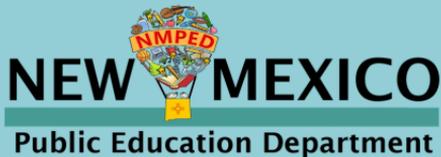


Happy Holidays

Wishing you peace & joy from the



**Winter Wellness
Family Resource Packet**



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RYAN STEWART, ED.L.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

Dear Families:

The New Mexico Public Education Department's Safe and Healthy Schools Bureau (SHSB) is committed to ensuring school environments in New Mexico are safe places for students to learn and teachers to teach. To that end, the bureau has written guidance for schools on how students can safely participate in physical education activities and recess during the COVID-19 pandemic, what schools should consider when participating in required emergency drills for school year 2020-2021, and how schools should take attendance when participating in remote learning, among other topics.

Collaborations:

- New Mexico Department of Health – on a variety of projects to keep students and staff safe during the COVID-19 pandemic including development of a system for rapid response to cases of COVID-19 that occur in schools or districts, and how students and staff who cannot wear masks will seek exemptions from the requirement to wear masks while in school.
- New Mexico Early Childhood Education and Care Department – to develop childcare opportunities for school staff members and members of the community for periods of remote learning, and to connect families with childcare providers.

Support:

- Securing and administering a sub-grant from the Federal Emergency Management Agency (FEMA) through the New Mexico Department of Homeland Security to reimburse districts for expenses on personal protective equipment, such as masks, gloves and gowns as well as no-touch thermometers to make sure that students and staff will have the safety equipment they need to safely attend school.
- Providing schools access to a smart phone application that will provide schools and families with a screening tool to determine whether a student should attend in-person school, when in-person school begins.

Professional Development:

- Provided an online conference for teachers, administrators, school nurses, counselors, social workers and others on best practices for school re-entry from the COVID-19 closure, which included sessions on topics such as cleaning the learning environment, maintaining the mental health of students and educational staff, and current updates on COVID-19 infections in New Mexico.

Funding:

- Received a Centers for Disease Control and Prevention (CDC) grant of \$333,333 to support implementation of best reentry practices, which will support ongoing reentry professional development and technical assistance over the coming year.

Greg Frostad
Director, Safe and Healthy Schools Bureau

Behavioral Health

RESOURCES FOR COVID-19



The novel coronavirus (COVID-19) pandemic can cause New Mexicans of any age to feel overwhelmed, scared, anxious, or make it harder to cope with mental health conditions they struggled with before the pandemic.

Below you will find resources to help yourself, your family, and your loved ones.

Remember, even when things feel overwhelming, there is hope and there is help.

To help combat strong feelings like anxiety, staying informed is important. The [NM.gov](https://www.nm.gov) website will continue to be updated regularly, so use that as your one-stop information source for New Mexico.

As hard as you work to stay healthy, remember your emotions, thoughts, faith or spirituality, and relationships are just as important in staying healthy as washing your hands.

Please reach out to the mental health providers and/or faith and community leaders in your area to learn more about available services.



Be sure to limit your viewing of repetitive news media; consider setting one or two times during the day to check media, and then give yourself a break from it for positive thoughts and activities. Viewing too much news media can make it seem like danger is even larger than it is, and become overwhelming. You can view breaking news on prevention and treatment efforts by visiting the [Centers for Disease Control and Prevention \(CDC\)](https://www.cdc.gov).

Since the threat of COVID-19 also affects us emotionally, we have provided you with some behavioral health care resource links that can help:

- [How to Take Care of Your Mental Health During Social Isolation](#)
- [Countering COVID-19 \(Coronavirus\) Stigma and Racism: Tips for Parents and Caregivers](#)
- [5 Easy Ways to Reduce Coronavirus Anxiety](#)
- [How to Talk to Children About Coronavirus](#)
- [Help Loved Ones with Anxiety](#)
- [Helping Youth Experiencing Homelessness](#)

There is no avoiding the concern over the outbreak of the coronavirus disease (COVID-19), or the extent to which it could impact the physical health of our communities, families and ourselves.

As COVID-19 (Coronavirus) spreads, and confusion over this public health crisis grows, we must stay connected with our families, friends, and communities. Together, we can help one another stay physically, spiritually and emotionally healthy.

Together, we will thrive.



Reentry Support Guidance

Public Education Department

FOR MORE INFORMATION CONTACT: [Leslie Kelly](#) ped.state.nm.us

Building Positive Conditions for Learning at Home



How You Can Help Your Child Actively Engage in Learning

Young people often think of homework as a chore, and now that all schoolwork is “homework,” that feeling might be intensified. However, learning at home can be more than drudgery for your child. This time at home can provide opportunities to learn in a new way—to spark interests, creativity, excitement, and fulfilling engagement. In this section, we will focus on:

- **Understanding what it means to be engaged in learning:** what is it and why does it matter?
- **Using this information:** what strategies can help your child actively engage and stay engaged in learning at home?
- **Things to look for:** what is normal and what may be a potential warning sign that something needs more attention?
- **Resources:** what can you consult to explore this topic in greater detail?

As you read through [these resources](#), remember: Every family is different. Everyone’s individual circumstances are different. Everyone brings their unique set of strengths to address life’s challenges. The information we are sharing here is designed to be flexible and adapted in the ways that work best for you.

Understanding Why It Is Important to *Actively Engage* in Learning

With learning, there are different kinds of engagement. When children are *behaviorally engaged*, they simply attend virtual classes and complete and submit their schoolwork. Given the varying degrees of change and trauma children are experiencing right now, this type of engagement alone is OK. It may be all that your child can do right now, and it is important to allow your child that freedom.

However, it’s important to note that all people learn better when they are *actively engaged* in learning. When children are *actively engaged*, they are genuinely interested in and value what they are learning, and they can apply it beyond their lessons. Being *actively* and *emotionally engaged* helps young people to feel connected to their educational experience. This can help them to feel good about learning and themselves. Active engagement also can help motivate young people to do what is asked of them or even inspire them to want to learn more.

Here's the thing: As a parent or caregiver, you cannot make your child become engaged in their learning. The good news is that you can create opportunities to expand learning and make space for inquiry and creativity, thinking outside of the box, or trying things.

Using This Information

Supporting learning in your home and keeping your child motivated and curious may feel like a lot right now. Perhaps you did not feel particularly engaged in your own educational experience when you were younger. Or, you may not have the time or resources to spare (for more on this, please refer to the section on [readiness](#)). However, there are things that you **can** do. Here are a variety of strategies to help you help your child engage in learning.

- **Encourage your child to understand and appreciate that the opportunity to learn is all around them.** Learning is about developing and enhancing foundational learning and life skills: learning to solve problems, thinking critically, finding and making sense of information, accomplishing tasks, collaborating, and listening to and communicating with others (which can be done in your child's home language or languages other than English). This can occur while doing schoolwork but also through experiences at home and out in the community.
- **Introduce flexibility into where, when, and how your child learns.** This may mean discussing with your child what they are learning, the timing for this learning, and identifying indicators of progress and success that go beyond grades.
- **Make sure learning builds upon your child's passions and interests.** This is important not only as they work through their schoolwork but also as learning extends beyond the school curriculum and into their everyday life.
- **Make space for creativity and thinking outside the box.** Ask your child to explain their thinking and learning—not only what the answer is but how they arrived at it.
- **Help or permit your child to alternate between school-directed instruction and student-led inquiry.** Success and interest in one area can be translated back to the other.
- **Make meaning and apply learning across different situations and settings.** Take the time, whenever possible, to sit with your child and help them to identify the purpose in what they are doing or ask them to share something they are learning, what it means to them, or how it connects to their personal experience.
- **Recognize when it might be time to introduce other material and new approaches to learning.** If your child seems disinterested, tired, or bored, it may be time for a break or a new way of thinking.
- **Find ways to build in connection,** even if in-person contact is limited. For many young people, the most challenging aspect of the pandemic has been the lack of collaboration and connection we have when we work alongside one another. Are there ways in which your child and a few friends or family members could gather virtually in small teams or work on projects together?

- **Encourage your child to share what they are learning with others.** Whether it is with friends, family members, or their school teachers and staff, it is important for children to share what they are learning, what they are curious about, and the progress they are making. Being able to talk about learning will help everyone to learn better. For many families who have multiple children at home, taking breaks to reflect on learning and share their experience could be a good way to strengthen relationships in the home.
- **Understand that screen-based learning has its limits.** Because of this, you may have to help your child engage in other kinds of learning and projects so that they can sustain their engagement in the learning process.
- **Use disengagement as an opportunity for growth.** Are there ways that you can redirect in-the-moment frustration, challenges, and lack of connection to create a new learning opportunity? Consider asking your child where they are stuck and how they wish they could learn more about the topic if they could design their learning experience again.

HELPING YOUR CHILD DO MEANINGFUL WORK

Children need time and space, not only to accomplish concrete tasks but also to let their minds be free to wander and make sense of all that they are experiencing. All people—children included—benefit from uninterrupted (and technology-free) downtime and may feel renewed when they emerge from this reflective, quiet time. They also may regain their sense of purpose—reminding themselves what really matters and why.

A sense of purpose comes and goes during difficult times, but having purpose is key to engagement and meaning-making. Purpose gives us a reason to be creative and innovative, and a reason to work hard and persevere through the tough spots.

To help your child find a sense of purpose in these difficult times, consider ways to help your child make their work feel meaningful. See if you can help them make connections to what they are learning. For example, how might you help them see how their schoolwork fits into the “bigger picture”? Perhaps ask your child to think about why they are doing what they are doing (not simply because they were told to).

You may also talk to them about small ways they can help. If your child can come up with ideas that can be helpful in the current situation—whether that is tutoring a younger child or struggling classmate, helping out a parent or neighbor, or something else entirely—that can be inspiring and empowering. Help your child to identify problems they see around them and support their agency to imagine solutions and engage. This means giving them the space to think, work, and dig in. They may even get passionate about a project or idea—even one that is not directly related to their usual interests and activities. Self-direction, learning and creativity emerge when children are in this purposeful space.

Things to Look For

Some children are better able to directly communicate when they are disengaged, and others might show you their lack of engagement through their actions. Pay attention to the verbal and nonverbal cues that your child may need additional support.

Preschoolers may act out, throw tantrums, whine more than usual, or have difficulty transitioning to new activities. They may refuse to engage in any learning activities, even ones they had enjoyed previously.

Elementary school children may express self-defeating statements such as “I can’t do it,” or “It does not matter how hard I try.” You may also observe defiant behavior or your child refusing to engage in learning activities or complete their assignments.

Adolescents’ disengagement may show up as frustration, anger, stress, or anxiety. You may hear, for example, your child saying that they are not concerned about grades, returning to the normal daily schedule, connecting with peers, or transitioning into a new grade or school next year. They may express such statements as, “This work doesn’t matter anyway,” for example.

Resources

Remember, children learn best when they have the opportunity for exploration, inquiry, and creativity in safe and supportive spaces with caring adults. The [preceding sections](#) on readiness to support your child, safety, and support for learning have more information you can use to create the conditions that will help your child stay engaged in learning. In addition, these resources will help you to ensure your child is and remains engaged in learning at home:

- [Engagement Overview](#): More information about engaged learning from the National Center on Safe Supportive Learning Environments.
- [Design Thinking in Education](#): Design Thinking is an approach to learning, collaboration, and problem solving that puts the person at the center. The Thinking and Learning Lab at Harvard offers support and resources for Design Thinking.
- [Design Thinking in Education: Empathy, Challenge, Discovery, and Sharing](#): This article from Edutopia describes Design Thinking and how it reconnects educators to their creativity and aspirations for helping students develop as deep thinkers and doers.
- [Personalized Learning is Student-Directed Learning](#): Personalized learning customizes learning based on the individual’s strengths, needs, interests, and skills. This blog from NWEA describes strategies for student-directed learning.
- [Project-Based Learning at Home](#): Project-based learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. In this blog from PBLWorks at the Buck Institute for Education, a father reflects on leveraging his son’s natural curiosity during the pandemic.
- [What Happens When Your Child is Disengaging at School?](#) This blog from the Templeton Foundation describes why young people disengage, what the signs of disengagement are, and strategies for how experiential learning can help.



Parents as Virtual Partners

Workshop Series for Parents

Central New Mexico Community College and CNM Ingenuity will be offering a series of workshops to engage “Parents as Virtual Partners” this fall. We understand the myriad of parent challenges being faced right now, with almost one third of CNM students as parents of school-age children. We are also the major provider of early childhood and teacher education and training in New Mexico and do so in both English and Spanish.

Survival 101 for Parents As Virtual School Partners

Trying to do it all? Go to work, go to school, help your kids “do school” remotely, and parent? We can give you insights into what you and your kids are going to go through this fall, and some strategies for survival. (Offered in Spanish and English)

Reimagining Parent Engagement Leveraging Virtual Tools

Join us for a session on creative ways we can leverage virtual tools to engage the expertise and resources of parents to create “communities of parental support” for our children during the pandemic. (Offered in Spanish and English)

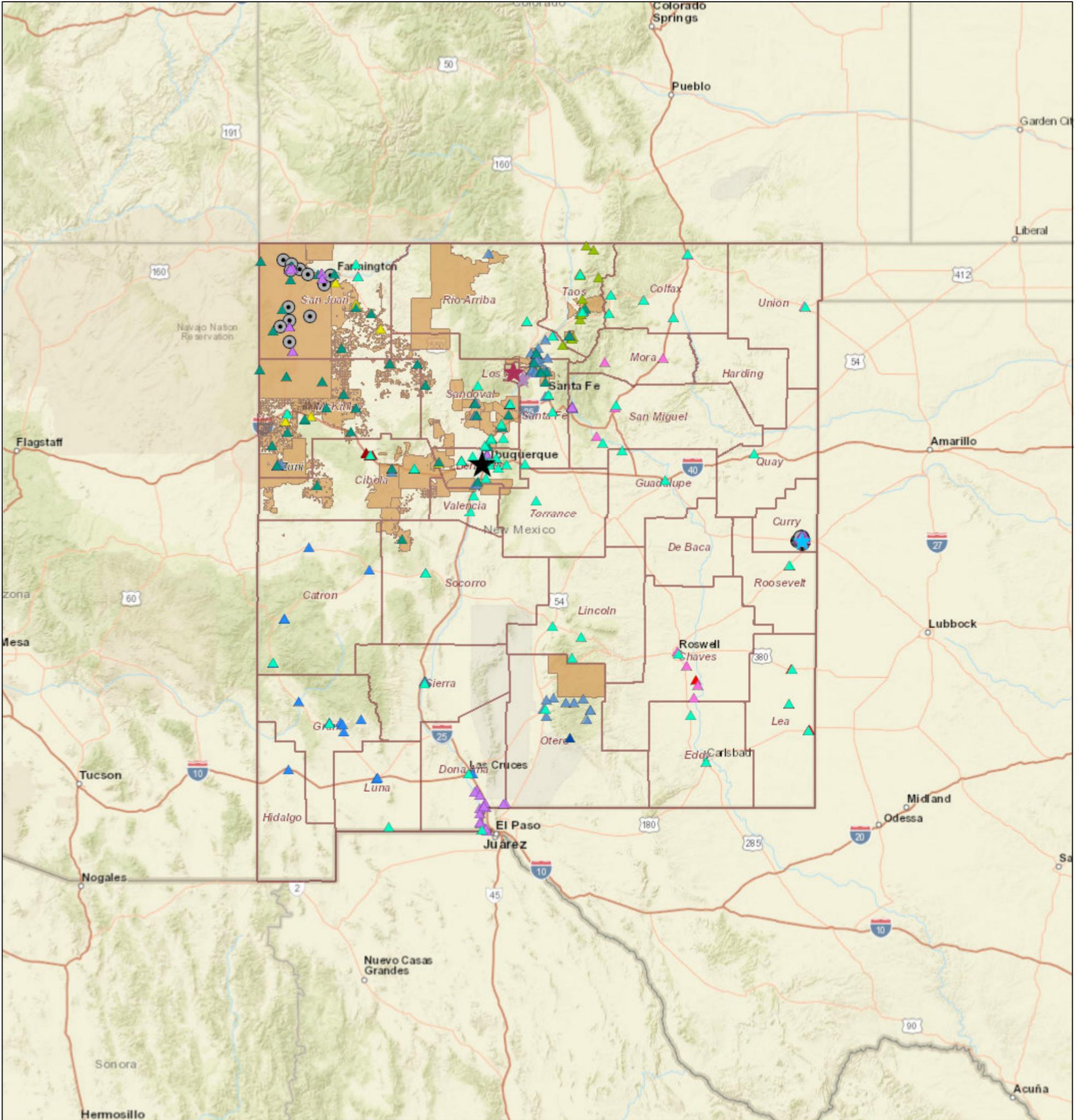
Survival 102 for Parents as Virtual Partners

You’ve survived the first few weeks! Now to get through the rest of the semester. Work with parent educators to identify the most significant challenges of helping your child succeed in the virtual school environment.

cnmingenuity.org/virtual-education/

CNM Ingenuity, Inc.
≡

New Mexico Broadband Map



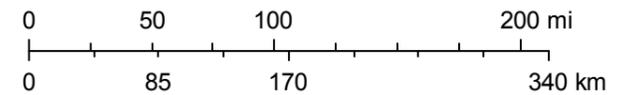
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Cities

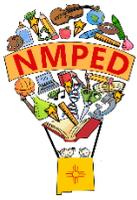
-  Albuquerque
-  Los Alamos
-  Clovis
-  White Rock
-  Libraries
-  Schools
-  PED Tribal (Proposed)
-  Senior Centers
-  Information Technology Disaster Resource Center (ITDRC)
-  Mobile Hotspots
-  Dell Telephone
-  Kit Carson Internet

-  Leaco Rural Telephone Cooperative
-  Red Bolt Broadband
-  Sacred Wind Communications
-  WNM Communications
-  Yucca Telecom
-  County Boundary
-  Tribal Land Boundary



U.S. Census Bureau, RGIS
 Sources: Esri, HERE, Garmin, USGS, Intermap, INCREMENT P, NRCan, Esri Japan, METI, Esri China (Hong Kong), Esri Korea, Esri (Thailand), NGCC, (c) OpenStreetMap contributors, and the GIS User Community

NM Department of Information Technology (DoIT)



A CHILDREN'S STORYBOOK – OUR SMALLEST WARRIORS, OUR STRONGEST MEDICINE: OVERCOMING COVID-19



A children's storybook - Our smallest warriors, our strongest medicine: Overcoming COVID-19



Theme(s):
COVID-19 Response, Maternal & Child Health

Our Smallest Warriors, Our Strongest Medicine: Overcoming COVID-19



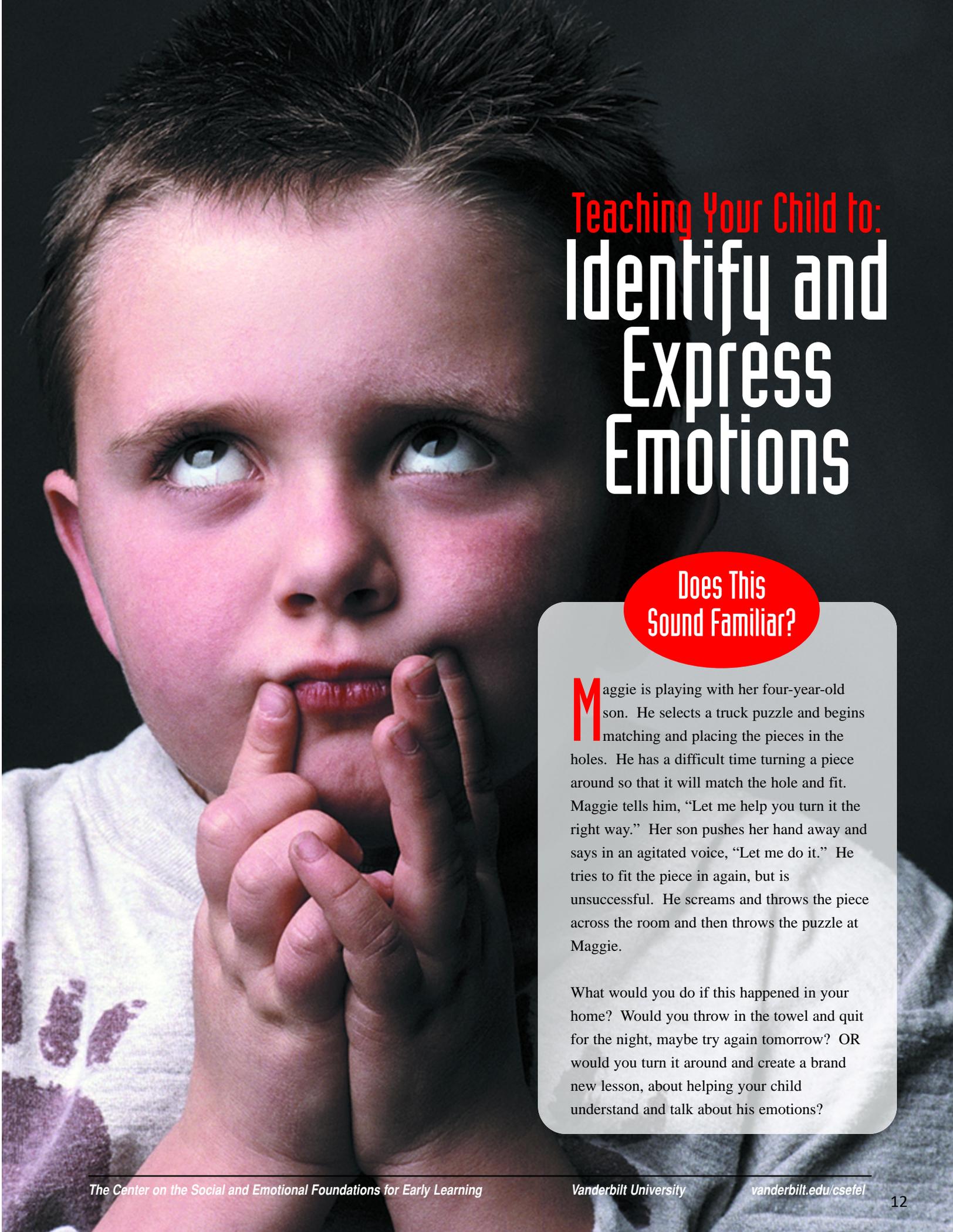
Print copies of the book are currently OUT OF STOCK.

Please [leave us a message](#) with contact information and we'll email you if additional copies become available.

This children's storybook is a re-telling of *My Hero Is You*, developed by the Inter-Agency Standing Committee Reference Group on Mental Health and Psychosocial Support in Emergency Settings (IASC MHPSS RG). An intertribal workgroup convened to re-write this story and create illustrations that represent Indigenous peoples, values, and communities. The adapted story seeks to reach Indigenous peoples across Turtle Island and portray a sense of communal efficacy, strength and hope in the face of the COVID-19 pandemic. Thank you to the [Johns Hopkins University Alliance for a Healthier World](#), as well as the JHU Office of the President and Office of the Provost, for funding this project.

Source: The Johns Hopkins Bloomberg School of Public Health, Center for American Indian Health

<https://caih.jhu.edu/programs/strongmedicine>, retrieved on 09/04/2020.



Teaching Your Child to: Identify and Express Emotions

Does This Sound Familiar?

Maggie is playing with her four-year-old son. He selects a truck puzzle and begins matching and placing the pieces in the holes. He has a difficult time turning a piece around so that it will match the hole and fit. Maggie tells him, “Let me help you turn it the right way.” Her son pushes her hand away and says in an agitated voice, “Let me do it.” He tries to fit the piece in again, but is unsuccessful. He screams and throws the piece across the room and then throws the puzzle at Maggie.

What would you do if this happened in your home? Would you throw in the towel and quit for the night, maybe try again tomorrow? OR would you turn it around and create a brand new lesson, about helping your child understand and talk about his emotions?

The Focus

Young children deal with many of the same emotions adults do. Children get angry, sad, frustrated, nervous, happy, or embarrassed, but they often do not have the words to talk about how they are feeling. Instead, they sometimes act out these emotions in very physical and inappropriate ways. For example, when Maggie's son was frustrated, he threw the puzzle piece and the puzzle.

The Solution

Parents can help their children understand and express their emotions. The following strategies are some of the ways you can help your child express his feelings:

- Help your children understand their emotions by first giving the feelings names and then encouraging them to talk about how they are feeling. For example, you might say to your child, "Daddy left on a trip, you are sad. You said you want your Daddy." By giving your child a label for her emotions, you enable your child to develop a vocabulary for talking about feelings.
- Give children lots of opportunities to identify feelings in themselves and others. For example, you might say to your child, "Riding your bike is so much fun. I see you smiling. Are you happy?" Or you might point out a situation and ask your child to reflect on what someone else may be feeling: "Joey bumped his head on the slide. How do you think Joey feels?"
- Teach your children the different ways they can respond to specific feelings, conflicts, or problems. Talk about your own feelings with your children. "Remember yesterday when the water in the bathtub would not go down the drain? Mommy got so mad and do

you remember what my face looked like when I got mad? Can you make a mad face like Mommy's?" Talk with your children about different ways you deal with specific feelings. "When I get mad I take a deep breath, count to three, and then try to think of the best way to deal with my problem."

- Teach your child to identify and express their emotions in ways that your family and friends find acceptable. For example, you might tell your child "Sometimes Grandfather is angry when things don't go well at work. What does he do? He sits on the porch until he figures out what he wants to say about it. You should sit and think when you get angry."

The Steps

1. Explain the feeling by using words your child can easily understand. Try to use pictures, books, or videos to help get your point across. "Look at Little Red Riding Hood's face; she is so scared when she sees the wolf in her Grandma's bed!"
2. Teach your child the different ways we can deal with feelings. Let your child come up with ways she can deal with her feelings. Talk about positive and not so positive ways to express feelings. There are many strategies you can use to teach new ways to appropriately express feelings:
 - Use real-life examples or teach in the moment. For example, "You are having a difficult time putting your trike in the carport. You look frustrated. What can you do? I think you could ask for help or take a deep breath and try again. What do you want to do?"
 - Teach your child new ways to respond to feelings by discussing common situations that your child might remember or that



happen frequently. For example, "Yesterday, you were angry because Joey would not let you play with his truck. You were so mad that you hit him. When you feel angry that Joey won't let you have a turn, what should you do?"

- You can use children's books to talk about feelings. For example, ask your child when reading a book, "What is (character in book) feeling right now? How do you know? Have you ever felt that way? What do you do when you feel that way?"
- Keep it simple, use visuals or pictures to help get your point across, and always try to relate your lesson back to something that happens in your child's life.
- Teach your child new strategies to use when feeling emotions that may be expressed inappropriately (e.g., anger, frustration, sadness). Strategies to share with your child might include taking a deep breath when frustrated or angry, getting an adult to help resolve a conflict, asking for a turn when others won't share, asking for a hug when sad, and finding a quiet space to calm down when distressed.

3. Praise your child the first time he tries to talk about his feelings instead of just reacting. It is **REALLY** important to let your child know exactly what she did right and how proud you are of her for talking about feelings. It should always be OK to say what we are feeling. It's how we choose to show our feelings and respond to them that requires special effort.



4. Support your child to talk about feelings and practice her new strategies for expressing emotions appropriately every chance you get. For example, you can talk about feelings when you are playing a game, when you are riding in the car, or when you are eating dinner. There will be all kinds of things that happen every day that will be great opportunities for you to talk about feelings. The more often your child practices, the faster your child will learn.

WARNING – Do not try and practice when your child is in the middle of a “meltdown.” Use quiet, calm times to teach and practice the new strategies. For example, if your child is having a “meltdown” because she does not want to wait for a cookie until after dinner, she will not be in the mood to practice expressing her frustration with words, rather than a tantrum. In this situation, you have to be deal with her emotions (e.g., “I know you really want a cookie now, but that is not an option, we are going to eat dinner in 5 minutes. You may have a cookie after dinner.”). However, you can talk with your child about the incident after she is calm and discuss the best way for expressing those emotions (“When you are frustrated that you can’t have what you want, you can tell me, but you

can’t hit me or shout at me. Earlier, you wanted a cookie before dinner and you hit me. The next time you feel frustrated, you can tell me and then take a deep breath and calm down if you feel angry.”)

Practice Makes Perfect

Here are some activities that you can do with your child to help him or her understand feelings.

Here are some activities you can do with your child to help him or her understand feelings.

Play **Make a Face** with your child. You start the game by saying, “I am going to make a face, guess what I am feeling by looking at my face.” Then, make a happy or sad face. When your child guesses the feeling word, respond by saying, “That’s right! Do you know what makes me feel that way?” Follow by describing something simple that makes you have that feeling (e.g., “Going to the park makes me happy.” “I feel sad when it rains and we can’t go to the park.”). Please note, this is not the time to discuss adult circumstances that are linked to your emotions (e.g., “When your Daddy doesn’t call me, I feel sad.”). Then say to your child, “Your turn, you make a face and I will guess what you are feeling.” Don’t be surprised if your child chooses the same emotion that you

just displayed; it will take time before your child can be creative with this game. Once you guess, ask your child to name what makes him have that emotion. Keep taking turns until your child shows you that he is not interested in continuing the game.

Share a story in a new way. Read a book to your child that shows characters who experience different emotions (e.g., sad, happy, scared, worried, confused, etc.). Stop on a page where the character is showing the expression. Ask your child “What do you think he is feeling?” “Why is he feeling that way?” or “Look at her face, how can you tell that she is ___?” Other questions could be “Have you ever felt ___? What make you feel that way?” or “What will happen next?” or “What should he do?”

Do not pause too long on one page and only continue the discussion as long as your child shows an interest.

Make an **emotion book** with your child. An easy project to do with your child is to create a homemade book. All you need is paper, crayons or markers, and a stapler. You can make a book about one emotion and have your child fill the pages with things that make her feel that way. For example, a “Happy Book” may have pictures that you and your child draw of things that make her happy, pictures cut out of magazines that are glued on the pages, or photographs of friends and family members. Another approach is to have the book be about a variety of feeling words and do a page on each of several emotions (happy, mad, surprised, scared, irritated, proud, etc.). For children who have a lot to say about their feelings, you may want to have them tell you a sentence about what makes them



feel an emotion so you can write the sentence on the page. Then, your child can cut out a picture to glue in the book or draw a picture to go with the emotion. Warning, this activity is more likely to be enjoyable to your child if you do it together, but might be difficult for your child to do alone.

Play “**Mirror, Mirror...what do I see?**” with your child. Using a hand mirror or a mirror on the wall, play this game with your child. Look in the mirror and say “*Mirror, mirror, what do I see?*” Then make an emotion face. Follow by naming the emotion by saying, “*I see a sad Mommy looking at me.*” Turn to your child and say “your turn.” Help your child remember the phrase “*Mirror, mirror what do I see?*” You may have to say it with your child. Then, tell your child to make a face and help him say the next sentence “*I see a happy Patrick looking at me.*” Don’t be surprised if your child always wants to use the emotion that you just demonstrated. Play the game until your child loses interest.

Teaching Feeling Words

We often only think of teaching common emotions like happy, sad, mad, etc. But there are many other feeling words that children should learn to express, such as the following:

- | | |
|--------------|---------------|
| Brave | Cheerful |
| Cheerful | Bored |
| Confused | Surprised |
| Curious | Proud |
| Disappointed | Frustrated |
| Embarrassed | Silly |
| Excited | Uncomfortable |
| Fantastic | Worried |
| Friendly | Stubborn |
| Generous | Shy |
| Ignored | Satisfied |
| Impatient | Safe |
| Important | Relieved |
| Interested | Peaceful |
| Jealous | Overwhelmed |
| Lonely | Loving |
| Confused | Tense |
| Angry | Calm |



Expressing Feelings

Sometimes children express their emotions in ways that are problematic. Your child might cry when frustrated or throw toys when angry. Here are some different ways you can teach your child to act on feelings:

- Ask for help
- Solve problems with words
- Say it, don’t do it (*say “I am mad” instead of throwing toys*)
- Tell a grown-up
- Take a deep breath
- Describe what you are feeling
- Think of a different way to do it
- Relax and try again
- Walk away
- Ask for a hug

Putting it All Together

Understanding emotions is a critical part of children’s overall development. It is up to adults to teach children to understand and deal with their emotions in appropriate ways. They are experiencing so many new and exciting things for the first time. It can be overwhelming! We need to be sure we always validate our children’s emotions and don’t punish them for expressing their feelings. You might want to remind your child that, “It’s ok to tell me how you feel, but it’s not ok to hurt others or things when you feel (name feeling).” Teach them about their emotions, help them come up with new ways to deal with emotions, give them lots of time to practice their new strategies, and always remember to give lots of positive encouragement when they use the new strategy instead of reacting in the “old” way!



The Center on the Social and Emotional Foundations for Early Learning



Child Care Bureau

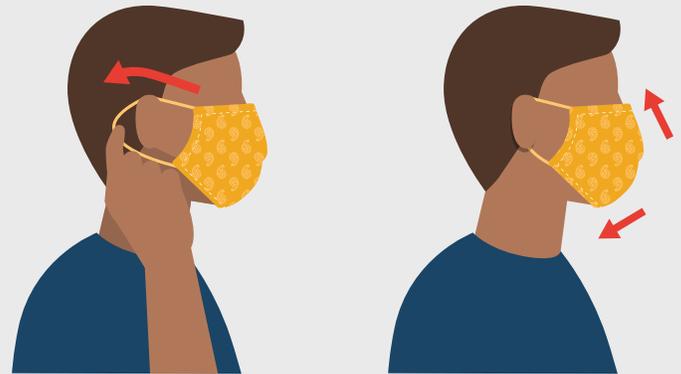


Office of Head Start

How to wear masks

WEAR YOUR MASK CORRECTLY

- Wash your hands before putting on your mask
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily



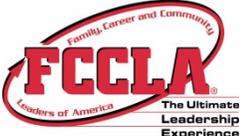
WEAR A MASK TO PROTECT OTHERS

- Wear a mask that covers your nose and mouth to help protect others in case you're infected with COVID-19 but don't have symptoms
- Wear a mask in public settings when around people who don't live in your household, especially when it may be difficult for you to stay six feet apart
- Wear a mask correctly for maximum protection
- Don't put the mask around your neck or up on your forehead
- Don't touch the mask, and, if you do, wash your hands or use hand sanitizer to disinfect



Centers for Disease Control and Prevention

CDC 24/7: Saving Lives, Protecting People™

NM Chartered CTSOs	Official Name	Student Membership	Membership/Competitions	Something to know
 Today's students. Tomorrow's business professionals. http://nmctso.com/bpa/ http://www.bpa.org/	BPA Business Professionals of America	Middle High School (Postsecondary)	Membership Workplace Skills Assessment Program	Torch Awards Program Certifications
 DECA http://nmctso.com/deca/ https://www.deca.org/	DECA	High School (Postsecondary)	Start DECA Career Development	School-based Enterprises Emerging Leader Conferences
 https://educatorsrisingnm.nmsu.edu/ https://educatorsrising.org/	Educators Rising	High School	Join Competitive Events	Academy Curriculum Micro-credentials
 http://nmctso.com/fccla/ http://www.fcclainc.org/	FCCLA Family, Career and Community Leaders of America	Middle High School	Affiliation Competitive Events	Programs Leadership Academy
 http://www.nmffa.org/ https://www.ffa.org/home	National FFA Organization	Middle High School (Postsecondary)	Join CDEs and LDEs	Agricultural Experience Tracker
 http://nmctso.com/hosa/ http://hosa.org/	HOSA- Future Health Professionals	Middle High School Postsecondary	Affiliation Packet Competitive Events	HOSA Activity Tracking System STEM Premier
 http://nmctso.com/skillsusa/ https://www.skillsusa.org/	SkillsUSA	Middle High School Postsecondary	Membership Kit Championships Ed. Resources Catalog	SkillsUSA Framework WorldSkills Chapter Excellence
 http://nmctso.com/tsa/ http://www.tsaweb.org/	TSA Technology Student Association	Middle High School	Affiliation MS Competitive Events HS Competitive Events	Partnered with various STEM competitions LEAP



New Mexico Career Awareness Websites and Resources



Career Resources



The New Mexico Department of Workforce Solutions strives to be a gateway to employment. This site presents links to multiple resources, including: career systems, planning tools, education options, and more.



Career Solutions is an online career exploration and planning website for youth and young adults. The website provides access to interactive tools that assist individuals in exploring careers and planning their future.



The New Mexico Workforce Connection Online System is New Mexico's official online portal to virtual job matching services, employment resources, the Unemployment Insurance System, labor market information, and more.

Career Guides



The New Mexico Career Clusters Guide is designed to be a tool for planning and preparing for a career. It provides a structure for selecting careers based on linking personal attributes to occupations and training requirements.



The New Mexico Career Guide is an all-in-one job seeker resource. It includes sections on career exploration, planning, experiences, education, the job search, and school listings.

Labor Market Tools



New Mexico Career Pathways displays regional labor market information for school districts organized around the National Career Clusters Framework. The site includes interactive tools, regional reports, podcasts, and more.



The New Mexico Department of Workforce Solutions site offers a Labor Market menu. This menu presents links to data, statistics, dashboards, resources, and publications related to labor market information.



LASER is a comprehensive labor market information system. Several search tools and functions are available that allow current and historic labor market data to be customized to meet individual needs.

Plans and Pathways



The Next Step Plan is a personal, written plan developed by each student at the end of grades 8-11 and during grade 12. The purpose of the plan is to target students' postsecondary interests and outline studies for high school.



New Mexico Career Awareness Websites and Resources



Work-Based Learning Experiences



The New Mexico Internships / Student Work site connects individuals to practical work experiences in their local community. Helpful guides and information pages are available to explain and direct the process.



The Career Technical Leadership Project (CTLP) manages organizations that engage students in career and technical education activities as an integral part of the instruction program to meet the needs of a well-trained workforce.



The New Mexico Agricultural Education & FFA Association provides opportunities for leadership, personal growth and career success through agricultural education.



Educators Rising cultivates highly skilled educators by guiding young people on the path to becoming accomplished teachers, beginning in high school and extending through college and into the profession.

Postsecondary Education



The purpose of this site is to display information related to New Mexico's higher education institutions, including: key performance indicators, institution facts, contact information, and location map.



The New Mexico Educational Assistance Foundation provides resources for financial planning to fund higher education. This site presents several tools and information pages related to funding higher education.

For additional information,
please visit:

NMPED
College and Career Readiness Bureau

ped.state.nm.us/bureaus/college-career-readiness



Supporting Student Growth at Home

AN OVERVIEW FOR FAMILIES ON HOW TO MONITOR AND SUPPORT STUDENTS DURING REMOTE LEARNING



Background

In response to the COVID-19 pandemic and threat of community spread, the “New Mexico Public Education Department (NMPED) closed school buildings and switched to remote learning on March 13, 2020. Throughout the summer months, the NMPED worked closely with the New Mexico Department of Health (DOH), the Medical Advisory Team (MAT), the School Reentry Task Force, and other key stakeholders to plan for gradual reentry to schools in the Fall. While we acknowledge there is no substitute for in-person learning, the NMPED has offered [comprehensive guidance for school leaders and educators](#) on how to make the most of remote and hybrid learning stances.

Recent studies have shown that students may experience between 4–12 months of “learning loss” as a result of school closures and the subsequent remote learning experience. It is important to note that this “loss” is predicted through an analysis and projection of student performance on standardized tests and assessments, which are just one measurement in myriad of data that demonstrate a child’s growth and development. It is worth remembering our children have not stopped learning during this crisis. In addition to academic subjects, they are learning independence, resilience and resourcefulness. They are developing computer skills they will need to succeed in career or college. They are learning new ways to connect and relate to others.

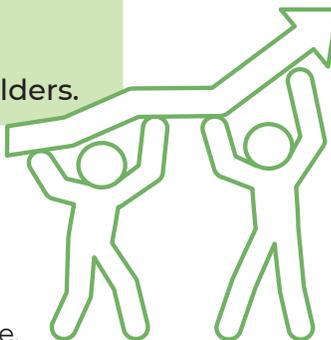
Learning can’t be measured only by time in class, even as we long to return there. Ensuring students are safe and healthy, secure in their identities, and holistically prepared for success in school and beyond remains our North Star.

Guidance on Acceleration

In preparation for the 2020–2021 School Year, NMPED published [guidance on instructional acceleration](#), explaining that the typical approach of remediation, one that “meets students where they are” by teaching below grade-level standards, would not be an effective approach to catching students up during pandemic learning stances. While not the intent, this approach can sometimes perpetuate a biased belief that some students aren’t capable of doing grade-level work. Our guidance is to:

1. Prioritize grade-level content;
2. Address inequities head-on; and
3. Support and assume the best of all stakeholders.

This means the NMPED expects your child’s classroom teachers to be providing instruction on the current year’s standards while also addressing the individual learning needs of students in the classroom. Specific guidance regarding [mathematics](#) and [literacy](#) is also available.



Ensuring students are safe and healthy, secure in their identities, and holistically prepared for success in school and beyond remains our North Star.



What can I do at home?

It's important to ensure that you and your child have access to all communications and progress monitoring tools provided by your school or district. In addition to regularly checking in on your student's academic progress, the NMPED encourages families to monitor the holistic health and well-being of their children.

Supporting learning at home doesn't just mean signing-off on homework lists and reviewing flash-cards with your student. Some key support strategies include:

- Making sure your child gets a good night's sleep;
- Talking to your children about [coping with COVID-19](#);
- Establishing consistent daily routines with and a dedicated workspace for your student;
- Keeping an open mind ("Together, we can do hard things!");
- Monitoring your child's behavior and demeanor for [signs of stress](#), anxiety, and/or depression;
- Providing creative and COVID-safe opportunities for your child to connect with their peers; and
- Encouraging breaks—whether you're [indoors](#) or heading [outside](#), creating space for play and joy is critical.

And, of course, remember to take good care of yourself! Equip yourself with [information about available resources, counseling services, and more](#), in the event you may need to reach out for support. Remember, you can't fill anyone else's cup if yours is empty!

Additional Resources

- For more tips about how to talk with your children about COVID-19, [visit the CDC guidance](#).
- Review the NMPED's [Online Learning Success Guide](#) for New Mexico students, grades 6–12, and talk with your child about setting shared expectations and identifying pathways to ask for help, when needed.
- Reach out to our partners at Graduation Alliance to learn more about how [ENGAGE NM](#) can support your child through academic coaching, engagement supports, and more!
- Check out our [Distance Learning Toolkit](#) for specific guidance and information about online learning opportunities, games, virtual field trips, and more!

Together,
we can do this!



LOOKING FOR CHILD CARE?

Click on any Link to Access Information



ACCESS

HOW DO I FIND CHILD CARE?

[Search by County/Zip](#)
(updated daily)

[Search within a radius from
your address](#)

[Search by School District](#)

[Child Care Resource and
Referral Support Line](#)
or Call 1-800-691-9067

CHILD CARE ASSISTANCE

HOW DO I PAY FOR CHILD CARE?

[Visit Am I Eligible?](#)

SAFETY

[IS CHILD CARE SAFE?](#)
[Ways we are keeping our
children safe](#)

The [NMRECA \(New Mexico Regional Education Cooperatives Association\)](#) is working with [New Mexico Public Education Department](#) and the [New Mexico Early Childhood Education & Care Department](#) to assist families in finding available Child care services while schools are operating in a remote or hybrid environment.

Interested in becoming a Temporary Friends, Family and Neighbor Child care provider? You may be eligible to receive Child care assistance funding.

[See our Quick Guide Here](#)

Visit [New Mexico Kids Website](https://www.newmexicokids.org/home/)
<https://www.newmexicokids.org/home/>

