

Joe Guillen

From: Kelly, Leslie, PED <Leslie.Kelly@state.nm.us>
Sent: Monday, December 14, 2020 11:50 AM
To: Guillen, Joe
Cc: NMPTA VP for Legislation & Advocacy
Subject: NM School Board Associations follow up
Attachments: NM School Board Association Presentation DEC 2020.pptx; SEL RUBRIC wDRAFT.docx

how long does this type of program take to complete? our teachers are already spinning lots of plates
Just to clarify, this is not a program, rather a design for schools and districts to use a framework in which all other programs, instruction, policies, procedures etc. can reside within.

This is great in theory, but how do we apply this when our children, especially teenagers, are not in school?
It is even more important now in the remote environment to connect, engage and build relationships with our students, staff, and families. Research points to students who have strong social and emotional learning skills having better outcomes academically and in life in general. We may have not lost as many students in this remote environment if we have better relationships with them and school was a place they felt connected and that had more meaning.

Could this be part of the college classes so we don't have to reeducate every teacher fresh out of college. Ultimately, we would like to create a District SEL framework and suggest to post-secondary institutions they actually teach SEL to all educators, counselors, social workers, administrator – essentially all school related degrees.

Where can the rubric be accessed?

The draft rubric is attached

This is great content for a college education class. It could even be adapted for elementary and a different class for secondary.

This would be great if we taught this in college ed classes. Yes!

In regard to STUDENT AND STAFF HEALTH AND WELLNESS policies for districts, do you have examples of verbiage that can be included?

All schools are required to have and submit to PED a school safety plan. (See links below) Within this document are lots of resources, I am not sure there are model policies but I thought this would be helpful to see what is required of every school in NM.

The first link is the required wellness policy guidance document and example wellness policy action plan template and wellness policy assessment template.

<https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/wellness-policy/>

<https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/Copy-of-Wellness-Policy-Action-Plan-Template.xlsx>

<https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/SHSB-Copy-of-Wellness-Policy-Assessment-Template.xlsx>

Safe schools plans:

<https://webnew.ped.state.nm.us/wp-content/uploads/2020/09/SHSB-NM-Planning-for-Safe-Schools-guidance.pdf>

<https://webnew.ped.state.nm.us/wp-content/uploads/2020/09/SHSB-NMPED-SSP-Rubric.-2020-2021.pdf>

This report is out of touch not enough data for suicides! ONE SUICIDE should be enough! Our students need to back in school rather than making McDonald's or Taco Bell or Burger King a CLASSROOM! our school buildings are safer in many ways.

where are the statistics coming from stating the suicide is up or down?

The report I received was given to me directly from the NM DOH Epidemiology and Response division. They collect statistics of this nature. They get their information from the OMI. For context, for years NM ranked #4 in the nation for youth suicide and is now #1. This data is generally one year behind because of the complicated nature of suicide and identifying suicide as the cause of death. Pre-COVID, if you used the statistics provided by the state, a school aged youth died by suicide every 3 days. It is likely during COVID there will be a rise, but that is a rise from one death every 3 days. The data I presented to you all did not necessarily show an increase of suicide during COVID – it's preliminary – it may end up showing an increase.

I am very interested to hear more details about how to do SEL work in a culturally responsive way. We also need information on SEL that is sensitive to our culture in Native American communities.

The SEL framework and the SEL resources from CASEL don't necessarily guide the 'how to' regarding culturally responsive SEL, but rather weave the expectation throughout so individual schools and communities can determine what works best for their populations. I have added some links to some SEL work that has been done in various Native American communities.

<https://lincolnmichel.wordpress.com/2014/04/19/maslows-hierarchy-connected-to-blackfoot-beliefs/>

<https://barbarabray.net/2019/03/10/maslows-hierarchy-of-needs-and-blackfoot-nation-beliefs/>

<https://jswve.org/download/2011-1/spr11-blackstock-Emergence-breath-of-life-theory.pdf>

<http://wsascd.org/wp-content/uploads/Bleeker-Coronado.pdf>

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Yes,

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