

*In partnership with*

**Rochester Early College International High School**

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Dear Parents and Guardians,

I am one of the many teachers who is supporting your child in Social-Emotional Learning (SEL). The first twenty minutes of school on all synchronous days; Monday, Tuesday, Thursday and Friday, students report to SEL (also known as Homeroom). In SEL, the students will receive information on SEL and have the opportunity to discuss and report on their social-emotional needs. If a student’s needs are beyond the scope of the teachers, the teachers will share the information with the appropriate staff as needed. Student privacy and their well-being is of the utmost concern.

**What is Social-Emotional Learning?**

*Social-emotional skills are the strategies one has for* [*managing strong emotions*](https://www.cfchildren.org/wp-content/uploads/programs/docs/k-5-self-regulation-skills.pdf)*, navigating relationships, working effectively with others, solving difficult problems, and making responsible decisions.*

*Social-emotional skills pave the way for positive life experiences. When these skills are taught and supported, youth are more likely to* [*succeed*](http://www.casel.org/wp-content/uploads/2017/07/2017-META-ANALYSIS-SUMMARY-final2.pdf) *academically and have a positive attitude toward self and school, and less likely to experience emotional distress and use drugs. (Gulbrandson).*

We at Rochester Early College International High School understand that these are difficult times, especially for young adults. We are dedicated to the whole child, and that includes assuring that students are socially-emotionally healthy and have access to services and support sthat the Rochester City School District can provide.

Sincerely,

Deanne Finewood