

2020
2021



Return to School Protocols

DEL RIO HIGH SCHOOL

EARLY COLLEGE HIGH SCHOOL

BLENDED ACADEMY

DEL RIO FRESHMAN SCHOOL

STUDENT GUIDANCE & LEARNING CENTER

CAREER & TECHNICAL EDUCATION CENTER

Dear Parents/Guardians:

We would like to welcome you back for the 2020-2021 school year! As we ended the last school year, Coronavirus-COVID19 presented new challenges for everyone. Unfortunately, the pandemic has continued to present day. For this reason, a “Return to School Protocols” manual has been developed by and is applicable to the following campuses: Del Rio High School, Del Rio Freshman School, Early College High School, Blended Academy, Career and Technical Education, and the Student Guidance & Learning Center. The purpose of this manual is 1) to inform you about procedures that will be in place on these campuses and 2) to share information with you that we feel will help teach your children about Coronavirus-COVID19 and the steps they can take to avoid infection. We need your help with ensuring that your children know and adhere to these procedures, so that Coronavirus-COVID19, or any other serious viruses/diseases, can be mitigated as soon as possible.

While we have made every attempt to be as thorough as possible, unforeseen circumstances may arise, and/or government or health officials may invoke mandates that require us to amend the *Return to School Protocols* manual. Thank you, in advance, for understanding, and please feel free to contact your child’s school at any time. We welcome any and all communication—a school directory is available in the Appendix.

As always, thank you for working with us in educating your children and keeping them safe. In spite of the circumstances, we look forward to a great school year!

Sincerely,

School Administration



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Communication

The information contained in this secondary parent handbook outlines the necessary steps to maintain a safe instructional environment for all students. Current information has been provided by the San Felipe Del Rio Consolidated Independent School District, the Texas Education Agency, the Center for Disease Control, the University Interscholastic League, as well as state and local officials.

We also realize that you will play an important role throughout the year. Therefore, we respectfully request that you update your phone number, e-mail, and address to facilitate two-way communication. You may do this in one of three ways: 1) call the Office of Student Services at (830) 778-4170 to update your address, 2) call your school's main office where someone will gladly help to update your phone number and email, or 3) access the Skyward Parent Portal to update your information for the 2020-2021 school year. An email will be sent to your listed email address verifying the requested information corrections have been changed in the Skyward system.

Parent/Guardian Guide during the Pandemic

What is the Coronavirus or COVID-19?

At this time, information about Coronavirus-COVID19 is rapidly evolving. Your first concern is about how to protect and take care of your children and family. Knowing important information about the outbreak and learning how to be prepared can reduce your stress and help calm likely anxieties.

Coronaviruses are a large family of viruses that cause illness ranging from the common cold to more severe diseases. Coronavirus-COVID19 is caused by a new strain that has not been previously identified in humans. Coronavirus-COVID19 is a respiratory disease that is mainly spread person-to-person. Coronavirus-COVID19 is an opportunistic infection. That is, it may cause secondary conditions, such as pneumonia and other respiratory illnesses.

It is important for young people to take special precautions to avoid contaminating their family and friends. Parents play a key role in educating their children on the basics of avoiding infection before they return to school. For example, it is important for parents to show their children how to correctly wear a mask and wash their hands. You can find more helpful information on the CDC

websites at <https://www.cdc.gov/coronavirus/2019-ncov/downloads/2019-ncov-factsheet.pdf> or <https://www.cdc.gov/>.

How do I help prevent the spread of Coronavirus-COVID19?

To reduce the spread of the virus, a variety of approaches will be used, including keeping those who are sick away from others and promoting healthy hygiene strategies. For more information on when you can be around others after you had or likely had Coronavirus-COVID19 visit <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>

SFDRICISD will follow all local and state authority regulations. More information on how to protect yourself and others may be found at <https://www.cdc.gov/coronavirus/2019-ncov/downloads/2019-ncov-factsheet.pdf>

Additional recommendations for ways to contain the virus's spread could include the following:

- Stay more than 6 feet away from all people not in your household
- Don't touch eyes, nose, mouth with unwashed hands
- Wash hands often for 20 seconds
- When soap and water aren't available, use hand sanitizer with 60% alcohol
- Wear a face covering properly when in public to protect others. Note: a face mask and shield are not as efficient when worn on their own. See <https://youtu.be/vMCS6gT8SzQ> for more details on how to properly wear a mask.
- Stay away from people who are sick
- Disinfect surfaces, buttons, knobs, handles touched often



Be prepared to lessen the impact of Coronavirus-COVID19 on your family. Here are some steps that you can take to be better prepared:

- Identify how you will keep up with the rapidly changing information on Coronavirus-COVID19.

- Conduct separate talks with young children in order to use language they can understand.
- Create a list of community resources (For example, school, doctor, public health authority.)
- Develop a plan for contacting friends and family members via telephone and internet.
- Update your school records for important information.

What can I do to help my family cope emotionally?

You may experience serious stress when you hear about the Coronavirus-COVID19, even if you are at little or no risk of getting sick. If you or someone you know shows signs of stress for several days or weeks, get help. Contact the National Suicide Prevention Lifeline right away at 1-800-273-8255 if you or someone you know talks or writes about death, dying, or suicide. School counselors, knowledgeable mental health professionals, and other trusted adults will be available to speak with those who need support. Contact the office at 830-778-4300 for more information.

Monitor your own physical and mental health. Know the signs of stress in yourself and your loved ones, such as:

- an increase or decrease in your energy and activity levels
- an increase in irritability, anger and frequent arguing
- having trouble relaxing or sleeping
- having stomachaches or headaches
- losing your appetite or eating too much
- sweating or having chills, muscle twitches, or being easily startled
- not caring about anything or feeling overwhelmed by sadness
- memory loss, confusion, or having trouble thinking clearly

You can manage and alleviate your stress by taking time to take care of yourself. Make sure to take time away from the news to focus on things in your life that are going well and that you can control. Find people and resources you can depend on for accurate health information. Keep yourself healthy (eat healthy, exercise, sleep, and avoid caffeine, alcohol, or illegal drugs). Talk about your feelings to loved ones and friends often. Know that feeling stressed, depressed, guilty, or angry is common after an event like an infectious disease outbreak, even when it does not directly threaten you. Help your child understand the Pandemic by practicing these action plans:

- develop a Personal Stress-Management Plan (See Appendix for useful documents)
- help them express their feelings
- clarify how the virus is spread
- provide comfort/patience
- check back in with your children regularly
- Visit Inner Explorer for more information on how to mitigate the stressors that may be growing in life at https://innerexplorer.org/compass/family_onboarding.

Delayed Start to the School Year

The District believes that the first line of defense against Coronavirus-COVID19 is time to allow the number of new cases and hospitalizations in Del Rio to decrease from current record highs in the area.



San Felipe Del Rio CISD has initiated the following changes for the 2020-2021 school year:

- The first day of school for students is Wednesday, August 26th. (All holidays and breaks on the previously District calendar have not changed.)
- The first three weeks of instruction will be virtual; lessons will be online at home.
- Wednesday, September 16th, is the first possible “in-person” day at school for students. (Pending the current Coronavirus-COVID19 conditions at that time)

At-Home, In-Person, Hybrid Learning Choice

Once in-person learning at the District resumes, you will still have the option for your children to continue virtual learning from home if desired. You were contacted by your school and asked which model you prefer. You may also be contacted if a certification course will require hands-on training. If at any time you wish to change models, please let us know before the end of the current six-weeks period, so we can start the new model for your child at the beginning of the



next six-weeks period. This will ensure a smooth transition, especially since social distancing may require preparation time for the teacher to accommodate all of the students. Grades and attendance will count for all the students in-person, online, or hybrid. For more information, please visit

the following link for a detailed description of the three learning models: <https://www.sfdrcisd.org/media/13875/sfdrcisd-options.pdf>

In-Person Classes

Students attending “in-person” classes on campus, will follow all safety protocols set forth by the district in conjunction with local and state officials. This includes social distancing (6 feet or 10 feet in the band hall), wearing face mask that cover the mouth and nose, face shields and following any state executive orders.

Online–Remote-Learning and Hybrid

While participating in online classes, students must remember the following:

- They are visible to the teacher and the other students, so appropriate clothing is required.

- The background should also be appropriate and professional.
- Use precaution to avoid “Zoom-bombing.” This involves uninvited attendees viewing your session, or worse, sharing inappropriate images and content.
- Disciplinary referrals will be processed for participating in Zoom bombing or sharing a session code that leads to Zoom bombing.
- They can be heard by the teacher and the other students, so they must be mindful of what they say (i.e., no profanity or inappropriate comments) and show respect.
- They must not cause distractions during the lesson. Backgrounds shall be appropriate.
- They must be virtually attending each class at the actual times listed on their schedules.
- Teachers may mute/terminate virtual connections of students who are disruptive.
- Only students who are in the class should participate. No unauthorized person is allowed.
- Sharing of the Zoom code is prohibited.
- The student discipline handbook applies during instructional time (on/off campus). Any student in violation will receive disciplinary action.
- Do not misuse online resources to avoid disciplinary action.

Virtual/Remote Attendance

It is important that students understand that attendance for virtual/remote learning is based on daily engagement, not solely the completion of assignments. State law TEC §25.092 and San Felipe Del Rio CISD Policy local and legal still require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (in person) attendance in satisfying this requirement.

Technology and Internet Access Needs

If you need a device or internet connection for the upcoming school year, please inform the representative of your child’s school. Additional information about checking out district devices, or internet hot spots, will also be provided by your school.



General Instructional Information

This fall, the schools will be implementing instructional practices to provide consistency across learning environments and to ensure the safety of students and staff. Regardless of the learning environment, the schools are committed to ensuring that all students have an equitable and positive experience as well as access to high quality instruction. Throughout the 2020-2021 academic school year, we anticipate students will interact with instruction in two different environments: in- person and virtual/remote learning. This dual approach to learning will necessitate the following:

- Teacher teams will plan instruction that is content consistent, yet environment specific to ensure equitable learning opportunities for all students.

- Learning experiences for students will utilize strategies and best practices associated with blended learning, a style of education in which students learn via electronic and online media as well as traditional in-person teaching.
- Instruction will be designed to meet the individual academic and environmental needs of students where they are.
- Students, regardless of learning environment, will engage in high quality learning and experiences aligned to San Felipe Del Rio CISD curriculum and the Texas Essential Knowledge and Skills (TEKS).
- Students who are participating in in-person learning at school may move into virtual/remote learning for a period of time if needed for school closures, due to student/staff illness, or city, county and/or state regulations.
- Both the in person and virtual/remote learning experiences will utilize Canvas (a consistent learning platform), provide similar expectations for coursework and attendance, and follow the same grading guidelines.

Registration Packet/Student Schedules

Parents will access the Skyward Parent Portal to complete the forms that were traditionally provided during orientation. The forms are completely online, but copies are available upon request from the school's main office. After completing the forms, the parent will have access to their child's schedule. Some of the forms include, but are not limited to the following:

- Acceptable Use Agreement & Acknowledgement Form
- Use of Student Work in District Publications
- Electronic Distribution of Student Handbook Acknowledgement
- Mandatory Drug-Testing
- Health & Emergency Information
- Food Allergies
- Electronic Communication Device Commitment
- Lunch Application
- Military Connected Students
- Ethnicity
- McKinney-Vento Families in Transition
- Student Check out Authorization
- High School Parking Permit
- Family Survey
- Directory Information Notice
- Transcript Requests
- Parent Consent for District Non-Emergency Mass Communication



Special Education & Student Support

The schools will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's individualized education program (IEP).

General Guidance

- Students with disabilities will follow the same guidelines/protocols as all other students with special consideration given to meet their individual needs.
- Students who are entitled to instructional and related services through an ARD (Admission, Review and Dismissal)/IEP, §504 Plan, etc. and who choose to enroll in the school's Online-Remote Learning will be required to convene an appropriate meeting to revise their supports and services to ensure the school meets their individual needs.
- Special education instructional and related services will be provided in accordance with the ARD/IEP either virtually or in-person. Dyslexia accommodations will be provided.
- Transportation for Online-Remote Learning students taking on-campus courses will not be provided, except as documented through an ARD/IEP, if the student is eligible for special education transportation as a related service, in order to access their special education services.

Meeting IEP Service Recommendations

- ARD and 504 meetings will be held virtually to continue to protect the health and safety of all.
- San Felipe Del Rio CISD is committed to meeting the unique needs of students with disabilities by ensuring that ARD/IEP or 504 Committees convene as needed to discuss needs, review progress, and make individualized recommendations for our students.
- Schools will review all health plans and IEPs prior to re-entry into brick and mortar settings and revise them through an ARD with appropriate safety protocols, as needed.
- The student's schedule of special education and related services should be accurately documented in the ARD/IEP to reflect what supports and services the student requires whether attending school in person or virtually.
- For students attending In-person instruction, a contingency plan for services should be documented within the deliberations of the ARD/IEP/504 outlining how services will be implemented during online-remote learning, in the event of school closure.

Special Education Services in Person

Group sizes will comply with state and local regulations:

- Face coverings, shields, and protective barriers will be used when appropriate.
- Speech-language pathologists and teachers of the deaf or hard of hearing will wear clear face coverings/shields as needed.
- Clear barriers should be used for small group instruction and individual assessments as needed.
- Floor tape or dividers should be used to separate large areas into smaller spaces.

Life skills staff will comply with all health/safety regulations to reduce risk of exposure. Students' individual needs will be addressed on a case-by-case basis. In an effort to minimize potential exposure to our most vulnerable students, the schools will:

- Focus on social distancing, hand washing with warm water or hand sanitizer for 20 seconds
- Require masks and enforce social distancing.
- Post visual supports throughout building to remind and support understanding of expectations.
- Keep each student's belongings separated using student designated containers or areas.
- Minimize sharing of high-touch materials (e.g., assign each student their own device/materials for the day when possible).
- Sanitize all used materials between classes daily.
- Utilize protective barriers as appropriate.
- Utilize grouping and scheduling strategies to reduce exposure.
- CNAs for the Life-skills classroom and the behavior unit will receive specialized training from the Special Education Department.
- Help stop the spread of Coronavirus-COVID-19 and other respiratory illnesses by following these steps: <https://youtu.be/kEhNyxKopsg>.

Participation in UIL Activities

We recognize the tremendous benefits of student participation in University Interscholastic League (UIL) athletics, fine arts, and other programs. The district has determined that all students participating in virtual instruction are eligible to participate in extracurricular and UIL activities as long as other requirements are met. UIL guidelines will be followed as they are announced for all aspects of extracurricular activities. We anticipate that changes and adjustments to normal schedules will occur. We also anticipate there will be limits on fan participation (crowd sizes) and strict safety protocols in place if athletic and fine arts competitions are held in the coming months. Check schedules for sports and other activities our district website. For recent UIL site news and updates, visit <https://www.uil texas.org/site-news>.



Career & Technical Education (CTE)

The Texas Education Agency and Southwest Texas Junior College have identified certain Career and Technical Education (CTE) courses where students have an opportunity to access an On-Campus lab to fulfill skill instruction and meet specific lab hours for dual credit programs. These courses require specialized equipment, direct supervision of hands-on activities, and/or specific materials and

technology. The appropriate amount of on-campus instruction needed to meet the TEKS, awarding course credit and qualifying the student to take industry certifications will vary by course.

Students choosing remote instruction will need to come on campus to carry out specific assignments and activities that cannot be reasonably completed remotely. Failure to appear on campus to complete on-campus assignments could result in absences that may subject the student to the loss of class credit (the 90% minimum attendance per class credit requirement). Students may be issued an incomplete grade (I), until the lab portion is completed. Lab skill activities must be completed within a reasonable time and before the student enrolls in a succeeding pathway course. If not completed within a reasonable time, SWTJC can change the grade to an F on the college record.

The health and safety of both our students and our staff will continue to be our top priority. Based on guidelines from industry, TEA, CDC and the San Felipe Del Rio CISD, CTE teachers will follow strict safety procedures, and students will be taught and expected to follow the procedures. Lab safety protocols and rules will be updated as additional information becomes available.



CTE-Dual Credit courses with On-Campus lab instruction

CTE Center

DC = Dual Credit

- Construction Technology 1 DC*
- Construction Technology 2 DC*
- HVAC 2 DC, HVAC 3 DC*
- Welding 1 DC, Welding 2 DC*
- Automotive Technology 1 DC*, Automotive Technology 2 DC*
- Aircraft Airframe Technology DC* (LAFB)
- Practicum Transportation Systems DC* (LAFB)

**Dual Credit*

Del Rio High School

- Extended Practicum Health Science Programs
EMT, CNA, CMA, Phlebotomy/EKG

Preparation for the Opening of School

The schools will ensure that all staff, resources and supplies are prepared for opening school, including but not limited to assigning sufficient staff to carry out re-opening, ensuring proper training and stocking inventory of necessary supplies.



The Centers for Disease Control and Prevention (CDC) provides guidance, recommendations and resources to assist with plans and protocols for health and safety. Before re-opening, schools will implement health and safety plans that include:

- Ensuring adequate supply inventory (e.g., cleaning supplies, hand sanitizer, etc.)
- Ensuring compliance with CDC, Health and Human Services, the Texas Education Agency and other jurisdictional policies
- Providing communication of procedures and expectations upon entering facilities and throughout buildings

These safety measures, in response to Coronavirus-COVID-19, are based on the most current information available from local and state health officials and regulatory authorities. Changes and adjustments to these protocols may be necessary to continue to comply with federal, state, county and city guidelines. These standards and protocols will be updated as we learn new information and improved ways to combat the Coronavirus-COVID-19 global pandemic. Students are expected to follow all campus and school-wide protocols that are constant with CDC guidelines. Therefore, it is important that you start conversations with your child about the Coronavirus-COVID19.

Protocols for Screening/Isolation

All students will be screened for Coronavirus-COVID19 symptoms daily by school employees (e.g., teachers, nurses, office staff, etc.) at <https://youtu.be/F70BzSFAZfw>. For example, students with a temperature higher than 100 degrees Fahrenheit, or having Coronavirus-COVID19 symptoms, will be separated in the nurse's isolation rooms. A second screening will be conducted. If the thermoscan still reads above 100 degrees Fahrenheit, they will remain in isolation until their parents can take them home. The parent will have up to an hour to pick up their student.

Screening

A parent/guardian must screen their children for Coronavirus-COVID19 symptoms each day prior to school and other public places. Realize that people without symptoms carry just as much of the Coronavirus-COVID19 as symptomatic people. Parents will need to take their child's temperature daily. Parents should have their children take a self-assessment. For example, utilize the Coronavirus-COVID19 Self-Checker found at https://txctt.force.com/ct/s/assessment?language=en_US.

Screening shall be conducted before entering the classroom and as needed throughout the school day via symptom checking.

A teacher or classroom staff member will also be required to temperature screen before working with students. These screening stations are marked on campus maps for reference (See Appendix for maps). School personnel shall use the Student Process Map (see Appendix) for COVID-19 to seek guidance. Students should not enter the campus if any of the following apply:

- Sick or has been sick in the past 14 days. Symptoms to watch for: fever (100°F or higher), cough, shortness of breath/difficulty breathing, chills, muscle pain, headache, sore throat, new loss of taste or smell.
- Has a confirmed case of Coronavirus-COVID19 or has been in close contact with a person with a confirmed case of Coronavirus-COVID19. These individuals must follow all isolation and quarantine guidelines from the local and state health authority or their physician.
- Has a household member who is awaiting Coronavirus-COVID19 test results, or who is awaiting their own test results.
- Has traveled internationally or on a cruise ship in the past 14 days. These individuals must follow current CDC self-quarantine recommendations. This includes traveling to Mexico.
- Teachers will monitor students and refer them to the nurse if symptoms are present.
- If student is lab-confirmed with Coronavirus-COVID19, parents and students shall participate in remote instruction until re-entry conditions are met.

Isolation

- For students displaying symptoms of Coronavirus-COVID19 or who are feeling feverish, the school nurse will provide a clinical assessment to determine if a student needs to be sent home.
- Students who are ill will be separated from their peers and should be picked up within 30 minutes and no later than 1 hour from the time the campus has contacted the parent/guardian.
- Other students will be removed from the classroom and taken to an alternate location on campus, so that the classroom can be disinfected.
- If an individual who has been in a school is lab-confirmed to have Coronavirus-COVID19, the school must notify its local health department in accordance with applicable federal, state and local laws and regulations, and maintain the confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
- The school will close off areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected.
- The school will contact students who came in contact with a student or staff member displaying Coronavirus-COVID19 symptoms.
- The school will contact staff/parents of students who came in contact with a Coronavirus-COVID19 positive student or staff member based on district and CDC guidance.
- Staff members displaying Coronavirus-COVID19 symptoms will follow district protocols including isolation from students and other staff members.

For more information on the duration of isolation and precautions for adults with Coronavirus-COVID19, see the Q & A for Parents of Children Exposed to COVID-19 in the appendix., or visit:

https://www.cdc.gov/coronavirus/2019-ncov/hcp/duration-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fstrategy-discontinue-isolation.html

Students who have tested positive for Coronavirus-COVID19 will be permitted to return to school when they test negative and the following these conditions are met:

1. At least ten (10) days in isolation have passed since the symptoms first appeared;
2. At least 24 hours have passed with no fever without the use of fever-reducing medications;
3. Physical improvement in symptoms (i.e., cough, shortness of breath, other symptoms);
4. One acute infection test that has come back negative for COVID-19;
5. Received medical clearance to return to school.

Protocols for Personal Protective Equipment (PPE)

Schools are required to comply with state and local executive orders regarding face coverings. Thus, students are expected to wear face coverings while on school property. For more information, visit <https://youtu.be/4-aloGTYmIc>

- Face coverings include non-medical grade disposable face masks, cloth face masks (over the nose and mouth) to protect the eyes, nose, and mouth.
- It may be impractical for students to wear masks while participating in some non-UIL athletic or other extracurricular activities. Consult your sponsor.
- Students will not be required to wear face coverings while eating, but will be distanced 6 feet apart.
- Individual needs regarding face coverings will be addressed on a case-by-case basis. Requests for accommodations should be submitted to campus administration.
- Individuals are responsible for providing their own appropriate face coverings. Students who refuse to wear a face covering where required, or possess a face covering with inappropriate images/text, shall be referred to the office. The student discipline handbook applies during instructional time (on and off campus).

Protocols for Campus Visitors

Campus staff shall be utilizing virtual meeting options to limit campus visitors. All visitors who enter the building will be required to wear a face covering and those who proceed beyond the reception area will follow specific guidelines for visitors.

Visitor Screening/PPE Requirements

- Parents are discouraged from entering the campus and will not be allowed beyond the front office area.
- Volunteers are not allowed to visit campuses at this time (including mentors, college representatives, guest speakers, etc.).
- Virtual tools, such as Zoom, will be used to conduct meetings such as ARDs, 504 Meetings LPACs, etc.
- If meetings must be held in person, all social distancing protocols will be mandatory (e.g., facial coverings, six-feet social distancing when possible, and limit the sharing of materials/supplies)
- All visitors will complete a symptom-screening form before entering.
- If visitors have Coronavirus-COVID19 symptoms, or are lab confirmed Coronavirus-COVID19, they must remain off campus until they meet the criteria for re-entry.
- Visitors will stand behind the shield guard installed at reception desks.
- Any Individuals permitted to proceed beyond the reception area must follow all safety and campus protocols.
- No in-person assemblies will be held until further notice.
- Meet the teacher, open house, parent conferences, orientation, etc. will be held virtually.
- Visitors must be screened, including a temperature check, prior to building entry only when they have been approved by the district to participate.
- Campuses will have a process to provide spatial distancing in the reception areas.

Protocols for Disinfecting and Hand Sanitizing

Frequent disinfection and hand sanitization will ensure health and wellness of students and staff.



Hand Washing/Sanitizing Expectations

- Hand sanitizer will be available at the main entrance, classes, cafeteria, and common areas.
- Students will regularly wash or sanitize their hands. Paper towels will be available.
- Students will thoroughly wash their hands before eating and following restroom breaks.

Protocols for Campus Cleaning and Disinfecting

Frequent cleaning and disinfecting will support a healthy learning/work environment for students and staff.

Daily Campus Cleaning

- Campus staff and students will be encouraged to clean their working areas.

- Each restroom will be cleaned and disinfected.
- All high-touch areas will be disinfected throughout the day.
- Custodians will wear masks and gloves during work hours.
- Cafeterias will be disinfected between lunch periods.
- Protocols will be established for cleaning classrooms throughout the day.
- Staff will have access to disinfectant supplies to sanitize working surfaces and shared objects after each use and during breaks in instruction.

Restrooms

- Staff will supervise and limit the number of students that enter the restroom at one time to comply with health agency recommendations and social distancing.
- Increased disinfecting will occur throughout the school day. Students must wash hands with soap and water prior to exiting the restroom. Proper handwashing techniques will be taught to all students and consistently reinforced. Paper towels will be available.

Protocols for Common Areas and Meetings

Common areas include spaces that are used for meetings and collaboration. This includes computer labs, flexible spaces, conference rooms, library, and other meeting rooms.

- All students will be required to use hand sanitizer when entering and exiting common areas.
- Classes/grade levels will sign up to reserve common areas.
- Campus staff will develop schedules and follow protocols for the use of common areas, including how to sanitize the space between uses. When needed, students will bring personal supplies from the classroom.
- Number of students in a common area will be based upon social distancing practices.
- Visual reminders will be displayed for social distancing throughout common areas. Informational graphics and markers will be posted to help with 6 ft. social distancing.

Training

On the first day a student attends school on campus, the school will provide instruction to students on appropriate hygiene practices and other mitigation practices adopted by the school. This will include the practice of covering coughs and sneezes with a tissue, and if not available, to cover cough or sneeze with their elbows. Used tissues should be thrown in the trash immediately. Hands should be washed immediately with soap and water for at least 20 seconds, or hand sanitizer should be used.

Safety Training for Protocols & Procedures

- Students will participate in training specific to newly adopted health and safety protocols.

- All students will be trained on information about Coronavirus-COVID19 screening, identification of symptoms, prevention of spread, and sanitation of work areas.
- If a student is experiencing symptoms they need to immediately notify a teacher.

Protocol for School Arrival & Dismissal

Arrival

Separate entrances will be utilized for car riders, bus riders, and walkers. All staff will be utilized for duty to maintain a line of sight in hallways and distancing of hallway cohorts. Students will report to school no earlier than 7:30 AM. Students will go straight to the 1st or 5th period classroom or designated areas set by administration, as needed. The usual waiting areas are off limits before and after school (cafeteria, library, band hall, gym, hallways, ROTC, choir room, Little Theater, offices, dance hall, media tech building, etc.). Parents will not be allowed to walk students into the school.

Dismissal

The school will designate staggered dismissal groups. Staggering the groups of walkers, car riders, and bus riders will help manage student movement in the building and decrease the risk of potential crowding outside at dismissal time. Sanitizer stations will be placed at each exit and students will be encouraged to sanitize hands prior to exit. Separate exits will be utilized for car riders, bus riders, and walkers. Parents picking up students during the day will call ahead, so that students can be sent or accompanied to parent vehicles upon arrival.

Protocol for Transportation

Students using school bus transportation services will follow revised protocols. Starting at the time when students arrive at their designated bus stop and board the school bus, the new safety and sanitizing protocols will need to be followed.

Transportation Coronavirus-COVID19 Protocol: Parent Information



Bus routes will not run at regular capacity. Although the district is implementing the safety protocols and disinfecting efforts described below. Families are encouraged to drop students off or walk to school to reduce possible exposure on buses. *We are requiring all of our drivers and students to wear masks while on the school bus.*

Bus Arrival & Dismissal

After leaving the bus, students will walk to the campus (socially distanced) and report to their 1st or 5th period class. Bus riders will not need a second temperature screening, since that was completed before boarding the bus.

Arrival

- Students will load and unload the bus at staggered times at the direction of the bus driver. Family members may sit together, but the standard practice is one student per seat.
- As students depart from the bus, they should immediately walk into the building and designated area for morning arrival.
- Students will not congregate with other students after exiting the bus.
- Students should maintain appropriate social distance guidelines as they enter the building and report to designated waiting areas.



Dismissal

- Students will wait in a designated "pre-loading" area for each bus to arrive.
- Students will load onto the bus at staggered times at the direction of the bus driver.
- Students will maintain current social distance guidelines as they board, are seated and for the duration of the bus ride.
- Students that ride the bus will be required to wear masks.
- Buses will operate with assigned seating.
- Students will be screened (temperature check) before being allowed to enter the bus.

Walkers

- Walkers may enter/exit using the Memorial Drive or Main Street school entrance.
- It is recommended that walkers keep social distance and use a face covering while walking to and from school.
- As much as possible students will be asked to avoid large groups or gatherings with other students on the campus before or after school.
- Students will be asked to immediately leave campus and begin walking home at the end of the school day.



Car Riders

- As students exit their car, they will be expected to maintain social distancing when walking toward the building entry. Students will not congregate with other students on the campus when walking to school.
- Students or volunteers will not be allowed to open doors or assist car riders.
- Students will remain at a social distance while waiting to be picked up. Students will not congregate in large groups with other students on the campus when dismissed from school at the end of the day.
- Students who park outside of the student parking lot will be required to enter the main entrance of the building. Pedestrians will not enter through the student/faculty parking lots.

Bike Rack

- Students are to walk their bike while on school sidewalks.
- Students will use every other space in the bike rack to maintain distancing.
- Students will immediately begin riding their bikes home at the end of the school day.
- Students are not to congregate with other students when dismissed from school.
- Students shall maintain social distancing and use a face covering while riding their bike.

General Building Arrival

- Wash hands or use hand sanitizer upon arrival.
- Students are not to congregate in the courtyards.
- Students are to report to their 1st or 5th period class.
- Face coverings shall be worn when entering the building and while at the assigned seat.
- Students shall not sit next to another student. Always maintain six feet (social distancing).
- Students are expected to stay seated until they are dismissed by a staff member.
- Students that enter the restroom will be limited to 3 and they must social distance.
- Students must wash hands after leaving the restroom.



Protocols for Cafeteria - Breakfast and Lunch

Students will have breakfast in their classroom. Students are to pick up a to-go breakfast from cafeteria staff and report to their 1st or 5th period class at 7:30 AM. Breakfast pick up will end at 8:05 AM. Based on building capacity and student enrollment, campus administration will determine areas that may be utilized for lunch. These areas could include classrooms, the library or other large areas within the school building. A, B, and C lunches will be scheduled at 11:35 AM, 12:25 PM, and 1:15 PM, respectively.

Staff will monitor the cafeteria and hallways to promote social distancing practices. Depending on the number of students in the school, students may have meals in both the cafeteria (150 Max.) and in classrooms. Priority will be given to students who do not have a desktop, such as the choir room, band hall, little theater, and gyms. Physical distance will be provided around each occupied seat. Posted signage and staff will reinforce social distancing and traffic patterns in the cafeteria. Microwaves will not be provided in the cafeteria due to the opportunity for cross-contamination with a high-touch device.

Seating & Directions

- Students will be expected to follow campus guidelines for cafeteria procedures.
- Students will be seated according to a seating plan for students consistent with social distancing guidelines
- All students are expected to wash hands or use hand sanitizer prior to entering the cafeteria.
- Students are encouraged to read and adhere to the expectations and posted directional prompts/signs to ensure for proper social distancing.
- No lunch deliveries from outside the school will be allowed.

Protocol for Standard Classroom

Classroom protocols and procedures will include expectations regarding not sharing school supplies, social distancing, limited group work and hand washing or sanitizing. Teachers will ensure high-touch areas in the classroom are wiped in between classes. Each classroom will be outfitted with the following:

- Visual reminders of distancing requirements will be in all classrooms marking off areas for common spaces and distancing best practices.
- Refillable sanitizer stations.
- Access to disinfectant to sanitize working surfaces.

- Whenever possible, students and staff will maintain small groups of people to minimize the spread of the virus.
- Technology should be utilized when students are involved in collaborative work.
- Group or pair work can be implemented while maintaining physical distancing.
- In classroom spaces that allow it, place student desks a minimum of six feet apart.
- Where students cannot social distance, plan for more frequent hand washing/sanitizing and allow increased air flow from the outdoors, if possible.
- The use of outdoor space for learning will be considered when possible. Classroom groups working outside will maintain at least 12-ft of social distancing from other classroom groups.

Classroom Setup

- Students will be expected to adhere to class and school-wide protocols that are consistent with CDC guidelines.
- Students will avoid sharing school supplies and will sanitize shared items after each use.
- Students will sit at their assigned seats.
- Students that want to use hand sanitizer should use it at the beginning of class. If a sink is available in the classroom, students should wash their hands at the beginning of class.
- Desks or tables will be spatially distanced as much as instructionally possible. Student desks will be placed a minimum of six feet apart when possible.

Classroom Arrival

- Students will immediately sit in their assigned seats after washing hands/using hand sanitizer.
- Students should avoid contact with high-touch areas, if possible.

Protocols for Movement in the Building and Transitions

- Where possible, one-way traffic throughout campus corridors will be established.
- Walking pathways throughout the building will be designated “stay to the right.” This includes the entrance and exit doors.
- Students shall follow one-way traffic in/outside the building during passing time.
- Staggered scheduling shall be utilized to minimize congregation in the halls.
- Students must wear face coverings and avoid congregating during passing periods.
- Students shall immediately report to their next class.
- For lunch, students shall report to their class and wait to be escorted to the cafeteria and back to the classroom to have lunch.
- Only 150 students will be allowed to eat in the cafeteria.
- The cafeteria shall be reserved for students who do not have a desk in their classroom (for example, the choir room, band hall, little theater, and gyms)

Protocol for Usage of Water Fountains

- Students are encouraged to bring their own reusable clear water bottle for use throughout the day and expected to take water bottles home to be cleaned on a daily basis.



Protocol for Specialized Classrooms & Extracurricular Activities

- All extracurricular practices and contests will be conducted following safety protocol provided by guidance from SFDRCISD, UIL and TEA. This will include Coronavirus-COVID19 screening, group sizes, sharing & sanitizing of equipment, locker room usage, etc.
- Coach/student ratio will be reduced in all Athletics/PE classes.
- Students will not be suiting out in the locker room. They are encouraged to wear proper clothing/shoes on the days they have Athletics/PE.
- “Mask breaks” will be implemented as needed.
- Classes will be conducted outdoors whenever possible. Appropriate social distancing measures will be followed.

Protocol for Hallways and Lockers

- Students are expected to observe and follow school hall traffic flow directions while maintaining social distancing guidelines.
- To prevent congregating during transition times, students will not be assigned an academic locker. Students will be permitted to bring backpacks to class.
- Staggered releases from each class will be organized to limit the number of students in the hallway during transitions.



- In two-way halls/sidewalks, students are expected to stay to the far right of the hall or sidewalk when walking.
- Visual markers will be developed to help students maintain physical distances and adhere to established campus traffic flow in hallways.
- Traffic patterns will be established throughout the campus that separates individuals to the greatest extent possible.
- Students should immediately report to their next class and not congregate in the hallway.

A Final thought

Our best efforts to keep campuses safe will make a huge difference, particularly if we all do our part. It's always good to be prepared. Parents, employees, and students have demonstrated remarkable flexibility with the Coronavirus-COVID19 pandemic so far, and it looks like we'll need to be ready to make quick adjustments. This whole experience is not ideal, but we'll do our best. It's about caring for each other and our neighbors; definitely about everyone working together.


Campus Directory Information

Del Rio High School



Dr. Jose F. Perez, Principal

(830) 778-4300

 Memorial Drive, Del Rio, Texas 78840

jose.perez@sfdr-cisd.org

Del Rio Freshman School



Thomas Cabello, Principal

(830) 778-4400

90 Memorial Drive, Del Rio, Texas 78840

Thomas.cabello@sfdr-cisd.org

Early College High School



Carlos Barrera, Principal

(830) 778-4424

205 Memorial Drive, Del Rio, Texas 78840

carlos.barrera@sfdr-cisd.org

Blended Academy



Laura Sandate, Principal

(830) 778-4680

305 Las Vacas, Del Rio, Texas 78840

Laura.sandate@sfdr-cisd.org |

Student Guidance & Learning Center



Brian Westlake, Principal

(830) 778-4452

215 Garfield, Del Rio, Texas 78840

brian.westlake@sfdr-cisd.org

Career & Technical Education Center



Rogelio Gonzalez, CTE Director

(830) 778-4368

201 E 10th St., Del Rio, Texas 78840

rogelio.gonzalez@sfdr-cisd.org

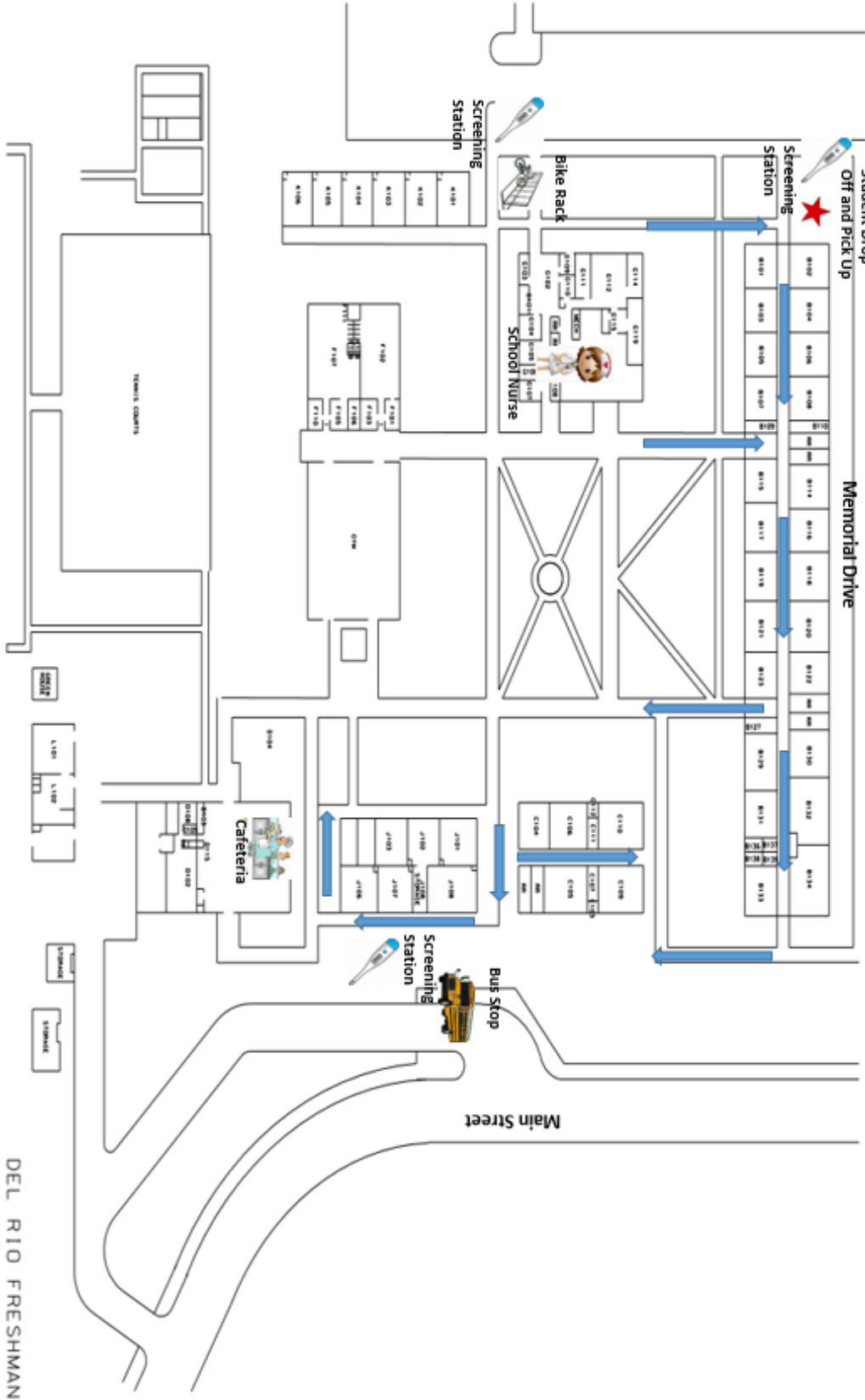
Take care of your physical health to help lower your stress. Take a break to focus on positive parts of your life, like connections with loved ones.

23

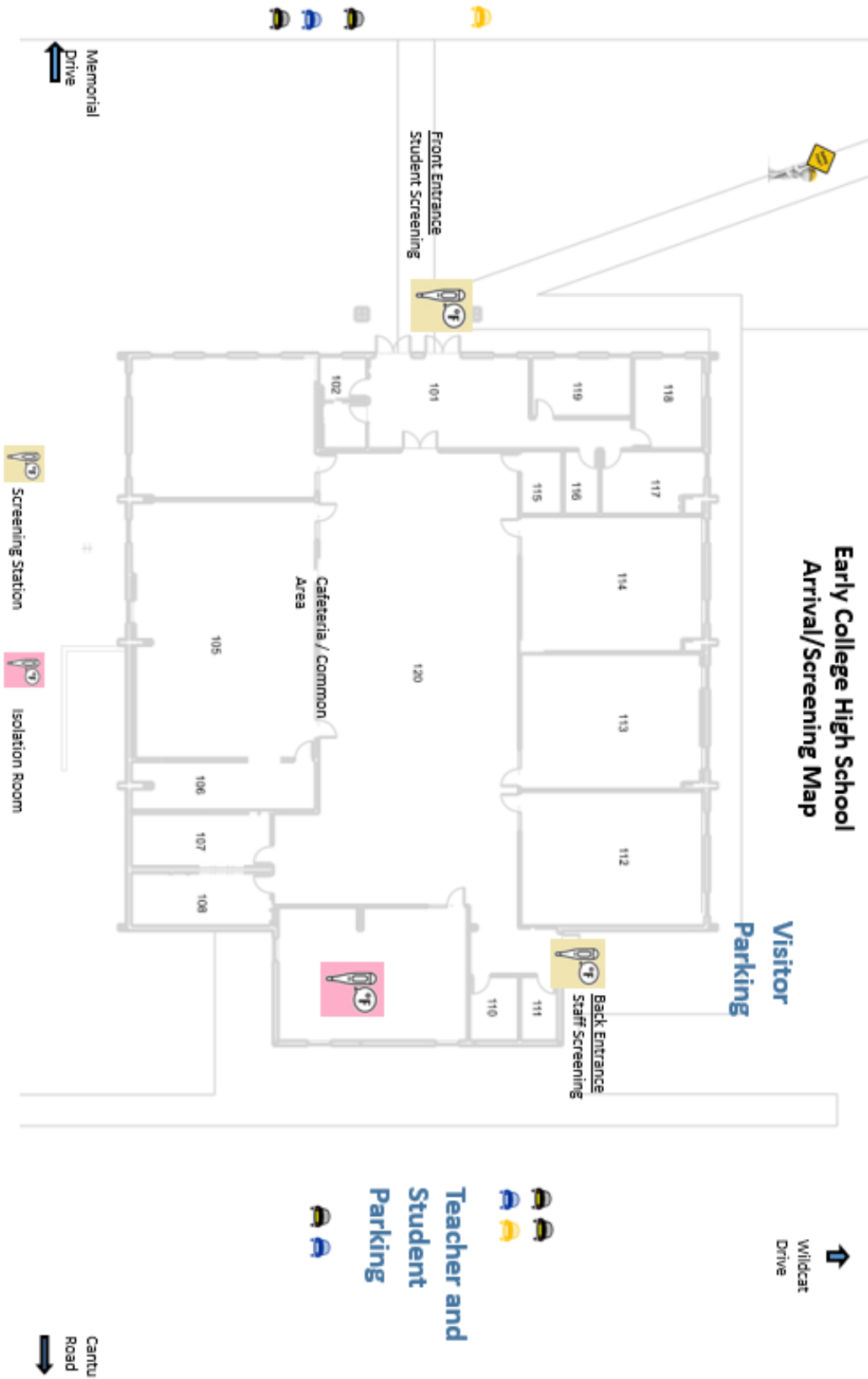
[illegible]



School Map: Del Rio Freshman School



School Map: Early College High School



Student Guidance & Learning Center

6/18/20

KEY

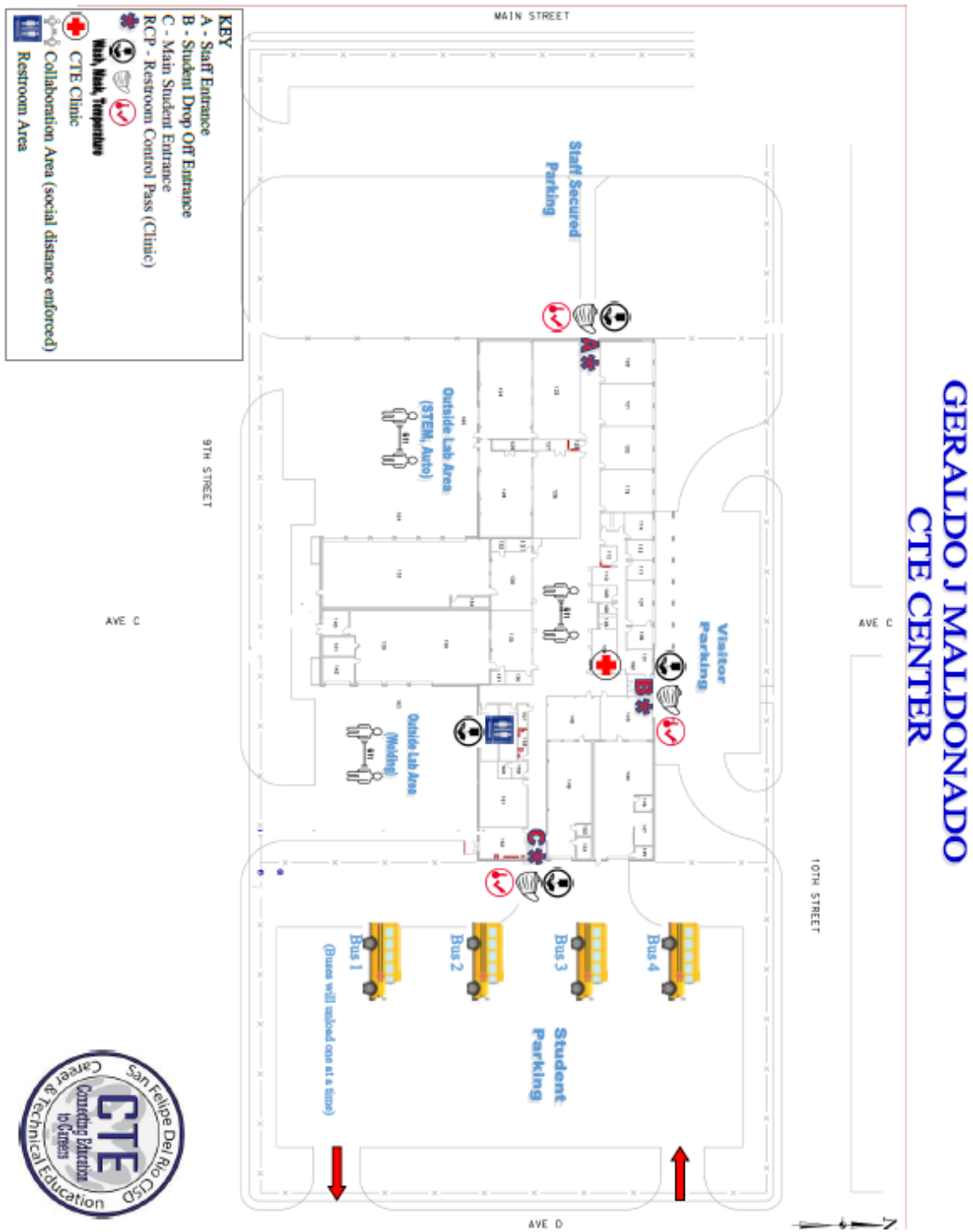
1/8" = 2.5' +/-

--- 4' tall chain link

Screening

6/18/20

School Map: Geraldo J. Maldonado CTE Center



Creating Your Personal Stress-Management Plan

Following is a 10-point plan to help you manage stress. All of these ideas can lower stress without doing any harm. None are quick fixes, but they will lead you toward a healthy and successful life. The plan is divided into 4 parts.

1. Tackling the problem
2. Taking care of my body
3. Dealing with emotions
4. Making the world better

When you read over the plan, you'll notice that you can come up with a bunch of ideas for each point. PLEASE don't think you should try them all. This plan is supposed to help you reduce stress, not give you more. Try out some ideas, then stick to one or two ideas for each point.

You might notice that this plan is almost like building a college or work résumé. This is the sane way to build a résumé; you are doing it to manage your life and remain happy and prepared for success, not to cram in activities to impress someone else. It will ensure you're healthy and balanced, and that's very attractive to colleges and employers.

Part 1: Tackling the Problem

Point 1: Identify and Then Address the Problem.

First decide if a problem is a real tiger or just feels like one. If it can't hurt you chances are that it can be better handled with clear thinking. This means turning off those thoughts that make you interpret the situation as a disaster.

A lot of people cope by ignoring problems. This doesn't make them go away; usually they just get worse. People who cope by trying to fix problems tend to be emotionally healthier. When it comes to studying or chores, it is best get the work done first. Because work or studying produces stress, many people put it off and choose to do fun things first. The problem with that is they're not really having fun because they're worrying about the work they're ignoring. And of course, the longer they put it off, the more they worry. The cycle is endless.

Three ideas can help you manage a lot of work:

- Break the work into small pieces. Then do one small piece at a time, rather than look at the whole huge mess. As you finish each piece, the work becomes less overwhelming.
- Make lists of what you need to do. This will help you sleep because your head won't spin with worry about whether you can do everything. At the end of the day, you'll have less to worry about as you check off the things you have finished. You will look at the same huge amount of work and realize you can handle it.
- Timelines can help with big projects. Fights with parents and friends don't go away unless you deal with what upset you in the first place, or unless everyone apologizes and decides to forgive each other.

Point 2: Avoid stress when possible.

Sometimes we know exactly when we are headed for trouble. Avoiding trouble from a distance is easier than dealing with it up close. You know the people who might be a bad influence on you, the places where you're likely to get in trouble, and the things that upset you. Choose not to be around those people, places, and things that mess you up.

Point 3: Let some things go.

It's important to try to fix problems, but sometimes there is nothing you can do to change a problem. For example, you can't change the weather, so don't waste your energy worrying about it. You can't change the fact that teachers give tests, so just study instead of complaining about how unfair they are. You can't change the fact that your parents need to know where you go, so prove that you're responsible and deserve more freedoms. People who waste their energy worrying about things they can't change don't have enough energy left over to fix the things they can. Also learn when not to take things personally. You feel badly for no reason when you take something personally that really has little to do with you.

Part 2: Taking Care of My Body

Point 4: The Power of Exercise.

Exercise is the most important part of a plan to manage stress. When you are stressed, your body is saying, "Run!" So do it. Exercise every day to control stress and build a strong, healthy body. You may think you don't have time to exercise when you are most stressed, but that is exactly when you need it the most. If you are stressed about an assignment, but too nervous to sit down and study—exercise! You will be able to think better after you have used up those stress hormones. Some people exercise before school because they can focus and learn better.

Point 5: Active Relaxation.

You can flip the switch from being stressed to relaxed if you know how to fool your body. Because your body can only use the relaxed or emergency nervous system at any one time, you can turn on the relaxed system. You do this by doing the opposite of what your body does when it is stressed.

Here are 2 ideas.

- Breathe deeply and slowly. Try the 4–8 breathing technique. Lie on your back and place your hands on your belly with your fingers loose. Deep breaths first fill the belly, then chest, then mouth, the breath expands the belly and your hands pull gently apart. Take a full breath while counting to 4. Then hold that breath for about twice as long, or an 8 count. Then slowly let it out to the count of 8, or even longer if you can. This will relax your body after a few breaths, but just as importantly, it requires your full concentration. Your mind is too focused on breathing to also focus on worries. Do this 10 times and you will feel much more relaxed. Yoga, martial arts, and meditation also teach great breathing skills. When you get good at this, you can even do this in a chair during a test and nobody will know.
- Put your body in a relaxed position.

Your body knows when you're nervous. If you sit down to take a test and your legs are shaking, you are saying, "I want to run!" Remember, you can't concentrate and run at the same time, so you are making it harder to take the test. Instead, take those deep breaths, lean back, and tell your body there is no emergency.

When you're angry, the natural thing to do is stand up and face someone shoulder-to-shoulder and chest-to-chest. You do this without even thinking, but this subconsciously tells the other person that you're angry and ready to fight. It also may prevent you from thinking clearly. Do the opposite of what you would do if you were really going to fight—sit down, take deep slow breaths, and tell your body there is no danger. Then use your brain to get out of the situation.

Point 6: Eat well.

Everyone knows good nutrition makes you healthier. Only some people realize that it also keeps you alert through the day and your mood steady. People who eat mostly junk food have highs and lows in their energy level, which harms their ability to reduce stress. Instead of eating greasy or sugary foods, eat more fruits, vegetables, and whole grains—they keep you focused for a longer time. Go to www.mypyramid.gov to learn more.

Point 7: Sleep well.

Most kids don't get the sleep they need to grow and think clearly. Tired people can't learn as well and can be impatient and irritable. Here are some ideas to improve your sleep.

- Go to sleep about the same time every night.
- Exercise 4 to 6 hours before bedtime. Your body falls asleep most easily when it has cooled down. If you exercise right before bed, you will be overheated and won't sleep well. A hot shower 1 hour before bedtime also helps your body relax to fall asleep.
- Use your bed only to sleep. Don't solve your problems in bed. When you think about all the things that bother you, you have trouble falling asleep and wake up in the middle of the night to worry more. Instead, have another spot to think, like a *worry chair*. Give yourself plenty of time to think things through, make a list if you need to, and then *set it aside!* Go to bed to sleep.
- Don't do homework, watch television, read, or use the phone while in bed.

Part 3: Dealing with Emotions

Point 8: Take instant vacations.

Sometimes the best way to de-stress is to take your mind away to a more relaxing place.

Visualize. Have a favorite place where you can imagine yourself relaxing. The place should be beautiful and calm. When you're stressed, sit down, lean back, take deep breaths, close your eyes, and imagine yourself in your calm place.

1. *Take time out for yourself.* Everyone deserves time for themselves—a bath or something that allows time to think and de-stress. Try a warm bath with your ears just underwater. Listen to yourself take deep, slow breaths. Take your pulse and count as your heart rate goes down.
2. Enjoy *hobbies* or creative art as an instant vacation.
3. Look at the beauty around you and get *pleasure from the small things* you may have stopped noticing.
4. Take *mini-vacations*. Sometimes we forget that the park around the corner is a great place to hang out. A walk outside can be a mini vacation if you choose to forget your worries.
5. *Reading* a good book is an escape from reality. You have to imagine the sights, sounds, and smells—you are somewhere else for a while.

Point 9: Release emotional tension.

Sometimes feelings become so overwhelming that we cram them all away in an imaginary box and think we'll deal with them later. But later, there's so much stuff in the box that there is too much to deal with. This can make your head feel as if it is spinning. Sometimes you get angry or frustrated without even knowing why. You just know there is too much stuff going on in your head. It's good to pick just one problem to work on and forget the rest for the moment. When we decide to deal with only one problem at a time, it's much less scary to open the box.

Here are some ideas to release your thoughts or worries one at a time.

- **Creativity.** People who have a way to express themselves don't need to hold it inside. Creative outlets like art, music, poetry, singing, dance, and rap are powerful ways to let your feelings out.
- **Talking.** Every young person deserves a responsible adult to talk to and some friends to trust. Hopefully, you can talk to your parents. If you do not want to tell your parents everything, make sure to find an adult who'll listen and whom you can ask for advice.
- **Journaling.** Write it out!
- **Prayer.** Many young people find prayer or meditation helpful.
- **Laughing or crying.** Give yourself permission to feel your emotions fully.

Part 4: Helping a little can make your world better . . . and help you feel better.

Point 10: Contribute.

Young people who work to make the world better have a sense of purpose, feel good about themselves, and handle their own problems better. It's important to understand that you really can make a difference in other people's lives. The role of teenagers is to recognize the mistakes adults have made and build a better world.

* * * *

Now that you have read about the kind of things a person can do to reduce stress, you may be ready to create a plan for yourself. Just check off the ideas you think would work best for you. There are spaces for you to write down your own ideas.

My Personal Stress Plan

Part 1: Tackling the Problem

Point 1: Identify and address the problem.

When I have too many problems, I will work on just one at a time. For example, I am going to pick one huge problem and break it into smaller pieces.

- I will seek advice from family members and learn from their experience how to better handle problems.
- I will take big assignments and learn to make lists or timelines
- I will work in teams so that I will learn that when people work well together they can do much more than if they each work alone.

Point 2: Avoid stress when possible.

I know that everyone has stress, but there are things that I could stay away from that really stress me out. I will

Avoid certain people, like _____

Avoid certain places, like _____

Avoid certain things, like _____

Avoid certain memories that create pain for me, like _____

Point 3: Let some things go; so I can focus on others.

I realize that I waste some of my energy worrying about things I can't fix. Here are some things that I will try to let go, so I can focus on the problems I can change.

I know I waste some of my energy when I take things personally that really have nothing to do with me. I am going to learn this lesson by remembering a time I did this and by choosing not to repeat that mistake.

Part 2: Taking Care of My Body

Point 4: The Power of Exercise.

I will do something that makes my body work hard for at least 20 minutes every other day – more is better. I know that strong bodies help people better deal with stress, and this will keep me in shape. The kinds of things I like to do include

I can commit to _____ minutes of exercise a day. If I have trouble focusing in school, I will try exercising before school for _____ minutes (recommended minimum 20) to see if it helps me concentrate better.

I know that a really hard physical workout will help me calm down when I am feeling most worried, stressed, or fearful. This is especially true when I can't concentrate on my homework because it feels like too much. The kinds of things I might do include

Point 5: Active Relaxation.

I will try to teach my body to relax by using

Exercise that controls the body and releases tension like Tai Chi or boxing

Deep breathing

Yoga

Meditation

Warm, long baths or showers

Imagine I am someplace peaceful and relaxing. The place I could imagine myself being is

Point 6: Eat well.

I know that having a healthy body helps people deal with stress better. I have already agreed to exercise more. I understand that good nutrition also makes a difference in my health and how well I deal with stress. The changes I am ready to make include

Eating a good breakfast

Skipping fewer meals

Drinking fewer sodas and sugary

drinks Drinking more water

Eating smaller portions

Eating less greasy meals or snacks

Eating more fruits, vegetables, and whole grain foods

I will go to www.mypyramid.gov to learn more

Point 7: Sleep well.

I know that people who get a good night's sleep do a better job of dealing with stress and do better in school. For me to get the sleep I need, I will try to go to bed at_____:_____.

I will consider the following plan to help me get the best night's rest.

- Avoid caffeine at least 6 hours before bed.
- Exercise 5-6 hours before bed.
- Finish homework after exercise because I will be my calmest, clearest and most focused.
- Take some time to relax or hang out after homework.
- Shower or bathe 1 hour before bed.
- Begin to dim the lights 30 minutes before bed
- Let go of my emotional tension before bed in a place other than bed (see point 9). If I am really troubled, I will do this earlier in the evening.
- I will use my bed only for sleeping.

I will use another place to do some of the things I do in bed now.

- I will
- Stop reading in bed.
- Stop doing homework in bed.
- Stop watching television in bed.
- Stop talking to my friends or instant messaging in bed.
- Stop worrying in bed.
- Dock my cell phone in a charger that is not in my bedroom
- Deal with the things that stress me out by having a time to let go of my thoughts and feelings in a place other than my bed.

Part 3: Managing My Emotions

Point 8: Take instant vacations.

Everyone needs to be able to escape problems for a while by taking an *instant vacation*. I will

- Read a book.
- Take a mini vacation to a local park or recreation center
- Imagine I am someplace peaceful and relaxing. The place I could imagine myself being is _____
- Watch television.
- Listen to music.
- Play video games that are not violent or stressful.
- Take a warm bath.
- _____

Point 9: Release emotional tension.

- I will try to let my worries go, rather than letting them build up inside.
- I will talk to a friend I have chosen wisely because I know he or she will give good advice.
- I will talk to my
 - Mother
 - Father
 - Teacher
 - or _____
- I will ask my parents or a teacher to help me find a counselor to help me work out my problems.
- I will pray to gain strength.
- I will meditate
- I will write out my thoughts in a diary, journal, or blog.
- I will let myself laugh more.
- I will let myself cry more.
- I will make lists to get organized.
- When it seems that I have too many problems and they seem like more than I can handle, I will work on one at a time.
- I will express myself through art.
- I will express myself through music.
- I will express myself through creative writing.
- I will express myself through poetry.
- I will express myself through rap.
- _____
- _____
- _____

Part 4: Helping a little can make your world better . . . and help you feel better

Point 10: Contribute.

I know that people who realize they are needed feel better about themselves because they can make a difference in other people's lives. I plan to

- Help a member of my family by _____
- Volunteer in my community by _____
- Help the environment (or animals) by _____

When to Turn for Help

Even if you are great at dealing with problems, there may be times when stress feels like it is getting to you. You are not alone. This does not mean you are crazy or a failure. Strong people turn to others for support when they have too much to handle. It's okay to turn to wise friends for advice, but it is also important to turn to your parents or another adult to help you. Nobody will solve your problems; they might just help you figure out how to better deal with them. *You deserve to feel good.*

The following signs suggest that you should seek some extra guidance:

- Your grades are dropping.
- You worry a lot.
- You easily get moody or angry.
- You feel tired all the time.
- You get a lot of headaches, dizziness, chest pain, or stomach pain.
- You feel sad or hopeless.
- You feel bored all the time and are less interested in being with friends.
- You are thinking about using alcohol or drugs to try to feel better.
- You ever think about hurting yourself.
- You are using unhealthy coping strategies and are having trouble replacing them with healthier ones.

Remember that one of the best ways to be happy and successful is to manage stress well. You can do it!

From Ginsburg KR, Jablow MM. Building Resilience in Children and Teens: Giving Kids Roots and Wings. 2nd ed. Elk Grove Village, IL: American Academy of Pediatrics; 2011

Please feel free to copy this handout or download from www.fosteringresilience.com or the American Academy of Pediatrics Web site for parents, www.HealthyChildren.org.



Q & A for Parents of Children Exposed to COVID-19

Your child has been exposed to COVID-19. These questions and answers will guide you in monitoring your child's health for the next 14 days. Fourteen (14) days is the longest time it might take for your child to get sick with COVID-19, if he or she has been infected with the virus.

How can I get my child tested?

You can call your child's doctor and ask about testing or you can find places to get tested by looking at www.txcovidtest.org on the Internet. You can also call 2-1-1 and ask for option 6.

What is isolation monitoring?

Isolation monitoring means that you keep your child at home for 14 days to see if he or she gets sick with COVID-19. During the 14 days you need to take your child's temperature twice a day and write down any symptoms he has on a 14-day log.

Why do I need to take my child's temperature and write down his or her symptoms?

Fourteen days is the longest time between when your child has contact with someone who is sick with COVID-19 and when your child might get sick. Taking your child's temperature for 14 days and writing down any symptoms will help you know if your child is getting sick.

What if someone in my house has COVID-19?

If someone in your house is sick with COVID-19, you and your child will need to stay home and monitor for fourteen days after the ill person has recovered.



What are the symptoms of COVID-19?

The most common symptoms of COVID-19 are fever, cough and difficulty breathing. Some people also have muscle aches, tiredness, sore throat, headache, runny nose, chills, stomach pain, nausea, vomiting or diarrhea. If your child has any of these symptoms during the 14 days of monitoring, please call your child's doctor right away.

How do I monitor my child's health?

A 14-Day Symptom Log is included with this information. Please use it to write down your child's temperature and possible symptoms on each of the 14 days. Here are the steps.

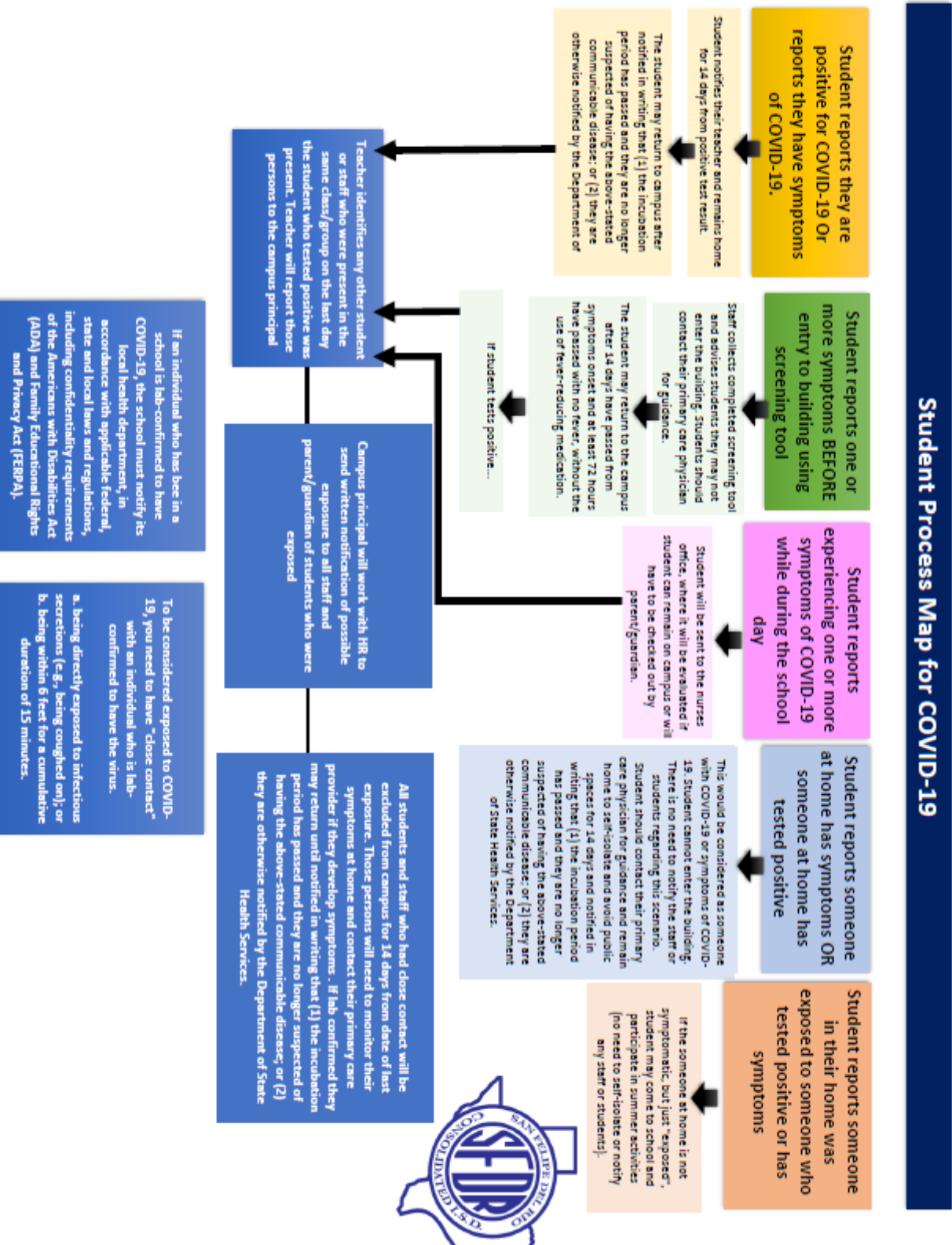
- Take your child's temperature with a digital thermometer **two times a day** (at least 6 hours apart), once in the morning and once in the evening
- Write the temperature twice a day on the log after you take it
- If you forget to take a temperature, take it as soon as you remember
- The possible symptoms are listed on the left side of the form. Twice a day, make a check in the box only if your child has that symptom.
- If your child takes Advil, Tylenol, Aleve or Motrin on any day, make a check in the box for that day on the bottom row of the log.
- **If your child has any of the symptoms listed on the log during the 14 days, keep your child at home and call your child's doctor.**

What should I do if my child gets sick during the 14 days?

If your child gets sick with any symptoms, remain isolated and call your child's doctor for medical advice.

If your child is dangerously ill, call 9-1-1 for medical transport and tell them that your child is being monitored for COVID-19.

Student Process Map for COVID-19



Helpful Links

1. Center for Disease Control - <https://www.cdc.gov/>
2. Center for Disease Control - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/2019-ncov-factsheet.pdf>
3. Center for Disease Control - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/2019-ncov-factsheet.pdf>
4. Center for Disease Control - <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>
5. Center for Disease Control - https://www.cdc.gov/coronavirus/2019-ncov/hcp/duration-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fstrategy-discontinue-isolation.html
6. Center for Disease Control - <https://youtu.be/F70BzSFAZfw>
7. Center for Disease Control - <https://youtu.be/4-aloGTYmIc>
8. Center for Disease Control - <https://youtu.be/kEhNyxKopsg>
9. Center for Disease Control - https://youtu.be/tnS9yC_bYHY
10. Center for Disease Control - <https://youtu.be/vMCS6gT8SzQ>
11. Symptoms of Coronavirus (and Self-Checker) - https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fabout%2Fsymptoms.html
12. Inner Explorer - https://innerexplorer.org/compass/family_onboarding
13. SFDRCISD Learning models - learning models: <https://www.sfdrcisd.org/media/13875/sfdrcisd-options.pdf>
14. UIL news and updates - <https://www.uiltexas.org/site-news>
15. Coronavirus-COVID19 Self-Checker - https://txctt.force.com/ct/s/assessment?language=en_US
16. Texas Health Trace “Self-Checker” - https://txctt.force.com/ct/s/assessment?language=en_US