



RCSD Message:

SOCIAL EMOTIONAL LEARNING AND SUPPORTS

We recognize that the social emotional well-being of our students and staff during these challenging times is critically important. RCSD has resources and referrals available to address mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens for in-person instruction. Schools are essential to child and adolescent growth and well-being and provide our students with academic instruction, social and emotional skills, safety, reliable nutrition, mental health therapy, and opportunities for physical activity. In addition to schools supporting the educational development of students, schools play a vital role in addressing racial and social inequity.

A top priority in supporting school transitions is the social emotional well-being of students. Psychological and emotional recovery often focuses on identifying students and staff who need crisis counseling. Additionally, they may be exhibiting signs that they are struggling with adjustments after a major trauma. Mental health needs after a disaster should be addressed as part of the recovery plan. During a crisis such as the COVID-19 pandemic, it is common for everyone to experience increased levels of distress and anxiety, particularly because of being in isolation. The RCSD is fortunate to have staff members who are trained in trauma and grief response and restorative practices.

The Department of Student Support Services has prepared a Social-Emotional Reopening Guidance with strategies and resources to support students, staff, and families as we move forward together to embrace the new guidelines of school operations during and after the COVID-19 pandemic. This resource is a guide to mental health support and social emotional learning strategies. It is designed to help students, families, staff, and our school community adjust. Additionally, we have developed a SEL Toolkit with resources that our students, staff, and community can use to support their wellbeing during our virtual learning and through the school year. The NYSED SEL-Benchmarks guide our work. The complete document can be found on: <http://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf> and <https://casel.org/what-is-sel/>

Social emotional learning and student and staff well-being can be more than just a 15 to 20-minute lesson a day. A systemic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses social and emotional learning into every part of students' daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities. (CASEL.ORG)

Social-Emotional Learning-SEL Toolkit

Social-Emotional Learning-SEL support will be provided to students, parents, and teachers throughout remote learning. The SEL Toolkit that has been created to support the social-emotional needs of students, parents, and teachers can be located in the following link: <https://www.rcsdk12.org/Student Support>

At the Student Support site, there are a variety of resources for teachers to use during the first 15-20 minutes of the daily SEL time allotted. There will also be recreational and community resources and links related to SEL support. This site will be fluid, and we will add resources for students, parents, and teachers continually throughout the year. In addition to the SEL Toolkit, there will be an SEL Hotline that will be monitored by members of the Student Support Services Department. We will also have Drop-In SEL Sessions throughout the year for students, parents, and teachers.



Social Emotional Learning at Wilson:

This will be a 20 minute period during the day that can be used as an opportunity to connect with students in a small group setting. Each SEL family is comprised of one teacher and between 8-12 students. The SEL teacher will serve as the first point of contact for this student.

There is no mandated curriculum for this 20 minute period. In the district's academic plan (snip provided) there are resources that you can access to engage students around self-expression, mindfulness, self-care, and social-emotional wellness. Links below:

<https://casel.org/what-is-sel/>

<https://www.rcsdk12.org/Student Support/>

There will be further guidance from the RCSD during the Superintendent's Conference Day on September 8th. This time serves as a check and connect opportunity for the school to support student needs, answer questions, build community and can be made FUN!

The SEL committee will be providing additional resources to support your daily interactions with students during the SEL period. Listed below are the responsibilities of the SEL Teacher and the SEL Support Team members. (Administrators, Home School Assistant, Counselors, Social Workers, Intervention-Prevention Coordinator, School Psychologist)

- All SEL teachers will be provided time on September 11th to contact each student in their SEL. This phone call will serve as an introduction to the student and family as well as a notification of where to find the zoom link to their SEL class. SEL Teacher will need to send this link to each student. These calls should be made by 3:30PM. Please document calls and any necessary information in Attend Actions.

What should I do if the phone number is inaccurate or is out of service?

Call the alternate numbers listed in PowerSchool and notify Gloria Betancourt, Head Secretary Gloria.betancourt@rcsdk12.org of the inaccurate number. If you reach the parent/guardian at a different number, please let her know of any updates you receive.

What happens if none of the numbers in PowerSchool work?

Check to see if an email is listed for the parent, attempt to contact the parent by email and list attempted contact in Attend Actions.

What happens if there are no working numbers and no email address?

Attempt to email the student's 890 account and notify Tony Padilla, Home School Assistant Anthony.Padilla@rcsdk12.org that we do not have any accurate information for the student.

NOW THAT WE HAVE STUDENTS ENGAGED:

As the SEL Teacher, what do I do if:

A student has technology needs (device, charger, mifi):

Have the student fill out the RCSD form for registering for these items

[https://docs.google.com/forms/d/e/1FAIpQLSemBNRoWDId5eUc23jmyZen6BH2NFKLlweWUuQKvyvc0i6oqA/v
iewform](https://docs.google.com/forms/d/e/1FAIpQLSemBNRoWDId5eUc23jmyZen6BH2NFKLlweWUuQKvyvc0i6oqA/viewform)

The family can also contact (585) 262-8700 to report their need for technology access.



A student has a question about a schedule:

Either reach out to their counselor or put the student in touch with their counselor:

Wendy Clifford	Chenetta Hunter-Stokes	Jamie Miner	Meade Heilmann
9 th and 10 th grade A-L	9 th and 10 th grade M-Z	11 th and 12 th grade A-L	11 th and 12 th grade M-Z
Wendy.clifford@rcsdk12.org	Chenetta.Hunter-Stokes@rcsdk12.org	Jamie.Miner@rcsdk12.org	Meade.Heilmann@rcsdk12.org

Counselors are also the point person for: work permits, grades, Naviance, and college planning.

The student or parent reports academic difficulty:

Contact the Intervention-Prevention Coordinator, Kaitlin.Burgstrom@rcsdk12.org

The student shows signs or expresses (or parent reports) a need for emotional or mental health support:

Contact a school social worker:

Lisa McClary Lisa.McClary@rcsdk12.org

Michelle Sims Michelle.Sims@rcsdk12.org

Note: We are all mandated reporters. If at any time, any staff member feels a student or other child in the household of a student is in imminent danger, please call Child Protective Services at CPS NY (800)-342-3720.

A parent reports that their child should have a 504 plan:

Contact the School Psychologist, Maja.Rosedale@rcsdk12.org

A parent requests an evaluation through CSE:

Contact Associate Director of Special Education: Tara.Wade@rcsdk12.org

Additional point of contact: **Virtual Helpzone (Vonjula Thompson)**

Google phone number: (585)310-2083.

Email: ythompson@centerforyouth.net

CFY IG : Ms.thompson29

For any situation you are ensure of or for advice on a student, always feel free to reach out to the Administrative Team:

Julie VanDerwater, Principal	Rich Fischpera (Fisch) Assistant Principal	Gary Reynolds Assistant Principal	Daisy Morales Athletic Director
11 th grade	10 th M-Z, 12 th	9 th and 10 th A-L	
Julie.VanDerwater@rcsdk12.org	Richard.Fischpera@rcsdk12.org	Gary.Reynolds@rcsdk12.org	Daisy.Morales@rcsdk12.org