



PARENTS



JUNE NEWSLETTER

Planning

Summer Pre-School Classes

EDUCATION



PROTECTION

SAFETY



FUN



Physical

Distance

“Think of your family today and everyday thereafter, don’t let The busy world of today keep you from showing how much you love and appreciate your family.” – Josiah

This Issue

Message (HS/EHS Vice President)
Summer Preschool Center Locations
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Reminders!

June 4, 2020

Dear Early Childhood Staff and Parents:

YDI Early Childhood Education and Family Development Division is planning a summer program to provide supplemental educational opportunities for some of our children affected by program closures due to COVID-19. Following all Federal, State, and local guidance, YDI has developed policies and procedures that prioritize the safety of staff, children, and families. These policies and procedures, in alignment with the Center for Disease Control (CDC), New Mexico Department of Health (NMDOH), and New Mexico Early Childhood Care and Education Department, include the following program modifications:

Program Structure:

- Class size will be limited to 8 children per classroom with two teachers.
- Grouping- each classroom will have assigned staff and children. Staff and children in one group will not interact with staff and children in any other group.
- Limited numbers of classrooms per center will be enrolled, to ensure adequate space in the center for physical distancing. Example: The maximum number of children at La Mariposa, our largest center is 132 children, this summer our program will enroll 24 children.

Health Screenings:

- All staff will be COVID-19 tested prior to center operations and also periodically,
- Staff will complete a daily health screening including a temperature check, upon arrival. Any staff member who does not pass the health screening will not be permitted to remain at work and will be referred for testing if they have symptoms of COVID-19. Any staff who feels sick should not come to work.
- Children will be screened each day upon arrival; screening will include asking the parent a set of questions about health and exposure, and a temperature check. Any child who cannot complete the screening will not be admitted to the center. Staff will complete these screenings using a CDC recommended method.
- Child screening and sign-in will occur outside of the center; parent access to centers is significantly restricted.
- After children are admitted, health checks will be completed at least twice a day.

Safety and Sanitation:

- Staff and children will wear masks while in the center and follow physical distancing guidelines.
- Number of children in classrooms and staff in centers are limited based on physical distancing guidance.
- Frequent disinfection of surfaces and objects that are touched often, including bathrooms, water coolers, desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones and toys.
- Hand washing will occur frequently throughout the day, at least once an hour. Hand sanitizer will be available to all staff and children (children must use hand sanitizer under supervision).
- Toys and equipment will be disinfected between uses. Any toys or equipment that cannot be washed and disinfected will not be used.
- Classrooms and playgrounds will be sanitized at least daily.
- Classrooms will be aired out daily.

Other modified practices include but are not limited to:

- Tooth brushing will be discontinued.
- Family style dining will be discontinued; staff will serve food to children.
- Transportation will be discontinued.
- Community volunteers will not be permitted inside of centers; parent admittance to centers is significantly restricted.

These safeguards for our children and staff have been designed to keep us all safe and healthy. Of course all of these new precautions will also include intensive training. The training plan includes: What is COVID-19 myth and facts, Introduction of age appropriate COVID-19 information for children, classroom rules, , how do I work in this new environment, arrival and dismissal procedures and practices, division of learning areas and classroom set up from 20 children to 8, nap time and distancing, meal service and social distancing, outdoor play and sanitization, lessons learned from child development centers open during this health emergency, steps in the case of a reported infection, training from each content areas manager: health, education, nutrition, mental health with an emphasis on trauma informed care, disabilities, and family engagement. Training will include approximately two weeks of both virtual and onsite training for staff and additional orientation and training sessions for parents prior to opening. This training is intense and mandatory for all staff. Daily monitoring by center directors and/or managers will ensure compliance of the new practices.

The safety of our staff, children, and families is our first and foremost priority. These new policies and training are in accordance with all industry safety practices as we begin to re-open our child development sessions to: assist parents to return to work, help children to transition to kindergarten with enhanced educational outcomes and begin to slowly and gradually resume Head Start Services. Please do not hesitate to reach out for additional information from your center directors who participate in weekly meetings with administration and also participate on the health and safety committee.

Stay Healthy, Be well!

Debra

**Potential Summer Program
Center Locations
Summer Program 4 weeks (July 6- July 31)**

Bernalillo County				
Center Director	Rosalee Mares	# Classrooms	#Children	Phone
Centro Cluster Centers	Centro De Amor	2	16	505-212-7267
	Kirtland	1	8	505-255-2085
Center Director	Andrea Lopez	# Classrooms	#Children	Phone
La Mariposa Cluster Centers	La Mariposa	3	24	505-212-7301
	Reggie	1	8	505-244-0330
Center Director	Marie Isenberger	# Classrooms	#Children	Phone
Heights Cluster	Heights	2	16	505-212-7318
Center Director	Ginger Moya	# Classrooms	#Children	Phone
Pedro Baca Cluster	Pedro Baca	2	16	505-212-7284
	SVCNM	1	8	505-873-0905
	Severo Padilla	1	8	505-873-3841
Center Director	Juliana Vega	# Classrooms	#Children	Phone
Embudo Cluster	Chico	2	16	505-299-3262
	Embudo	1	8	505-212-7335
Center Director Carolyn Steel-Grant		# Classrooms	#Children	Phone
Job Corp Cluster	Mary Ann Binford	1	8	505-836- 0276
	Mel Aragon	1	8	505-877-2750
Northern NM Centers				
Rio Arriba County		Taos County		
Center Director Frances Romero		# Classrooms	#Children	Phone
Taos Cluster	Enos	2	16	575-758-4556
	Llano	1	8	575-758-3425
	Arroyos	1	8	575-776-8656
Center Director	Loretta Ortiz	# Classrooms	#Children	
	Espanola	1	8	505-747-0502
	Hernandez	1	8	505-747 24-39
*** If you are in the need of after school care please ask your center director or your family services specialists. They will guide you, on how you can apply for CYFD Child Care Subsidy.				

HS/EHS Administration

Vice President	Debra Baca	505-212-7239
Senior Associate Director	Sandy Medina-Trujillo	505-212-7239
Senior Associate Director	Sarah Ehrhart	505-212-7239
EHS Associate Director	Judy Jiron-Garcia	505-212-7239
Associate Director	Stephanie Martinez	505-927-6237
Please note: 8 children per Classroom (State Licensing Recommendations)		

SUMMER SNACK

BIG BIRD'S

*This looks like an ice cream sundae,
but it is really a complete and
healthy breakfast in one dish.*



Ingredients

- 2 containers (6 ounces each) low-fat lemon yogurt
- 8 strawberries
- 4 ice cream–size scoops watermelon (from half a melon)
- 1 banana, sliced
- 1 cup blueberries
- 1 cup muesli or granola cereal or whole-grain cereal of your choice

Variation • Substitute cantaloupe, honeydew, or any other type of melon for the watermelon.

Equipment

- Measuring cups
- Ice cream scoop
- Cutting knife
- Cutting board
- Blender

Combine the yogurt and 4 of the strawberries in a blender. Cover and whirl until smooth.

Divide half the mixture among four breakfast bowls or parfait glasses.

Place a scoop of watermelon in each bowl. Surround with banana slices and blueberries.

With the help of an adult, pour the remaining yogurt sauce evenly over the fruit.

Sprinkle each sundae evenly with cereal. Top each with one of the remaining strawberries.

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By: Kenneth Ginsburg, MD, MS Ed, FAAP

As parents, we want to protect our children from witnessing the fear and uncertainty brought by the [COVID-19](#) pandemic. We wish we could take away the disruption to their education, activities and relationships. And, we wish they were not exposed to suffering.

We cannot control these circumstances, but we *can* work to strengthen our relationships during this time while building our children's resilience. We *can* remember to say what so many of our grandparents said to us: "This too shall pass, and you'll get through this with me by your side."

The best way to protect our children is to shape the lessons gained during this difficult time. We do so best when we intentionally manage our own feelings and experiences with an eye toward helping them build resilience.

Below are some of the feelings many of us are experiencing, paired with the chance they offer us to model and teach lifelong resilience skills.

"I feel like I am failing": Learning self-forgiveness

Perfection is not an option here. Know that if you forgive yourself and focus on the good in yourself now through self-compassion, your child or adolescent will learn to be a bit gentler with themselves. That is lifelong protection.

"My kids are frustrated, and so am I": Learning to empathize

One of the most respectful things we can do is genuinely understand someone else's point of view. The best way for children to gain this perspective is by benefitting from it firsthand. You build their empathy for others by working to understand their thoughts, feelings, and behaviors.

"I don't know how to handle how I feel": Processing and releasing emotions

A time of uncertainty with heightened emotions is the time to show that emotions are not to be ignored. Our children must learn from us that having emotions is good, talking about them is necessary and being honest with them is healing.

"I want to pull my hair out": Creating a safe haven within our homes

You can love your child and still sometimes want to tear your hair out. We all have bad days when the stress load is high, and it's high now. We cannot control the outside world, but we create sanctuaries within our homes. With peace in our homes, we can better handle the outside world.

"I need a time out": Being a calming presence for others

In moments when the future is unclear and our minds begin racing toward worse case scenarios, the presence of a reassuring voice makes all the difference.

"I don't know how to respond": Being clear and honest with yourself and others

Say what you do know. Admit what you don't.

"My mind feels out of control": Maintaining physical health strengthens emotional health

Strong bodies support our minds to best navigate the circumstances we confront. Say out loud: "I can't just sit on the couch all day. I'm going to exercise. If I don't take care of my body, I can't focus as well."

"I keep thinking about the worst-case scenario": Stay present and live in reality

Uncertainty can make our minds race to the worst possible outcome. Catch those thoughts and say, "I am imagining the worst. Let me focus on what is really happening." Young people can assume the worst because they have not *yet* had the experience to know that crises come and go. Let them know "You'll get through this with me by your side."

"I feel helpless": Finding what you can do

Few things create discomfort more than feeling like there is too much to do . . . or nothing you can do at all. And few things restore comfort more than tackling what you can. Model the importance of one of the most calming words: "Yet." "I'll NEVER _____!" can transform into "I haven't _____ yet." Don't accept failure or disappointment as permanent but instead view setbacks as opportunities to try *yet* again.

How to Help Children Build Resilience in Uncertain Times

Continued:

“I can't do everything”: Learning to let go

Stay healthy, strong, and compassionate. Take care of those who are vulnerable. Let family members know they are precious. Do what it takes to keep a roof over your head and food on the table. Everything else can wait.

“I am so disappointed”: Find joy, give service, and maintain purpose

Help your children see the difference they can make in others' lives and how good it feels to give service. This may enhance their own resilience because they'll learn the joy of giving. More important, they'll learn there is no pity in receiving.

“I had so many plans that aren't working out”: When you can't change things, adapt

Many of our plans are not working out. Focus on what you *can* make a reality and what you *can* do.

“I miss my family and friends”: Relationships strengthen us

This is a generational defining moment. If this generation learns that when times get tough, people unify, it will be the generation who can lead us into a better shared future--one in which we hold those we love nearer and offer those who are vulnerable the extra support they deserve.

“Will things ever be the same?” : Hope

Resilience is about more than bouncing back. It is about adapting. Growing. Becoming stronger. Being ready for the next challenge, but also being prepared to savor all the good life has to offer. I hope that by the time you read this, the most difficult times will have passed. But, I also hope that these lessons endure. Uncertainty is frightening, but knowing that we are not alone to figure it out brings comfort. Any individual alone is vulnerable, but joined together we are stronger than the combination of each of our individual strengths. People together can take turns between drawing strength from others and being a source of strength. We will get through this when we come together!

More Information

- [Parenting in a Pandemic: Tips to Keep the Calm at Home](https://healthychildren.org/English/family-life/family-dynamics/communication-discipline/Pages/Positive-Parenting-and-COVID-19_10-Tips.aspx)
https://healthychildren.org/English/family-life/family-dynamics/communication-discipline/Pages/Positive-Parenting-and-COVID-19_10-Tips.aspx
- [Teens & COVID-19: Challenges and Opportunities During the Outbreak](https://healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/Teens-and-COVID-19.aspx)
<https://healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/Teens-and-COVID-19.aspx>
- [Tips for Coping with a New Baby During COVID-19](https://healthychildren.org/English/ages-stages/baby/crying-colic/Pages/Tips-for-Coping-with-a-New-Baby.aspx)
<https://healthychildren.org/English/ages-stages/baby/crying-colic/Pages/Tips-for-Coping-with-a-New-Baby.aspx>
- [Mental Health During COVID-19: Signs Your Teen May Need More Support](https://healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/Signs-your-Teen-May-Need-More-Support.aspx)
<https://healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/Signs-your-Teen-May-Need-More-Support.aspx> Last Updated 5/20/2020

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How much physical activity do kids need each day?

The American Academy of Pediatrics [recommends](#) that infants, children, teens, and children with special needs have time for physical activity each day. Here’s how much they need:

- Infants need at least 30 minutes of “tummy time” and other interactive play, spread throughout each day.
- Kids aged 3-5 need at least 3 hours of physical activity per day, or about 15 minutes every hour they are awake.
- Kids 6 years and older need 60 minutes of moderate to vigorous physical activity on most days of the week.

Luckily, there are lots of opportunities and choices in how kids can stay active. Here are a few ideas:

Physical Activities by Age					
Infants	Toddlers	Preschoolers	Elementary Students	Middle Schoolers	Teenagers
Tummy Time while awake	Neighborhood walks or free play outside	Tumbling, throwing, and catching	Free play and organized sports focused on fun	Activities that encourage socialization. Avoid specializing in one sport	Activities that encourage socialization, and competition when appropriate
30+ minutes throughout day	3+ hours throughout day	3+ hours a day, including 1 hour of moderate to vigorous activity	60+ minutes of activity most days. Muscle/bone strengthening activities 3 days a week	60+ minutes of activity most days. Muscle/bone strengthening activities 3 days a week	60+ minutes of activity most days. Muscle/bone strengthening activities 3 days a week

Benefits of Physical Activity



Most kids don’t move enough. Just 25% get a healthy amount. Many parents are not active, either. That’s why it’s so important to make time for moderate to vigorous activity on most days.

Here are just some of the benefits:

- Helps prevent obesity, heart disease, and diabetes
- Helps students focus in school
- For teens, helps avoid risk-taking behaviors like smoking, drinking, and using drugs
- Improves sleep

- Burns calories
- Strengthens the cardiovascular system
- Builds strong bones and muscles
- Increases flexibility
- Diffuses
- Teaches teamwork and sportsmanship
- Boosts self-esteem
- Improves an overall sense of well-being



COVID-19

COVID-19 is a highly infectious and fast-spreading virus. Symptoms and their effects can range from mild to severe and in certain cases result in extreme health complications and death. Positive cases have been identified in communities across New Mexico. State health officials continue to test, process, monitor and track instances of the virus — and the state of New Mexico has taken proactive, aggressive public health actions to mitigate the spread of the disease.

What to do?

As New Mexico gradually returns to the new normal of living in a COVID-positive world, every one of us must accept the responsibility to protect ourselves, our families, our neighbors and especially the most vulnerable in our communities. In some ways, this will be even harder than sheltering in place.

To get New Mexico moving again, and keep it moving, we must do our part. That means:

Be Responsible. Wear a face covering when you are around other people. Stay 6 feet away from anyone not in your own household. Wash your hands – a lot. Cover your cough or sneeze.

Be Patient. Access to your favorite businesses and recreation will be limited. It may take you longer than usual to get an appointment with your doctor, salon and other service providers.

Be Prepared. Plan and call ahead. Don't leave the house without your face covering and hand sanitizer.

Be Educated. Know what it takes to keep you and others safe. Visit cv.nmhealth.org for expert guidance.

STAY HOME. If you do not need to go out, don't. Every outing creates risk for your family and your community.

In many places people are wearing masks when they are in public because of [coronavirus\(COVID-19\)](#)

It's an important way to help [slow the spread](#) of the virus

At first it was mostly doctors, nurses, and others in health care settings who wore masks. But now, as other people wear them, more and more kids are seeing something they're not used to seeing. For them, it can be strange or a little scary, especially if they need to put on masks too.

Most kids can feel comfortable seeing people in masks, as long as adults:

- Give kids time to look, watch, and get used to what's new.
- Answer Kid's questions
- Give support

Some toddlers and young children may feel uneasy about masks. They may need extra support and comfort from parents. Parents also can help kids understand why they might need to wear a mask, and make them feel more comfortable and even fun to wear.

How Do Kids React to Masks?

How kids react to seeing masks partly depends on their own age. Older kids may not react as much at all. To them, masks might seem like no big deal. Most are able to adjust pretty quickly. Some kids may even be eager to [wear a mask](#). They might embrace their new look as a medical superhero.

For babies, toddlers, and young kids, seeing people in masks might take some getting used to. At first, they may feel cautious. They may need a few minutes to look and watch. That can help them get used to what's new. They may need a parent to gently say, "IT'S OK." That can help them relax. Some babies, toddlers, and young kids may feel upset or afraid. They might cry, hide their face, or cling to a parent. Soothing words, comfort, and the safety of a parent's lap can help [calm](#) them.

Why Do Some Young Kids Feel Scared of Masks?

Masks hide part of a person's face. Young children rely on faces. From the time they are babies, young children look at faces for the signals they need to feel safe.

When faces are partly hidden by masks, kids can't see the friendly smile or familiar look that usually puts them at ease. When kids can't see the person's whole face, it's harder to feel safe. It's natural to feel scared.

But slowly and gently, parents can help kids feel more comfortable. Even very young kids can learn that something that seemed too scary at first is not so scary after all.

How Can Parent Help Kids Wear A Mask?

Cloth face coverings (or a face mask, if you have one) on adults and kids over 2 years old can help slow the spread of the virus. Here are some ways to help kids wear masks when you go out:

- **Help kids get used to masks.** As much as you can, give kids time to practice wearing their masks before they might need to wear one outside of your home. Teach them how to put them on and take them off.
- **Encourage kids to decorate their mask.** This might help them feel a sense of ownership and control over the situation. A personal touch can help them make it more of a normal part of their routine, and make it more likely they'll want to wear their mask. Depending on the type of mask, kids can draw on it with markers or put stickers on it.
- **Make them together.** If you make face coverings at home, let older kids help you. There are no-sew masks that are easy to make, often with materials you probably already have (T-shirts, bandannas, etc.). If you sew masks, maybe kids can select the fabric or patterns for the masks they'll wear.
- **Help make it Fun.** With younger, kids, introduce a sense of play. Kids can pretend to be a doctor or a nurse while wearing their masks. They might want to use a doctor kit and "take care" of a stuffed animal or doll.
- **Have a few masks handy while kids play.** This lets them use their imagination about how to use them during play time. It also helps make masks more normal part of their everyday world. You can ask your child to put on a mask on a stuffed animal, and then ask follow-up questions about why the stuffed animal is wearing a mask. Depending on your child's response, you can clear up any confusion and offer reassurance.

HOW Can I Help My Child During Medical Visits?

For older kids:

Tell kids what to expect and why. Mention masking before the visit, if you can. For kids

old enough to understand, you might say, “I think we’ll see doctors and nurses wearing their masks today. It’s a new thing they’re doing to stop **germs**.” Explain it in a way that seems matter of fact and calm. If you will wear your masks, tell your child, “We might get to wear masks too. We want to stop germs too, right?” Knowing what to expect helps kids of all ages feel prepared and more at ease.

Explain the upside. Be honest, but focus on the good that masks can do, rather than the bad things a virus can do. For example, you might say, “Because of the coronavirus that’s going around, everyone is doing extra things to stop its germs from spreading. Wearing masks is one of the ways we can stop the virus.”

REMINDER!

KEEP YOUR CHILD CURRENT AND/OR UP TO DATE WITH THEIR IMMUNIZATIONS

RESOURCES

FOOD-

John Marshall Health and Social Services Center

The City of Albuquerque Department of Family and Community Services has 4 Health and Social Services Centers: Alamosa, East Central, John Marshall, and Los Griegos—one located in each quadrant of the city. These centers provide, as a community focal point, services to meet the health, education, and social service needs of the community. Each center has a defined geographical boundary for provision of services. Provides emergency food, clothing, rent or utilities/utility assistance (when available), diapers (adults and children) and toiletries (when available), and seasonal services and activities.

1500 Walter SE
Albuquerque, NM 87102
Phone: (505) 848-1345
Type: Government

HOUSING –

Goodwill Industries of New Mexico

The SSVF program helps stabilize housing for very low-income Veterans and their families who are homeless or at immediate risk of homelessness. This could be in the form of temporary financial assistance or case management services. There are several requirements to enter this program. Please visit <http://www.goodwillnm.org/supportive-services-for-veteran-families.html> for further details

Goodwill Industries of New Mexico

To provide skills training, job development and social services to New Mexicans
5000 San Mateo Blvd. N.E.
Albuquerque, NM 87109
NM 87109
Phone: (505) 881-6401, State Wide services
Toll free: (866) 376-0182
Fax: (505) 884-3157
Type: Nonprofit
EIN: 850107916

Bernalillo County Housing Department

Programs include Multi-family Housing, Public Housing, Section 8 vouchers, Linkages program, and MDC Supportive Housing Initiative Program. The Bernalillo County Housing Department provides decent, safe, sanitary, affordable housing opportunities to income eligible residents of the county.

1900 Bridge SW
Albuquerque, NM 87105

Phone: (505) 314-0200

Type: Government

Please Note: These are just a few resources taken from SHARE NEW MEXICO online. To access a plethora of resources offered in the whole state, go to SHARE New Mexico online. Once you're on the page, click on New Mexico Resource Directory. You will then be able to choose a category of services you need.

<https://sharenm.org/>

