even though it wasn't scheduled at that time. Calm Classroom has helped center some of the students that have emotional issues.

One of our teachers has said that she talks to teachers from other schools about Calm Classroom. Through those conversations, one teacher took it upon herself to incorporate it into her classroom. Calm Classroom has made a difference!

- Ms. Hollinsworth, Calm Classroom Lead Teacher

## The SEL Impact

The biggest tangible impact of SEL integration at Tanner is the decrease in out-of-school suspension and increase in school climate metrics and attendance. Since 2015, our school attendance has increased to 93.63% and incidents resulting in suspensions have decreased from 218 to 38. We have consistently scored "well-organized" on our annual 5 Essentials survey, given to students, parents, and staff to assess our school climate.

I can tell SEL matters in our school, because I can see the difference in the way the teachers redirect their students. I can walk down the hallway at any moment of the day and see a teacher having a restorative conversation or using SEL methods to deescalate a situation.

- Wade Carter, Dean of Students