

# HEALTHY SCHOOLS



## SOCIAL AND EMOTIONAL LEARNING SEL

**“Nothing - nothing - has more impact on the life  
of a child than positive relationships.”**

Peter Benson, creator of the  
Search Institute Developmental Framework

## A Letter from the Secretary

included in the NM SEL Framework

January 6, 2021

The promise of a great public education is built upon a foundation of healthy, safe, supportive, and joyful schools, students, and families. Attending to the social and emotional needs of our students and our communities has never been as apparent or as urgent as it is now. As we navigate this unparalleled moment in our educational history, we are proud to put forth this first statewide Social and Emotional Learning Framework. Using this as a guide, we set our stake in the ground that New Mexico’s schools will fully engage in the critical and conscientious work of meeting the needs of the whole child. We will train and support our educators. We will work collaboratively with our students and families. We will invest in the systems and infrastructure that our children need and deserve so that they can thrive. Our reinvigorated commitment to this work begins now. Thank you for joining us on this journey toward healthy, safe, supportive, and joyful schools for all.

**Ryan Stewart, Ed.L.D Secretary of Education**

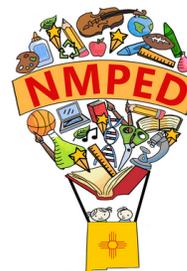
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According to the Collaborative for Academic Social and Emotional Learning (CASEL), Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and 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. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Learn more about the PED and SEL [here](#)

Contact [Leslie Kelly, Behavioral Health Coordinator](#)

## SEL Framework Components

1. Positive Developmental Relationships
2. Intentional Development of Skills, Mindsets and Habits
3. Rich Instructional Experiences
4. Environments Filled with Safety and Belonging
5. Integrated Systems of Support
6. Use of Data to Assess Need and Impact



UNM Project  
ECHO for SEL  
[Resource Library](#)

[2020-2021](#)

[Resource Library](#)

[2019-2020](#)



# Come to the Table

The "Come to the Table" series will provide school food service professionals with professional development, training, and an opportunity for personalized assistance as they navigate the challenges of providing student meals during Covid-19 times. This series consists of three forms of information.

There is a series of nine video's that provide 10 to 15 minutes training segments across various food service topics. There is a link to current resources that can help supply information regarding a host of topics in food service, and finally there is weekly "Let's Chat" zoom meeting that is offered every Wednesday at 2:00pm beginning March 3. The online meeting will provide a forum where food service personnel can ask questions, share concerns, and highlight successes. The [Come to the Table](#) trainings are now available on the [PED Canvas Catalog](#).



## **Dietary Guidelines for Americans** **2020-2025**

Each stage of life is distinct and has unique needs that affect health and disease risk. Early food preferences influence food and beverage choices later. And the science has evolved to focus on the importance of a healthy dietary pattern over time. The science also shows it's never too late to start and maintain a healthy dietary pattern, which can yield health benefits in the short term and cumulatively over years. This new edition of the [Dietary Guidelines](#) includes specific recommendations for all life stages, now including infants and toddlers, and pregnant and lactating women. We are excited this is the first edition to provide guidance for every life stage.



## **Registration Now Open**

**New Mexico Grow Institute:  
Virtual Gatherings for New Mexico's  
Farm to Cafeteria Practitioners**

**April 20-22, 2021**

**9:00am to 12:30pm each day**

**Free Event**

**[Register Here!](#)**





In 2019, only 18.4% of high school students ate 5 or more servings of fruit or vegetables per day, 8.4% reported eating no vegetables in the past 7 days. For physical activity, 16.3% reported no physical activity in the last 7 days, 25.7% reported being involved in daily physical activity and 61% reported more than three hours of screen time daily.

The New Mexico Youth Risk and Resiliency Survey (YRRS) is a tool to assess the health risk behaviors and resiliency (protective) factors of New Mexico high school and middle school students. The YRRS is part of the national CDC Youth Risk Behavior Surveillance System (YRBSS). The survey results have widespread benefits for New Mexico at the state, county, and school district levels. The YRRS is offered to a selection of high schools and middle schools in each school district in the fall of odd-numbered years. All data are self-reported by students who voluntarily complete the survey during one class period. Topic areas for the YRRS include risk behaviors related to alcohol and drug use, unintentional injury, violence, suicidal ideation and attempts, tobacco use, sexual activity, physical activity, and nutrition; resiliency (protective) factors such as relationships in the family, school, community, and with peers; and health status issues such as body weight and asthma.

Recently released results from the national Youth Risk Behavior Survey (YRBS) allow comparisons between high school students in New Mexico, the US, and in other states. In 2019, compared to US high school students, NM students had higher rates of most drug use and tobacco use; were more likely to be early initiators of cigarette smoking, alcohol use, and marijuana use; and were more likely to feel sad or hopeless. US students were more likely than NM students to get less than 8 hours of sleep on an average school night and more likely to engage in excessive computer and video screen use.

## Possible uses for YRRS data

You may consider using the following data to inform wellness policy health initiatives, counseling, attendance and restorative justice programs.

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### **School Safety Planning, Resources and Supports**

25.9% of high school students report being in a physical fight, over 9% of those on school property, one in 25 students report carrying a weapon on to school property and over 13% skipped school because of safety concerns. Alarming, over 17% of students were bullied, almost 10% experienced physical dating violence and over 11% sexually assaulted.

### **Behavioral Health Supports and Resiliency Factors**

Over 40% of students reported feelings of sadness and hopelessness, 21.8% non-suicidal self-injury and over 18% seriously considered suicide.