

**DoDEA COVID-19 Operational
Guidelines and Protocols for Schools**

VERSION IV

December 8, 2020

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Introduction

This document provides DoDEA district and school leaders with general guidelines and protocols for establishing and maintaining safe school environments that reduce the risk of COVID-19 spread. Safely operating schools in the COVID-19 environment is an evolving undertaking that DoDEA has faced with agility and determination. Since the onset of the COVID-19 pandemic, it has been our goal to provide continuity of education to DoDEA students. Continuity of education is a critical quality of life component for military communities, and school operations impact the readiness of our military partners to complete their mission. Our teachers and the routines of school provide an important element of stability for our students which adds significantly to their success. In-person instruction is the optimal learning environment for our military-connected students.

The virus is testing our resilience, and DoDEA has risen to the challenge by safely providing in-person instruction in the majority of our schools in all three regions. This sense of normalcy can give us a false sense of security and tempt us to let our guard down. There is a yearning to resume the events, gatherings, and activities that have been routine for DoDEA students and staff while making DoDEA schools and their facilities a cornerstone of the community. However, ongoing spikes in COVID-19 cases in all parts of the world remind us that we are still in the height of a pandemic and that the virus is unpredictable. In order to maintain the safe and healthy operations of our schools that provide in-person instruction, we must remain steadfast and vigilant in our mitigation measures while prudently responding to the ongoing risks associated with the virus. DoDEA's proven diligence, flexibility, and adaptability are critical for us to continue to deliver world-class in-person education with minimal disruption to military-connected families. We cannot become complacent.

DoDEA schools, like all other schools, are high-contact zones. Thus, DoDEA schools must change in-school operational and educational practices to reduce student and staff contact and to ensure commonly used areas, equipment, and materials do not spread the virus that causes COVID-19. DoDEA's practices are aligned with Department of Defense (DoD) and Centers for Disease Control and Prevention (CDC) guidance. While we remain flexible to meet the needs of our military partners and communities, we must adhere to DoD and CDC guidelines to operate schools safely and in-person to support mission readiness.



Throughout School Year (SY) 2020/21, school and district leaders will work with local installation commanders to implement school-specific plans for reducing COVID-19 related health risks. DoDEA currently uses a school readiness reporting process to facilitate hazard assessment planning and meets regularly to discuss operations at the above-school level. Where needed, schools will solicit the support of the DoDEA above-school level organization to overcome obstacles towards achieving this objective.

DoDEA Headquarters acknowledges that these guidelines and protocols can create tradeoffs; mitigation measures effective in reducing viral spread can be challenging to implement. Measures that are suitable for adults and older students may not be suitable for our youngest students. Therefore, each school, in coordination with their district, will have the flexibility to implement the guidelines and protocols in a manner that best meets the health and safety needs of the school staff and students while minimizing the impact on teaching and learning.

As questions arise with interpreting the guidance, developing appropriate mitigation strategies, or seeking exceptions to the guidance, please route them through the appropriate District Chief of Staff to be elevated. As OneDoDEA, all employees will stand together to provide Excellence in Education for Every Student, Every Day, Everywhere.



Mask Do's & Don'ts:

DO:



- ✓ Make sure you can breathe through it
- ✓ Wear it whenever going out in public
- ✓ Make sure it covers your nose and mouth
- ✓ Wash after using

DON'T:

- ✗ Use on children under age 2
- ✗ Use surgical masks or other personal protective equipment (PPE) intended for healthcare workers



cdc.gov/coronavirus

DoDEA School General Operating Guidelines

In order for DoDEA schools to safely conduct in-school educational activities in a COVID-19 environment, the following conditions are required:

- DoDEA schools and all DoDEA facilities will comply with CDC, DoD, and DoDEA health, safety, and operational guidelines and directives unless otherwise directed by DoDEA Headquarters or an installation commander. Regions will inform DoDEA Headquarters if requested or directed by an installation commander to deviate from these guidelines.
- To the maximum extent possible, DoDEA schools will operate brick and mortar schools on a regular full-time schedule when installations are in HPCON Alpha or Bravo. Requests to move to remote instruction while in HPCON A or B must be formally approved by DoDEA Headquarters.
- DoDEA schools will be ready to employ a remote learning model if COVID-19 spread leads an installation to transition to HPCON Charlie. Requests to conduct in-person instruction while in HPCON C must be formally approved by DoDEA Headquarters.
- Families who do not wish to send their students to the brick and mortar school setting will be provided a virtual platform, DoDEA Virtual School (DVS), to continue learning.
- In accordance with CDC and DoD guidance, DoDEA school staff members, contractors, and students will wear face coverings in all areas of a school campus. Appropriate and consistent use of cloth face coverings is most important when students, teachers, and staff are indoors and when social distancing of at least six feet is difficult to implement or maintain. This includes while on DoDEA school buses, at bus stops, during off-campus school-sponsored activities, or when desks and office furniture cannot be spaced at least six feet apart.ⁱ
- Schools will limit visitor access to the school campus during and after school hours while operating in HPCON Bravo conditions and ensure all visitors are aware of face covering and social distancing requirements.
- Daily home-based screening is required for staff members and students prior to arriving at school.
- Social distancing of six feet or more will be maintained in DoDEA facilities to the greatest extent possible. Where feasible, desks should be placed at least six feet apart and faced in the same direction.



- DoDEA schools will provide handwashing, hand sanitizing, and disinfectant supplies/materials in sufficient quantities to meet school sanitization and disinfectant requirements.
- DoDEA schools will provide appropriate Personal Protective Equipment (PPE) for required users (e.g., school nurses and custodians).
- Schools will be cleaned and disinfected regularly throughout the school day and each evening.
- DoDEA schools provided COVID-19 Health and Safety Guidelines and Protocols Orientation Training for all faculty, staff, substitutes, and students at the start of the school year and communicated the information to sponsors, local commanders, PTO members, school volunteers, School Advisory Council (SAC) members, and school boards. This training will also be provided to individuals new to the school or transitioning from the virtual instruction environment.
- DoDEA schools will use a standard process for identifying and accommodating higher risk employees.



Key Steps and Considerations for Administrators

It is critical that all administrators:

- Engage and encourage everyone in the school and the community to practice preventative behaviors. These are the most important actions that will support schools' safe operations and will help them stay open for in-person instruction.
- Implement and enforce the use of multiple mitigation strategies (e.g., social distancing, cloth face coverings, and hand hygiene) and ensure that considerations are made for students with special healthcare needs and disabilities in alignment with all relevant [DoDEA policies](#) to provide Free and Appropriate Public Education (FAPE) for all students.
- Communicate, educate, and reinforce appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- Respond to COVID-19 concerns from staff, students, sponsors, and caregivers.
- Integrate mitigation strategies into co-curricular and extracurricular activities (e.g., limiting or canceling participation in activities where social distancing is not feasible). Please see *DoDEA Guidelines for Reopening Athletics, Extracurricular & Physical Activities & Music* on the [DoDEA School Operations in COVID-19](#) webpage for detailed information on high, medium, and low risk activities.
- Maintain healthy environments (e.g., cleaning and disinfecting frequently touched surfaces).
- Address unique needs of students who face emotional and behavioral challenges. For more information, please refer to [DoDEA AI 2510.01 Student Behavior Interventions](#).
- Create mitigation strategies with protections for service animals in mind if applicable. Please refer to the CDC's [Guidance for Handlers of Service and Therapy Animals](#) for more information.
- Make decisions in coordination with district leadership and local commands that take into account the local HPCON.
- Repurpose unused or underutilized school spaces to increase classroom space and facilitate social distancing, including outside spaces where feasible.
- To the greatest extent possible, consider use of small groups to limit interactions of students and staff during the day and during the school term.ⁱⁱ
- Coordinate with the district, installation, and local health officials to develop a proactive plan for when a student or staff member tests positive for COVID-19.

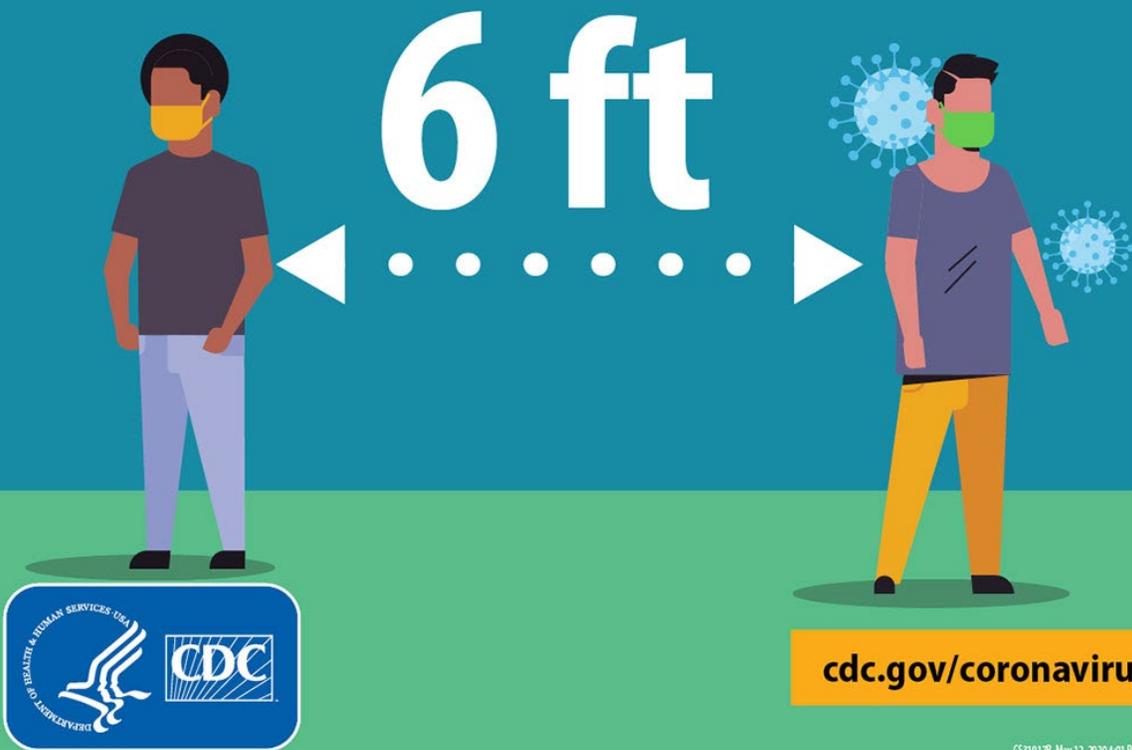


- Designate trained personnel to cover essential duties in the event of nurse absence and ensure that at least one designated, trained staff member or nurse is always available when school is in session.
- Support district, installation, and local health officials to conduct contact tracing in the event of a positive case, per state, local, and installation requirements. Contact tracing is the practice of identifying and monitoring individuals who may have had contact with an infectious person as a means of controlling the spread of a communicable disease.ⁱⁱⁱ
- Educate sponsors and caregivers on the importance of prescreening for and responding to the symptoms of COVID-19 at home via the Home-based Screening Standard Acknowledgment on the [DoDEA School Operations in COVID-19](#) webpage.
- Maintain channels of communication with local commands and health departments to stay updated on COVID-19 rates and response on local installations.^{iv}
- Conduct meetings and elections that are normally held in person virtually as long as the electorate is properly informed and has access to meet the requirements. This might include student elections or School Advisory Committee elections.
- Conduct virtual fundraising to minimize contact and prevent the spread of COVID-19. No food will be sold outside the official school meal program. Any exceptions should be formally requested and approved by DoDEA Headquarters.
- Transparently communicate information about mental health support services available at the school with staff, teachers, students, and families. These critical communications should be accessible to individuals with disabilities and limited English proficiency.^v
- Encourage staff and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media. Hearing about the pandemic repeatedly can be upsetting.^{vi}

STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.

Stay at least 6 feet (about 2 arms' length)
from other people.



Guidelines for School Year 2020/21 Instructional Planning

DoDEA offers two primary educational options for families and students in SY 2020/21, in-person instruction and DoDEA Virtual School (DVS). As local HPCON levels allow, DoDEA will fully open school and district buildings. In cases where HPCON levels do not allow for schools to open for in-person instruction or if the HPCON level changes after the start of in-person instruction, DoDEA will provide remote learning to all students registered for in-person instruction. As a second option, sponsors may enroll their children full-time in DVS if they have a student or family member with health vulnerabilities related to COVID-19, as defined by the CDC, or if they have concerns about returning to the brick and mortar setting.



HPCON

OPTION 1 - IN-PERSON

OPTION 2 - VIRTUAL

ALPHA
LIMITED
Community Transmission
Beginning



BRAVO
MODERATE
Increased Community
Transmission



CHARLIE
SUBSTANTIAL
Sustained Community
Transmission



Attendance Procedures

While teachers will take daily attendance for students in schools operating in-person as outlined in the [Department of Defense Education Activity Regulation 2905.01, School Attendance](#), schools will take special effort to encourage families to keep sick students home to reduce the spread of illness. At the start of SY 2020/21, schools discontinued any incentives or awards for perfect attendance. When students are absent, school Student Support Teams (SSTs) will actively reach out to students who have missed school as detailed in the regulation linked above.

Schools that are operating under remote learning must adjust attendance procedures. Rather than daily attendance, teachers will indicate weekly, in Aspen, if students have been attending to the learning throughout the week. The purpose of this is to ensure that SSTs can touch base with families and ensure students have the support they need to be successful. Attendance for the Virtual School will be recorded in a similar manner.

Grading Principles

DoDEA grading procedures are established in [DoDEA Regulation 1377.01, Student Progress Reports](#). The most important aspect of grading is the feedback teachers provide students, sponsors, and caregivers about the students' progress in mastering the standards. In an effort to ensure students were not punished for circumstances outside of their control, DoDEA made adjustments to grading policies for Quarter 4 of SY 2019/20. While no similar grading change is anticipated for this school year, this is an excellent opportunity for schools to examine grading practices to emphasize valuable feedback, create multiple opportunities for improvement, and provide authentic performance-based assessments. Understanding that this year may again present challenges, teachers and staff will be ready and able to adapt to different learning environments with students and to ensure, as much as possible, that grades are a reflection of students' performance and not their circumstances.

Grading should reflect a student's performance and be based on a body of evidence, of what the student knows and can do, collected over the identified learning period. Teachers should measure learning outcomes, increase student confidence, and provide an environment of fairness and equity regardless of the learning environment. All students should have the opportunity to redo, make up, show progress, or attempt to complete work assigned during a given time frame. A focus on keeping children safe, both emotionally and physically, and engaged in learning should be our first priority during these challenging times.

Full-time In-person School



As HPCON levels allow, students will attend school full-time with regular instruction from teachers. DoDEA has implemented comprehensive safety requirements and precautionary measures aligned with CDC and DoD guidance to ensure that employees and students are protected to the greatest extent possible.

To address additional staffing requirements resulting from this implementation related to COVID-19 (e.g., lunch, transition, and student arrivals and dismissals), DoDEA has created two codes for each district to use: one for hiring substitutes and another that can be used to increase the hours worked for existing educational aides. In the event that a superintendent identifies the need to pay teachers at their daily or hourly rate, a plan detailing the requirements for the necessary allocations of funds must be submitted to the Education Operations and Policy Division.

Transitioning Schools to Full-time Remote Learning

If local HPCON levels prevent in-person classes, all students will engage in remote learning with their classroom teachers. Schools will be prepared to fully transition to remote learning if health conditions prevent brick and mortar schools from reopening.

For anticipated closures of five days or less, there is no requirement to switch to full-time remote learning. In this scenario, schools will make assignments and resources available for students.

If a school is aware they will likely be closed for six days or more, schools must prepare to implement remote learning within three days. Teachers will use existing curriculum resources, such as Benchmark Advance, Go Math!, FOSS, and other approved resources, as they did in the last few months of SY 2019/20 and, in some cases, the first months of SY 2020/21. Principals, Community Superintendents, and Superintendents will work in close coordination with installation commands, and Region Leaders will work in close coordination with DoDEA Headquarters to make case-by-case determinations regarding the transition to remote instruction.



Guidelines for Schools and Districts Operating in or Transitioning to Remote Learning

DoDEA Headquarters, Centers for Instructional Leadership (CIL), districts, schools, and teachers need to intentionally plan and be prepared to move to remote learning, if required, with the following expectations for each group.

Headquarters. Throughout the school year, DoDEA Headquarters will continue to provide the following items and support:

- A K-12 education continuity plan for all of DoDEA, providing guidance to include:
 - Essential or priority learning in each content area and pacing of the content in the remote learning environment.
 - Guidelines for relevant policies.
 - Online assessment resources that are available for teacher use.
 - Expectations for Special Education, English Speakers of Other Languages (ESOL), and Advanced Academic Programs and Services (AAPS) instruction throughout the week.
- Authentic performance-based assessments as exemplars using DoDEA-approved digital curriculum resources to the greatest extent possible.
- A full list of remote teaching resources and access information.
- Self-paced professional learning modules provided throughout the year and developed with support from district educational technologists to support teacher implementation of remote education.
- Trainings designed with the CIL and districts for administrators on the remote instructional learning tools available to teachers.
- Secure digital learning tools with comprehensive support.

Regions and Centers for Instructional Leadership (CILs). Throughout the school year, regions and CILs will continue to:

- Communicate expectations for principals supporting and supervising teachers in the remote teaching environment, review lesson plans, and ensure teachers are regularly working with and providing feedback to students.
- Deliver training to principals developed in coordination with DoDEA Headquarters and districts that prepares and supports them in being an effective instructional leader in the remote environment.
- Provide guidance to help principals understand what quality synchronous and asynchronous learning and effective feedback to teachers looks like.
- Support principals in analyzing data.
- Support principals as they guide teachers in differentiated learning for students.
- Build capacity of Instructional Systems Specialists (ISSs) to coach teachers in the synchronous learning environment and develop asynchronous resources.
- Support principals in overseeing high-quality rigorous instruction in the remote learning environment.

- Provide daily core instructional guidelines to minimize screen fatigue by adhering to best practices for remote instructional time frames for elementary, middle, and high school.

Districts. Throughout the school year, each district will continue to:

- Communicate expectations for teaching and learning in the remote teaching environment, to include the number of synchronous interactions per week, asynchronous work, lesson plan posting, collaboration, and sponsor communications.
- Direct ISSs to develop exemplar lessons for teachers and support teacher collaborative teams with lesson development to the greatest extent possible.
- Ensure ISSs develop and model the use of formative assessments with teachers in the exemplar lesson plans during collaborative planning time and in co-teaching settings.
- Provide teachers the following guidance and templates to use in lesson planning and collaborative planning sessions:
 - Teacher lesson planning framework that highlights which tools are best to use following the 20-60-20 framework.
 - A collaborative platform (e.g., Schoology or Google Classroom) for teachers to work together and share lessons and resources (this should be an asynchronous platform available for all teachers, which can support teachers in small schools who have fewer opportunities to collaborate with colleagues).
 - District- or community-wide collaborative planning structure to ensure that collaborative planning among teachers continues in the remote environment.

Schools. Throughout the school year, each school will continue to:

- Update remote learning digital tools (e.g., Schoology or Google Classroom) with class schedules and students and meet any new course and curricular requirements.
- Provide a schedule for synchronous instruction and asynchronous work each day by subject to prepare students, sponsors, and caregivers for a possible transition to the remote learning environment.
- Share expectations for teachers to provide regular and predictable opportunities for families and students to connect with them, as timely and specific feedback is critical for student learning.
- Identify student access and passwords to available online resources and curriculum materials.
- Use a plan to support and supervise teachers' instruction.
- Maintain a plan to ensure preparedness to transition and implement remote instruction within three days.
- Provide communication tools for sponsors (aligned with resources provided by DoDEA Headquarters Communications Division) about the possibility of schools transitioning to the remote environment, to include:
 - Expectations for sponsor and caregiver support of student learning, completion of assignments, and communication with teachers.
 - Expectations around screen time, synchronous, and asynchronous learning.

- While in HPCON C (remote instruction), schools will establish sign-in and sign-out procedures for all personnel who enter the building to include the date and time for contact tracing purposes.

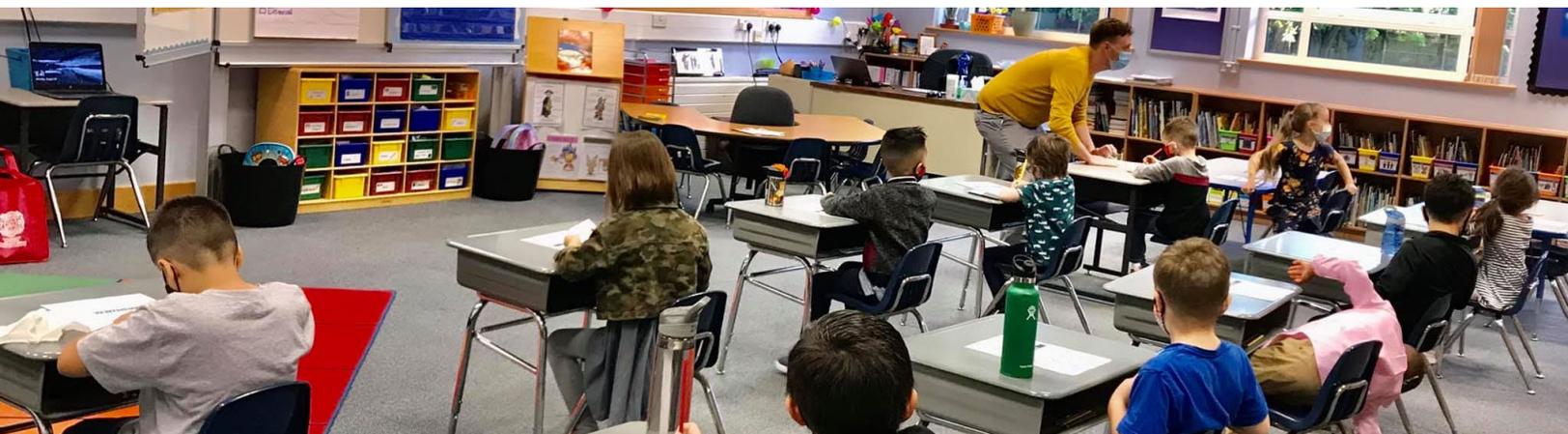
Teachers. Throughout the school year, teachers will:

- Use a digital platform (e.g., Google Classroom, Schoology, or Seesaw) for in-person and remote learning tasks.
- Maintain an intentional plan for transitioning to long-term and short-term remote teaching and learning, including a schedule for live sessions and virtual office hours.
- Use DoDEA-adopted digital curricular materials regularly for student collaboration to ensure students are prepared for collaboration in a remote learning environment should conditions change.
- Collaborate regularly at scheduled times with colleagues to share teaching practices, engage in collaborative planning, reflect on instructional effectiveness, analyze student work and data, and develop assessments.
- Maintain regular, two-way communication with sponsors and caregivers to ensure families are prepared for a potential transition to remote teaching and learning and are able to receive feedback and support when remote.

Transitioning Schools to In-person Learning

As local HPCON levels change to allow for in-person classes, all schools will be prepared to open full-time in-person within two weeks of notification by installation commands. For schools that began the school year in remote learning, teachers will have three days in the brick and mortar school prior to student arrival to participate in any necessary training and to prepare their classrooms.

Students will be required to return computers 72 hours prior to the return of school for quarantine due to the fact that the virus can live on stainless steel for up to 72 hours.^{vii} See the Protocols for Electronic Device Sanitation section for specific cleaning and sanitization procedures. Principals, Community Superintendents, and Superintendents will work in close coordination with installation commands to identify likely shifts in HPCON levels as soon as possible to ensure a smooth transition.



Prekindergarten and Sure Start COVID-19 Considerations

DoDEA preschool classes will continue to be conducted in-person, and students will attend school full-time with regular instruction from teachers when possible. If local HPCON levels prevent in-person classes, students will engage in remote learning with their classroom teachers. Teachers will continue to lead investigations through synchronous sessions. Support for sponsors and caregivers regarding in-person and remote learning experiences will be provided via the Creative Curriculum digital family resources.

Young children need structure, routines, and procedures; they need to know they are cared for and also need to be able to socialize with their friends. Young children learn best by actively engaging in their environment and with people. In addition, young children require opportunities that enable them to take initiative, explore, solve problems, investigate, create, socialize, make choices, have language-rich experiences, and more, all of which occur in a child-centered classroom. Understanding the development and learning of young children, teachers must rethink daily routines and procedures, which will be crucial for students' health and safety.

Social Distancing Mitigation Strategies for Preschool Environments:

- Ensure all individuals in preschool classes wear cloth face coverings to the maximum extent possible, allowing children to be active participants in a developmentally appropriate learning environment.
- Build in times for handwashing and for students to take a break from wearing their cloth face coverings; use Mighty Minutes to engage students during transitions.
- Require children to bring their water bottles each day.
- Ensure there is a back-up plan if a child forgets their cloth face covering or water bottle at home.

Refer to [PK/SS COVID-19 Considerations for Preschool](#) for more information about specific guidance and resources. All schools should ensure maximum use of resources provided within this guidance.



STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.

**Cover your cough
or sneeze with
a tissue, then
throw the tissue
in the trash and
wash your hands.**



cdc.gov/coronavirus

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Full-time Virtual School

DoDEA will provide a full-time virtual learning option for students and families with health vulnerabilities related to COVID-19 or who are concerned about returning to a brick and mortar school setting. Students who select the full-time virtual option will not report to the brick and mortar school. Exceptions can be made for optional participation in activities (e.g., extracurricular activities, graduation ceremonies, and select DoDEA Comprehensive Assessment System (DoDEA-CAS) in-person assessments).

All students who opt for virtual learning will be enrolled in DVS in five core classes. At the high school level, it is recommended that students take no more than five classes per semester and that they enroll in summer school to complete their course requirements for the school year. Students in grades K-8 will be enrolled in four core classes and one optional elective: mathematics, language arts, social studies, science, and one optional elective. However, students wishing to take more courses, including seniors who need more than five credits to graduate, will be able to take more courses in DVS during the school year. DoDEA has procured licensed courseware in each of these subjects that will be delivered by existing DoDEA teachers who apply and are selected for this option. These are full courses with all of the normal content expected in a regular DoDEA course, specifically designed for the online environment. To the greatest extent possible, elementary and middle school students will be served by dedicated online DoDEA teachers in a cohort model with other students from their school and/or the district and region.

Students will remain enrolled in their local school while participating in DVS full-time. DoDEA schools are encouraged to continue to find creative ways to serve their enrolled students who have selected the virtual option as part of the school community where possible. This includes but is not limited to providing access to information center materials, access to extracurricular activities outside of school hours, and inclusion in the yearbook and other spirit-related activities as appropriate. When providing these opportunities, schools should take into consideration requirements for health screening and scheduling.



Staffing the Full-time Virtual School Option for SY 2020/21

DoDEA recruited existing DoDEA teachers to be detailed to DVS to teach students who are enrolled in the virtual learning option.

The recruitment process and qualifications for the Fall Semester 2020/21 included:

- Teachers provided evidence that they were competent to teach in the virtual environment by completing a teacher interest form online, to include five short answer questions.
- Teachers were certified to teach in their content or specialized area.
- Teachers were in the same district or region as the student population to minimize time zone differences.
- Teachers submitted an interest form, and the selected teachers were put into a pool of available DVS teachers. The process included:
 - Coordination at Headquarters with Human Resources, the Education Directorate, and Diversity Management & Equal Opportunity (DMEO).
 - Communication from Headquarters and the district or region to teachers and associations about this option's availability.
 - A date for each district or region to open up the application timeline for teachers.
 - Notification to teachers of the opportunity and 10-day application window when possible.
 - Review of interest forms occurred in coordination with DVS and districts.
 - DoDEA determined how many positions are required to staff DVS based on the requirements and in-person enrollment at each school.
 - Qualified teachers were selected from the volunteer pool, and notifications went out to those who were detailed to DVS. Teachers who submitted an interest form committed to at least one semester detail in DVS.

Note: Staff members with an approved Reasonable Accommodation (RA) for teaching in the virtual environment may be added to the roster of available teachers.

Due to decreased enrollment in the virtual option for the second semester, rightsizing DVS will primarily involve returning some teachers to brick and mortar schools. The recruitment process, considerations, and qualifications for the Spring Semester SY 2020/21 include:

- The staffing needs of DVS based on the Pupil Teacher Ratio (PTR).
- Staffing needs in brick and mortar schools based on the PTR.
- Brick and mortar principal course and/or grade priorities.
- Teacher preference.
- Reasonable accommodation status.
- The service computation date for each teacher.

The new PTR will be used to determine staffing needs for DVS and for priority order of returning teachers to brick and mortar schools. Staffing will be determined for grades K-8 first

and for grades 9-12 once the course enrollment window is completed for students in the virtual option and for seniors. All staffing decisions will be complete and notifications will be sent to teachers by December 18, 2020.

DoDEA Virtual School Supervision

- Teachers working in the virtual option report directly to the Assistant Principal for DVS in each region.
- Teachers' duty location are normally their school of record or district office, and teachers may work from an alternate location off-site as determined by their supervisor.
- Teachers enter into a new performance appraisal that matches the DVHS performance elements and accurately reflects the position's duties.

Incident Reporting in DoDEA Virtual School

The DVS administrator will serve as a conduit between DVS and the local brick and mortar school administrator to ensure the brick and mortar school administrator has the pertinent information required to submit incident reports and will work with the brick and mortar school until the case is closed.

Threats to Self in DoDEA Virtual School

The local brick and mortar school will support the reporting of threats-to-self involving students enrolled in DVS to behavioral health or emergency services, and will submit a Serious Incident Report (SIR) in the case management system in accordance with [DoDEA Regulation 3030.01](#).

DoDEA Incident Report Procedures

The local brick and mortar school administrator will support the reporting of suspected Problematic Sexual Behavior in Children and Youth (PSB-CY) incidents involving students enrolled in DVS to the Family Advocacy Program (FAP) and military police (when appropriate), and will submit a SIR in the case management system in accordance with [DoDEA Administrative Instruction 1443.02](#) and [DoDEA Regulation 3030.01](#). Correspondingly, the brick and mortar administrators shall share all safety plans, separation orders, and existing student discipline procedures, suspensions or expulsions with the DVS administrator.

Suspected Child Abuse in DoDEA Virtual School

The local brick and mortar school administrator will support the reporting of suspected child abuse incidents involving students enrolled in DVS to FAP, Child Welfare Services (CWS), and law enforcement (when appropriate), and will submit the Child Abuse Report (CAR) in the case management system in accordance with [DoDEA Administrative Instruction 1356.01](#).

EVERYONE REACTS DIFFERENTLY TO STRESSFUL SITUATIONS **LIKE COVID-19.**

You may feel anxious, angry, sad, or overwhelmed.



316201-B

Guidelines for Sponsors Choosing the Virtual School Option



The option for full-time virtual learning is primarily for DoDEA families who have health vulnerabilities to COVID-19 or who are concerned about returning to in-person school.

Eligibility:

- All families who are eligible to enroll in the DoDEA school system are eligible to enroll in the DVS option.
- New DoDEA families will be able to register for the virtual learning option in the DoDEA Online Registration System (DORS).

Enrollment:

- Sponsors should reference [DoDEA's Virtual Option](#) webpage for more details on enrollment instructions for the DVS option.
- Student enrollment timelines for the second semester are developed in coordination with regions and districts.
- If a family is new to DoDEA (PCS after the deadline), they may late enroll in DVS when they arrive at their OCONUS duty location, move into CONUS on-post housing, or be placed on an on-post housing waiting list at an installation served by DoDEA.
- All other reasons for enrollment after the deadline must be supported and negotiated between the respective District Superintendent and Regional DVS Assistant Principal and may be subject to available staffing.

When registering for DVS:

- Families are asked to commit to the remainder of SY 2020/21 online.
- The registration form clearly outlines family responsibility for supporting their student's success in DVS.
- The form asks sponsors if they need a Wi-Fi hotspot and laptop.
- DVS students may participate in the student meal program. Prices are determined by a student's free and reduced price lunch eligibility. Grab and go options will be determined by individual schools in coordination with appropriate local student meal officials.

Specialized Services in DoDEA Virtual School

Services for English Speakers of Other Languages (ESOL) and students qualifying for Advanced Academic Programs and Services (AAPS) are provided to qualifying DVS students according to their grade level, English language proficiency level, and academic needs.

Services for Students with Disabilities in DoDEA Virtual School

DVS is available to all students, including those students with disabilities who are or may be eligible for either an Individualized Education Program (IEP) or a 504 Accommodation Plan.

A student with a disability may not be denied participation in DVS because of their disability or because they may need services or accommodations that are not delivered virtually.

Special Education in DoDEA Virtual School

For students seeking instruction from DVS who are or may be eligible for an IEP, the Case Study Committee (CSC) of the student's normally assigned brick and mortar school will convene to develop (or modify) the student's IEP to ensure that the student receives a FAPE.

The CSC of the student's brick and mortar school will develop, implement, and administer the IEP in accordance with the [Individuals with Disabilities Education Act \(IDEA\)](#),^{viii} [Department of Defense Instruction 1342.12](#),^{ix} and [Department of Defense Manual 1342.12](#).^x Participation in DVS will not affect any rights, substantive or procedural, guaranteed to a student or sponsor by the IDEA.

The CSC of the student's brick and mortar school will determine the instruction, services, and/or accommodations necessary to provide a FAPE to a student receiving instruction from DVS. Working in concert with DVS and the district, the CSC of the student's brick and mortar school will draw from all appropriate resources, both virtual and in-person, to serve the student's needs. A student receiving instruction from DVS, for example, may also have access to related services such as physical, speech, and occupational therapies that may be available in-person from the brick and mortar school.

DVS transition meetings must include representatives from the district and DVS as follows:

- Administrator or designated school representative.¹
- General education teacher of the child.²
- Special education teacher or, where appropriate, special education provider of the child.³
- Parent(s) of the student.
- Child, if appropriate.

¹ An administrator or designated school representative may be a DVS Administrator, Brick and Mortar Administrator, or Special Education ISS who is qualified to provide or supervise the provision of special education and is knowledgeable about the general education curriculum and available resources. Note, the same person may not serve as both the designated school representative and the special education teacher of the student.

² If at the time of the meeting the general education teacher is not assigned, the brick and mortar general education teacher may serve in that capacity.

³ If at the time of the meeting a special education teacher is not assigned, the District SPED ISS or another DVS SPED representative may serve in that capacity.

Participants who are required to attend as listed above may be excused only if the parent provides written consent for the excusal of the participant and the participant provides the team with written input prior to the meeting.

The CSC of the student's brick and mortar school, in close collaboration with DVS, will also monitor the student's progress toward the goals and objectives of their IEP to make sure that they are making meaningful educational progress.

Accommodation Plans in DoDEA Virtual School

For students seeking instruction from DVS who are or may be eligible for a 504 Accommodation Plan, the 504 Accommodation Team of the student's normally assigned brick and mortar school will convene to develop (or modify) the student's 504 Accommodation Plan. The 504 Accommodation Team will follow the policies and procedures outlined in [DoDEA Administrative Instruction 2500.14, Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities](#) and will work with DVS to provide the virtual and/or physical accommodations necessary for a student with a disability to have access to DoDEA educational programs and services.

Guidelines for Transitioning a Student to the Full-time Virtual School

If a student becomes ill and will miss more than 15 days of school, the school, in consultation with the student's sponsor, will determine if DVS is the best option for a student and ensure this option meets the requirements in [DoDEA Regulation 2500.01, Instructional Services for Home or Hospital](#). The school may register students and ensure that families understand their responsibility in supporting their child's education in this environment. Families who change duty stations or leave the area servicing the brick and mortar school during the school year to care for someone impacted by COVID-19 are also eligible to transfer to DVS.

The school registrar, with support from the Student Information Systems ISS at the district office, will enroll the student in DVS. The student will remain enrolled in the local school, while also enrolled in DVS.



DoDEA Assessments

Beginning of the Year (BoY) Assessments

The COVID-19 pandemic resulted in DoDEA schools providing instruction remotely to meet the academic and socio-emotional needs of students. DoDEA developed a plan for the use of BoY assessments to support the development of student-centered instruction to match instruction with students’ strengths and needs, which ensures all DoDEA students can master grade-level standards.

The BoY assessments provide teachers, administrators, students, and sponsors with the necessary data required to develop deliberate and intentional academic decisions, strategies, and supports that ensure all students can master grade-level standards. In addition, BoY assessments enable building-level administrators to develop strategies for supporting teachers’ instructional practice as they monitor student learning. Data obtained from BoY assessments allow schools to provide evidence-based instruction and interventions that address the needs of all students.

The BoY assessments are designed from curriculum-based resources and include materials that are familiar to students and teachers, and the assessments can be used easily to inform instructional practice. BoY assessments take a short amount of time to administer. All BoY assessments, with the exception of the K-5 English Language Arts (ELA) assessments, can be completed within one instructional period (20-50 minutes). The K-5 ELA assessments are designed to be completed within a literacy block.

Content Area	Grade Level	Assessment	Testing Mode	Duration
ELA/Literacy	K	Reading Proficiency Tool (Oral Reading Record)	In-person	To be completed within the Literacy Block
	1-3	Reading Proficiency Tool (Oral Reading Record)		
	4 and 5	Reading Proficiency Tool (Level Screener/ Oral Reading Record)		
	6-10	ELA/Literacy Practice Assessment Unit 1	Digital (In-person and Remote Learning)	One instructional period
Mathematics	1-5	HQ-developed Unit 1 Check-ins	Digital/Paper (In-person and Remote Learning)	One instructional period
	6-8, Algebra 1, Geometry, Algebra 2	Math BoY Assessments (Edulastic tests)	Digital/Paper (In-person and Remote Learning)	One instructional period

Assessments in Remote Learning

If local HPCON levels prevent in-person classes, all students will engage in remote learning with their classroom teachers. When applicable, students may continue to participate in select BoY assessments (noted in the above chart) and other curriculum-based assessments that are already available for remote learning.

Under remote learning conditions, tests that are only administered via in-person testing mode are canceled until further notice. Sponsors or caregivers may contact their principal or School Test Coordinator for more information. However, SAT and ACT Saturday testing may continue as scheduled with the coordination between local leaders and installation commanders. Given this coordination, test centers make individual decisions about whether to administer the SAT or ACT, and they may close before the administration. Local leaders will need to assess their go/no-go decision by the Wednesday prior to testing day and, as necessary, communicate their intent to cancel the scheduled testing event with registered students to reduce stress and uncertainty ahead of the test day.

Assessments in DoDEA Virtual School

DoDEA Virtual School students will not be required to take the BoY assessments or College and Career Ready Standards (CCRS) interim assessments as their curriculum already includes aligned assessments.

When local brick and mortar schools are open for in-person instruction, virtual students' sponsors may choose to have their student participate in specific in-person testing events, such as ESOL, AAPS, Special Education screening, and PSAT/NMSQT. Schools will provide notice for these tests to all students in advance of the scheduled testing event. Virtual students' sponsors or caregivers will be responsible for notifying the school test coordinator of their intent to have their student participate in the specific in-person testing event. Sponsors or caregivers will be responsible for accompanying their student to the school site for testing at the designated time as well as picking up the student immediately after testing is complete. Participants will need to take appropriate health and safety precautions (e.g., temperature check, etc.) for this event.

Assessments Year-At-A-Glance

DoDEA is focused on continuing to provide options for students to participate in the DoDEA Comprehensive Assessment System (DoDEA-CAS) in SY 2020/21. These options have been reviewed for considerations for test design, purpose, and implementation procedures as well as guidelines and protocols for establishing and maintaining safe school environments that reduce the risk of COVID-19 spread. For more information on DoDEA-CAS and testing windows, please visit the [DoDEA-CAS webpage](#).



Relevant guidelines for test administration are listed below:

- Test Coordinators will prepare testing sites in accordance with health and safety guidelines and directives. They will also prepare the necessary testing materials and equipment (e.g., laptop, writing tools, scratch papers, calculators, etc.) prior to the testing event. It is recommended that students use their own earbuds or headsets during the testing event.
- Examinees, Test Coordinators, and test administrators will wear cloth face coverings and maintain social distancing during the testing event.
- Test Coordinators and test administrators should avoid touching their faces or eyes when handling testing materials (e.g., distribution, collection, and packing of secure testing booklets, manuals, testing tickets, etc.), and administrators should thoroughly wash their hands after handling such materials.
- Test Coordinators should ensure additional testing staff members are available in case staff members cannot serve on the testing day.



General School Health and Safety Guidelines

Personal Protective Behaviors in Schools

- Place hand sanitizer stations at the entrance of the buildings and in bus loading zones where feasible. Use hand sanitizer products throughout the school facility with 60% alcohol or greater (touchless dispensers if possible). Ensure proper monitoring of student use.
- Supply bathrooms and classroom sinks designated for handwashing with soap, warm water, and disposable towels (or air dryer systems).
- Schedule handwashing for elementary students throughout the school day. DoDEA provides hygiene guidance on the [DoDEA School Health Services](#) webpage.
- Prohibit student sharing of pencils, pens, and other school supplies.
- Do not allow students to share lockers or cubbies.
- Remove items from the classroom or hallways that are frequently touched but are not easily cleaned on a daily basis.
- Prohibit students from bringing unnecessary personal items to school from home (e.g., toys and blankets).
- Encourage students to bring personal headphones for classroom use.
- Require students to bring a personal water bottle to reduce or eliminate water fountain use during the school day.
- Educate students on viruses, mode of transmission, signs of illness, protective measures, how to wear face coverings, and appropriate social skills encouraging minimal physical contact. The school nurse and teacher should partner to develop and deliver this learning as a part of the standard start of school practice. Additional resources are available through the district and the local Medical Treatment Facility (MTF).



Protective Barriers

- Generally, social distancing, face coverings, furniture configuration, and other administrative controls encouraged by the CDC are sufficient strategies to combat the spread of COVID-19. However, in situations where a school cannot employ the above health and safety measures, a physical barrier may be considered.
- Unless authorized as a reasonable accommodation (RA), the use of physical barriers by staff or students in a school, such as plexiglass, acrylic, or plastic shields as a method of prevention against virus spread, requires an evaluation of the area under consideration as outlined below to ensure all administrative and engineering controls have been

considered and approval has been obtained before the purchase and installation of the barrier.

- Districts shall contact their District Safety Officer to facilitate an evaluation and completion of [DD Form 2977, Deliberate Risk Assessment Worksheet](#) in order to make the appropriate determination. After considering the assessment results, the District Chief of Staff will make the determination if a physical barrier is required.
- Barriers must be adequately sanitized and maintained as outlined in the DD Form 2977, Deliberate Risk Assessment Worksheet referenced above. Districts and schools should also consult with the DoDEA Facilities Division to determine the best configuration and placement of the barrier.



Drinking Fountains

- Staff and students are expected to bring their own water bottle/container to minimize contact with water fountains.
- Drinking directly from fountain faucets is prohibited. Only the refilling of water bottles/containers is permitted.
- Signage will be placed near all drinking fountain locations warning students/staff that drinking directly from water fountains is prohibited.
- In accordance with CDC recommendations, custodial staff will clean and sanitize drinking fountains daily.
- While the risk of COVID-19 transmission when utilizing drinking fountains is considered low by the CDC, it is recommended that hand sanitizer be placed near drinking fountains to reduce the spread of germs through high touch surfaces.
- Water sources will be tested in accordance with installation public health guidelines. Flushing of lines is a routine practice scheduled by the Facilities Division. Please refer to [CDC Guidance for Reopening Buildings after Prolonged Shutdown or Reduced Operation](#) for more information.

Ventilation

DoDEA has professional technicians who operate and maintain the heating, ventilation, and air conditioning (HVAC) systems for our buildings. This includes preventative maintenance ensuring the systems operate properly with acceptable indoor air quality and breakdown maintenance so that issues receive a timely response when a service call is submitted. HVAC systems are designed and operated in accordance with the American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE) guidance as well as manufacturer's recommendations. This includes ventilation in high occupancy areas and restrooms. Current ASHRAE guidance does not require the use of High-Efficiency Particulate Air (HEPA) systems or Ultra-Violet Germicidal Irradiation (UVGI) in schools or offices.

Secondary improvements to enhance the ventilation may include some or all of the following activities; not all activities are applicable for all scenarios. Work with the school Facility Operations Specialist (FOS) and other Division representatives as appropriate.

- Increase outdoor air ventilation to the extent feasible and within the limits of the HVAC system.
- During temperate weather, increase ventilation by opening windows and doors. Do not open windows and doors if doing so poses a security, safety, or health risk to students and staff using the facility (e.g., results in inappropriate access, creates risk of falling, creates condensation on surfaces, triggers asthma symptoms, etc.). Windows and doors must be closed and locked every day. Coordinate with the FOS, safety, and security management representatives.
- School-provided fans may increase the effectiveness of open windows. Position fans securely and carefully in or near windows so as not to induce potentially contaminated airflow directly from one person to another (strategic window fan placement in exhaust mode can help draw fresh air into room via other open windows and doors without generating strong room air currents). Windows must be closed and locked when not in use. Coordinate the installation of fans with the FOS and Safety Office.
- Decrease occupancy to increase ventilation rates.
- Increase total airflow supply to occupied spaces before, during, and after occupancy, when possible and within the limits of the HVAC system.
- Disable demand-controlled ventilation (DCV) controls that reduce ventilation air supply based on occupancy or temperature.

Administrative Controls for Consideration^{xi}

- Provide markers on the floor to demonstrate social distancing requirements.
- Place markers on the hallway floors to designate traffic flows to facilitate social distancing when transitioning in the building.
- Limit visitor access to all locations of the school campus and ensure all visitors are aware of face covering and social distancing requirements.
- Limit the number of visitors permitted in the school front office at one time.
- Alter schedules (e.g., stagger recess and lunch periods) to reduce student mixing.

Cloth Face Coverings

People who are infected but do not have symptoms can also spread the virus to others.^{xii} To maximize the in-school attendance of students and school staff members, DoDEA will require all personnel on a DoDEA school campus to wear a cloth face covering when social distancing cannot be achieved, including when on DoDEA buses and at school bus stops. DoDEA ordered two face coverings for each DoDEA employee and student with an additional supply available in each school for contingency requirements. Wearing cloth face coverings should be prioritized when it is difficult to maintain social distancing, and schools should seek opportunities for students to remove face coverings while maintaining social distancing guidelines.



Under HPCON Bravo, the DoD requires social distancing between personnel and requires face coverings when social distancing cannot be achieved: “To the extent practical, all individuals on DoD property, installations, and facilities are required to wear cloth face coverings when they cannot maintain six feet of social distance in public areas or work centers.”^{xiii}

The CDC ascertains that when used consistently and correctly, cloth face coverings are important to help slow the spread of COVID-19. Per CDC guidance, cloth face coverings should not be worn by anyone who has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. Appropriate use of cloth face coverings may be challenging for some students, teachers, and staff, including^{xiv}:

- Younger students, such as those in early elementary school.
- Students, teachers, and staff with severe asthma or other breathing difficulties.
- Students, teachers, and staff with special educational or healthcare needs, including intellectual and developmental disabilities, mental health conditions, and sensory concerns or tactile sensitivity.

Modified Face Coverings. Modified face coverings may be procured to meet the specific needs of students with disabilities and specified health conditions. Schools should consider the need for modified face coverings for teachers, school psychologists, and related service providers serving students with disabilities and facilitating evaluations.

Consider use of clear face coverings that cover the nose and wrap securely around the face by some teachers and staff. Clear face coverings should be determined not to cause any breathing difficulties or overheating for the wearer. Teachers and staff who may consider using clear face coverings include:

- Those who interact with students or staff who are deaf or hard of hearing, per the [IDEA](#).
- Teachers of young students learning to read.
- Teachers of students qualifying for ESOL services.
- Teachers of students with disabilities.

Face Shields. Cloth face coverings are not face shields. CDC does not recommend use of face shields for normal everyday activities or as a substitute for cloth face coverings because of a lack of evidence of their effectiveness for source control. Some people may choose to use a face shield in addition to their cloth face covering when sustained close contact with other people is expected. Disposable face shields should only be worn for a single use. Reusable face shields should be cleaned and disinfected after each use.^{xv}

Masks with Exhalation Valves or Vents. Masks with one-way valves or vents allow air to be exhaled through a hole in the material, which can result in expelled respiratory droplets that can reach others. This type of mask does not prevent the person wearing the mask from transmitting COVID-19 to others. Therefore, masks with an exhalation valve or vent for source control do not fulfill DoDEA's requirement for face coverings in alignment with CDC guidance.^{xvi}

Response Teams. In partnership with sponsors and caregivers, schools will identify individuals that may need adaptations or alternatives when the use of a mask is not feasible. Additionally, sponsors and caregivers are asked to bring individual concerns regarding face coverings to school administrators. It is recommended that schools develop a response team, which may include families, educators, and healthcare providers, to create individual plans to accommodate the use of modified face coverings by students and staff in order to safely protect students and school staff.



School leadership and staff should be prepared to address potential negative consequences of the face covering requirement. The CDC notes that stigma or bullying may arise among students due to wearing or not wearing cloth face coverings. For more information and strategies for schools on cloth face coverings, please refer to the [CDC's Guidance for K-12 School Administrators on the Use of Masks in Schools](#).

DO NOT choose masks that



Are made of fabric that makes it hard to breathe, for example, vinyl



Have exhalation valves or vents, which allow virus particles to escape



Are intended for healthcare workers, including N95 respirators or surgical masks



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Handwashing and Hand Sanitizer

The CDC recommends washing hands with soap and water whenever possible because handwashing reduces the amounts of all types of germs and chemicals on hands. The CDC also recommends washing hands before and after playground use, or even to discontinue playground use.

If soap and water are not available, using hand sanitizer with at least 60% alcohol can help individuals avoid getting sick and spreading germs to others. Children with sensitive skin conditions may be adversely affected by the use of hand sanitizers.

Hand sanitizer use by young children requires close adult supervision. Alcohol-based hand sanitizers can cause alcohol poisoning if ingested. Hand sanitizer should be fully evaporated prior to eating or working near an open flame.



STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.

**Wash your hands often with soap
and water for at least 20 seconds.**



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Prescreening Protocols for DoDEA Staff and Students

In compliance with the [Force Health Protection Guidance \(Supplement 8\) – Department of Defense Guidance for Protecting Personnel in Workplaces during the Response to the Coronavirus Disease 2019 Pandemic](#), DoDEA will require employees and sponsors of enrolled students to perform the below prescreening protocol at home before departing for school or a school-sponsored activity. Although the CDC does not currently recommend conducting symptom screening at school, students and employees should not attend school when they are sick or test positive for COVID-19. Home-based symptom screenings rely on individuals or sponsors and caregivers to initially identify when an individual may have signs and symptoms of illness and to take action, such as staying home or seeking an evaluation from a healthcare provider. **Any affirmative responses to the questions in section 1 or 2 of the prescreening protocol and positive test results must be reported to the school principal or supervisor.**

Home-based Prescreening Protocol

The DoDEA Home-based Prescreening Protocol relies on the social distancing screening method in CDC's supplemental [Guidance for Child Care Programs that Remain Open \(Example 1\)](#). The protocol requires the following measures:

- Temperature check and visual inspection for signs of illness as defined in the DoDEA Prescreening Protocol and Acknowledgment (Section 1).
- Answering questions regarding close contact and potential exposure (Section 2).
- Additional measures in accordance with local guidance issued by installation commanders, city, county, and state governments should also be taken into consideration. For schools located outside the United States, DoDEA will also consider the effect of host nation law and applicable international agreements.



Home-based Symptom Screening Template



The below procedures are derived from the CDC [Screening K-12 Students for Symptoms of COVID-19: Limitations and Considerations](#), dated November 16, 2020. Individuals should consult their healthcare provider and local public health to determine when COVID-19 testing is appropriate and when they should return to school.

Caregivers: Please complete this short check of your student each morning before they leave for school.

Staff: Please complete this short check of yourself each morning before you leave for work.

Section 1: Symptoms

If the individual has any of the following symptoms, they might have an illness they can spread to others (for those with chronic conditions, check a symptom only if it has changed from usual or baseline health):

- Temperature 100.4 degrees Fahrenheit or higher (or in accordance with host nation policy)
- Sore throat
- Cough (for those with chronic cough due to allergies or asthma, a change in their cough from baseline)
- Difficulty breathing (for those with asthma, a change from their baseline breathing)
- Diarrhea or vomiting
- New onset of severe headache, especially with a fever

Section 2: Exposure

A. Has the individual had close contact with someone with COVID-19 (within six feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period, regardless of whether the contact was wearing a mask)?

- Yes
- No

B. Has the individual traveled or arrived from an area where the local, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the Community Mitigation Framework or in HPCON C or D?

- Yes
- No

→ If YES response to any part of Section 1 and NO to both parts of Section 2:

- The individual should stay home until his or her symptoms have improved, at least 24 hours after they no longer have a fever (temperature of 100.4 or higher or in accordance with host nation policy) or signs of a fever (chills, feeling very warm, flushed appearance, or sweating) without the use of fever-reducing medicine (e.g., acetaminophen or ibuprofen).

→ **If YES response to any part of Section 1 and YES to any part of Section 2:**

- Consult with healthcare provider.
- Consult with local public health officials for potential testing and evaluation as a possible close contact.
- Follow applicable public health or local installation quarantine, isolation, and Restriction of Movement (ROM) requirements.

→ **If NO response to Section 1 and YES to any part of Section 2:**

- Consult with local public health officials for potential testing and evaluation as a possible close contact.
- Follow applicable public health or local installation quarantine, isolation, and Restriction of Movement (ROM) requirements.

Note: For each of these scenarios, after the appropriate isolation or quarantine period is complete, schools should not require a COVID-19 viral test result for school return.

Standard Acknowledgment

DoDEA Headquarters developed a Home-based Screening Acknowledgment aligned with CDC guidance for school use. The Home-based Screening Acknowledgment document is located for download at the [DoDEA School Operations in COVID-19](#) webpage.

During enrollment, sponsors of DoDEA students will be required to sign a document acknowledging their responsibility to perform the home-based screening protocol each day before their child departs for school or a school-sponsored activity. DoDEA employees were required to sign a similar document upon arriving for duty for SY 2020/21. Schools must maintain signed copies of the Acknowledgment for each student and DoDEA employee.

Any affirmative responses to the questions in section 1 or 2 of the prescreening protocol and positive test results must be reported to the school principal or supervisor. Staff members who stay home as a result of the prescreening should contact their supervisor to determine their duty status in coordination with Labor Management Employee Relations (LMER).

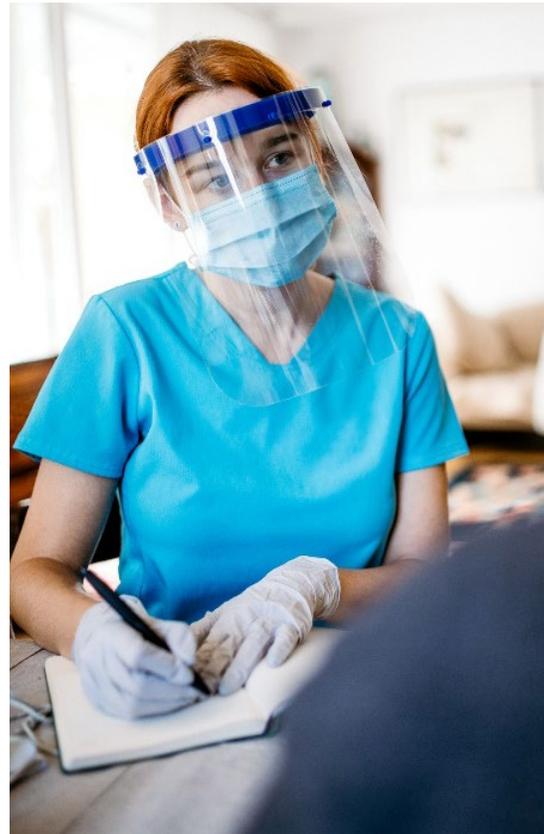
School Medical Surveillance Protocols

The DoDEA school medical surveillance protocols are established to guard against COVID-19 spread in a DoDEA school facility. Schools can adapt the process in a manner that best achieves the desired protocol outcomes and adherence to installation health official and MTF reporting and response requirements.

Protocols for Symptomatic Individuals

When an individual develops or presents with [symptoms of illness consistent with COVID-19](#):

- The staff member or students' teacher will notify the school nurse that an individual is being referred for assessment.
- The school nurse will relocate the individual to a separate space (isolation area or room) away from others in the school nurse's office.
- During the examination of the individual, the school nurse or other designated staff will utilize PPE and provide the individual with a surgical mask.
- If symptoms of illness are confirmed, individuals who are unwell and being sent home should leave campus within 30 minutes to an hour if possible. Concerns regarding non-compliance should be directed to the district for coordination with local commands. All communications regarding possible COVID-19 cases should comply with applicable laws and regulations to adequately address privacy concerns.
- The school nurse will confidentially notify the principal that an individual with COVID-19 symptoms is in the school.
- The school nurse will close off the space used for isolation after the individual departs. The space will only be reopened after proper cleaning and disinfecting.
- For students, the school nurse will notify the teacher and school counselor that the student is leaving school with the sponsor. The teacher will coordinate lessons as needed.
- The principal will direct the cleaning/disinfection of high-touch surfaces, focusing on areas where the individual is known to have been and items they have touched (e.g., individual desk, cot, recently used manipulatives, shared equipment).



When a student, teacher, or staff is suspected or confirmed to have COVID-19, K-12 schools should:^{xvii}

- Follow jurisdictional reporting criteria consistent with the Family Educational Rights and Privacy Act (FERPA) and privacy laws for immediate notification to facilitate swift activation of case management, contact tracing, and local mitigation protocols. Open and timely communication is key to prevent further transmission and allows for immediate intervention.
- Follow appropriate installation public health guidance and protocols to facilitate self-isolation and other referrals for students, staff, or teachers suspected of or diagnosed with COVID-19.
- Administrators are advised to defer to health care providers and health departments for the medical management of symptomatic students, staff and teachers, and advise on their ability to safely return to class or work.
- Encourage them to contact their health care provider for clinical management as necessary, and for [when to seek emergency medical attention](#).
- Collect information about the K-12 school setting to inform installation or local public health case investigation and contact tracing. For more information about how schools can support in contact tracing, refer to [Interim Guidance for Case Investigation and Contact Tracing in K-12 Schools](#).
- Support students, teachers, and staff diagnosed with COVID-19 and potentially exposed to COVID-19 to stay home and away from others, in accordance with CDC guidance, and as recommended by their health care provider.
- Ensure privacy and confidentiality for individuals who have been diagnosed with COVID-19 or potentially exposed to COVID-19. This is critical in maintaining trust with students, staff, and teachers and is essential for legal compliance.

CONTACT TRACING SLOWS THE SPREAD OF COVID-19



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School Positive COVID-19 Cases

All schools regardless of established HPCON determinations:

- The school principal will coordinate in advance with the installation to identify the appropriate local medical or public health command point of contact who will provide immediate support to DoDEA in the event of a school positive COVID-19 case.
- Support includes assistance with assessing the potential health risk to students and staff and assistance with completion of the [Personnel Accountability and Assessment Notification for a Public Health Emergency, DD Form 3112](#) or the local installation's public health forms and procedures.
- Based on consideration of the health assessment results and the potential impact to the school community, in the event of a school positive COVID-19 case, DoDEA schools may need to dismiss students and staff, in whole or part, in accordance with local installation and CDC guidance.
- As determined by the results of the health assessment, the initial closure period will allow school and installation leaders to determine appropriate next steps, including whether an extended dismissal is needed to stop or slow the further spread of COVID-19.
- Upon a school's full or partial closure, teachers and other school key staff members will depart with their assigned laptop computers and other essential materials.
- During the closure period, the school facility or a portion of the facility will be thoroughly cleaned and disinfected after a 24 hour waiting period from when the COVID-19 positive person was last in the building. For more information, refer to [CDC Cleaning and Disinfecting Your Facility](#) and the School Cleaning Guidelines section of this document. In the event of a partial closure, school staff must identify to facility staff the specific classrooms and areas to be cleaned.
- The school principal will coordinate with DoDEA leadership and the installation command regarding communications to staff, sponsors, students, in-house contractors, and other school stakeholders. Messages should reinforce public health precautions by communicating risks about COVID-19 and its spread, counter stigmatizing beliefs and behaviors, provide contact information for local mental health support, and protect the confidentiality of personal health information. Refer to the communication guidance provided by DoDEA Headquarters Communications Division for detailed information.
- If installation public health officials conduct contact tracing, individuals will only be contacted when public health officials deem necessary. Notification should be sent by the school administrator to impacted individuals when that process is complete.
- The school principal will also complete DoDEA and installation COVID-19 positive case reporting requirements and support installation contact tracing requirements.
- When a positive case is identified, schools will follow CDC guidance found at [Operating schools during COVID-19: CDC's Considerations](#). Individuals should be advised that local health officials may contact them for contact tracing. If contacted, they should notify the contact tracer that they attended school.

Post-illness Return to School Protocols

Questions regarding return to school should be jointly decided in consultation with the patient, school personnel, and the patient's healthcare provider. CDC strongly encourages local health departments to work with local school systems to develop a strategy to refer symptomatic individuals to an appropriate healthcare provider or testing site.^{xviii} State, territorial, and local installation health officials and/or healthcare providers will determine when viral testing for SARS-CoV-2 is appropriate. Schools should not require testing results as a part of the return to school policies.

The guidelines below from the CDC webpage, [What to do if a Student Becomes Sick at School or Reports a New COVID-19 Diagnosis](#), should be used to guide school personnel, parents, and healthcare providers in making a decision on when it is safe to return to school. Please defer to the healthcare provider and local public health officials in making a final determination.

Individuals with Negative Test Results and No Close Contact

- The individual should stay home until their symptoms have improved, at least 24 hours after they no longer have a fever (temperature of 100.4 or higher or in accordance with host nation policy) or signs of a fever (chills, feeling very warm, flushed appearance, or sweating) without the use of fever-reducing medicine (e.g., acetaminophen or ibuprofen).
- For COVID-19, close contact is defined as any individual who was within six feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from two days before illness onset (or, for asymptomatic patients, two days prior to test specimen collection) until the time the patient is isolated, regardless of whether the contact was wearing a mask.^{xix}

Individuals with Positive Test Results or Diagnosed with COVID-19

- The individual may return to school when the following three conditions are met: at least 10 days since symptoms appeared, at least 24 hours with no fever-reducing medication, and symptoms have improved (for example, cough or shortness of breath have improved).
- Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation.
- If contacted for contact tracing, individuals should notify the contact tracer that they attended school.
- Members of the student(s)' household are requested to quarantine in accordance with public health or local installation ROM requirements.

Note: Students who are excluded from school should be afforded the opportunity, as soon as feasible when they are well enough to participate in classwork, to make up any missed classwork without penalty in order to reduce mental or physical anxieties about missed academic opportunities.^{xx}

STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.

Stay home when you are sick, except to get medical care.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

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Higher Risk Personnel Guidelines

Higher Risk School Staff Members

DoDEA employees who are at a higher risk of a poor outcome if exposed to the virus due to an underlying medical condition can request accommodation using the Reasonable Accommodation (RA) process.



- 1) A DoDEA employee who believes they meet CDC criteria for being at higher risk can submit an RA request to their first-line supervisor. Educators who request consideration under the RA process are encouraged to also complete the DVS Interest Form.
- 2) The employee's supervisor will forward the request to the supporting DoDEA Disability Program Manager (DPM), indicating whether the position is telework eligible or not.
- 3) The DPM will start a file and provide the employee with a fillable form to capture important information for the approval authority to consider.
- 4) The DPM will facilitate discussions between the employee and supervisor as needed.
- 5) The DPM will solicit information from the supervisor, such as essential functions of the position and whether those functions can reasonably be accomplished remotely without adverse impact on the mission.
- 6) The Approval Authority for requests depends on whether the employee's position is telework eligible or non-telework eligible.
 - a. Non-telework Eligible: Because of the unique circumstances of the requests, the Director has authorized the Associate Director for Financial and Business Operations (AD/F&BO) to approve or deny these requests on a case-by-case basis. These requests are forwarded to HQ/DMEO (to the RA Branch Chief) [GOAL: 3-4 days or earlier from notification].
 - b. Telework Eligible: These requests are approved at or above the district superintendent level, depending on the employee's chain of command. Accommodation requests are only necessary if the employee has been denied an initial request (outside of RA) to continue to telework.
- 7) Accommodation requests forwarded to HQ/DMEO include:
 - a. The employee's accommodation request folder, including all information collected.
 - b. A recommendation from (at or above) the District Superintendent, depending on the employee's chain of command.
- 8) The RA Branch Chief will provide the folder to an RA panel of subject matter experts who consider all RA options available for the individual and agency.
- 9) Using established criteria, the Panel Chair will make a recommendation to the AD/F&BO, to include an expiration date for approved requests.
- 10) The AD/F&BO will return the decision to the RA Branch Chief, who returns the file to the DPM for notification.
- 11) Approved requests are tracked by the DPM for compliance. The DPM advises of rights for denials.

- 12) If an employee is not in an approved leave status or does not have an approved RA that allows them to telework or work from an alternate location, they are expected to return to the workplace when instructed. Employees may request the COVID-19 Related Accommodations document from the DPM in advance. The form will request the following:
- a. Certification from the employee that they have a condition included in the CDC guidance.
 - b. The date the exception needs to be in place.
 - c. A narrative statement explaining their specific and individualized concerns with their personal work location and/or workspace, including any mitigation factors they believe could help assuage their concerns.
 - d. A certification from their treating medical provider, confirming the existence of an underlying medical condition included in the CDC guidance, as well as recommendations (if any) for additional safety mitigations that could lower the risk to the employee.
 - e. A certification from the treating medical provider that they have advised the employee to self-quarantine or stay at home to mitigate their risk of harm from exposure to COVID-19, despite improved local health conditions.
 - f. Failure to provide the requested information will not prevent the DPM from forwarding the file for consideration, but the information requested will help inform the decision-making process. However, failure to provide sufficient information, such as confirmation of an underlying medical condition placing the employee at higher risk, will likely lead to the request being denied.
- 13) Employees with concerns about higher risk family members should discuss any requirements that may impact the employee's duty status with their supervisor.
- 14) An employee who disagrees with the resolution of his or her request may ask the DPM to reconsider that decision within 10 business days of receiving this memorandum and/or the "Deciding Official Documentation." Please note that reconsideration does not extend the time limits for initiating a claim.

School Cleaning Guidelines

DoDEA will continue to provide a safe and clean environment based upon CDC, DoD, and host nation guidelines. Depending upon the location, in-house government or contractor custodial personnel will work to prevent or slow the spread of infectious diseases in DoDEA facilities. These duties include but are not limited to the following: emptying trash, sweeping, mopping floors, and cleaning and disinfecting classrooms and common areas.

Occupants of the buildings also play an integral role by staying home when they are sick, wearing a face covering as required, washing their hands frequently, promptly throwing away trash, and wiping down commonly used items. This combined effort from custodians and occupants will ensure the health of everyone inside the schools.

Cleaning by the Custodial Staff (In-house and Contractor)



Custodians provide routine environmental cleaning of surfaces (e.g., floors, counters, desks, walls, and windows) that removes germs, dirt, and impurities. This process does not necessarily eliminate germs, but it lowers their numbers and the risk of spreading infection by removing them.

Custodians disinfect frequently touched surfaces and objects with cleaners certified for use in schools and according to the manufacturer's recommendations on the label to kill germs. Daily disinfected surfaces and objects include but are not limited to: sinks, faucets, toilets, urinals, showers, countertops, lunch room tables, entry doors and hardware, drinking fountains, light switches, automatic door control buttons, exterior surface of lockers, counter tops, and classroom tables and counters.

Custodians also promptly clean and disinfect surfaces and objects that are visibly soiled with bodily fluids; any waste generated is handled using biomedical waste disposal procedures. In all cases of cleaning and disinfecting, disposable cleaning supplies are placed in the trash immediately after use, and regular emptying of the trash occurs.

If a building occupant tests positive for COVID-19, the FOS will be required to provide (or coordinate the provision of) additional cleaning and disinfecting of the areas where the occupant was traced. Supplies, equipment, and PPE for custodians is provided by either the Facilities Division or the custodial contractor.

Cleaning by School Personnel (Teachers, Staff, Aides, Volunteers, Students)

Per standard pre-COVID-19 pandemic practices, occupants of the schools should ensure the cleaning and disinfecting of commonly touched surfaces and objects between each use. Examples of surfaces and objects include laptops, Chromebooks, SMART Interactive Flat Panel devices and accessories, digital devices, mobile electronics, keyboards, remote controls, phones, manipulatives, lab equipment, physical education equipment, and sports equipment. Custodians will disinfect desks daily outside of school hours. Additionally, students (age appropriate), using safe disinfectant products, should disinfect their desks and other surfaces or objects after they use them. In this situation, appropriate supplies (e.g., disinfecting wipes) must be provided by the school at school expense. The DoDEA Safety Officer has provided a list of EPA-recommended products that can be used for disinfection. A frequently updated list of products can be searched by company name, product name, ingredient, and other pertinent criteria online at [List N: Disinfectants for Use Against SARS-CoV-2 \(COVID-19\)](#).



In addition, DoDEA does allow students to bring appropriate supplies to school for their personal use. Any disinfecting wipes provided or allowed to be used will be fragrance-free when possible. Principals, in coordination with their district leadership, have the flexibility to limit what student-provided cleaning products they will allow. A list of EPA recommended products is available at [List N: Disinfectants for Use Against SARS-CoV-2 \(COVID-19\)](#).

Protocols for Cleaning of Classrooms and High-touch Areas/Materials

Teachers, staff, and aides will ensure classroom surfaces and objects are disinfected throughout the school day, especially between periods of student use, i.e., reserve minutes at the end of each class to allow students to disinfect any items they used.

- Disinfectant wipes, alcohol wipes, paper towels with soap and water, or microfiber cloths are common materials for cleaning classroom surfaces.
- Manipulatives, if required, should be cleaned between uses. Single use, disposable, or multiple individually bagged sets of manipulatives should be used when available.
- Maximize the use of curricular digital resources and ensure proper quarantine procedures for paper texts prior to redistribution. The Northeast Document Conservation Center (NEDCC) provides recommendations for quarantine of books and other collection items which varies by material. Guidance can be found at [3.5 Disinfecting Books and Other Collections](#).
- Establish rules for shared appliances and a routine cleaning schedule to ensure the cleanliness of refrigerators, coffee pots, and microwaves is maintained. More information for creating safe and healthy office environments can be found at [CDC COVID-19 Employer Information for Office Buildings](#).

STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.

Clean and disinfect frequently touched objects and surfaces.



cdc.gov/coronavirus

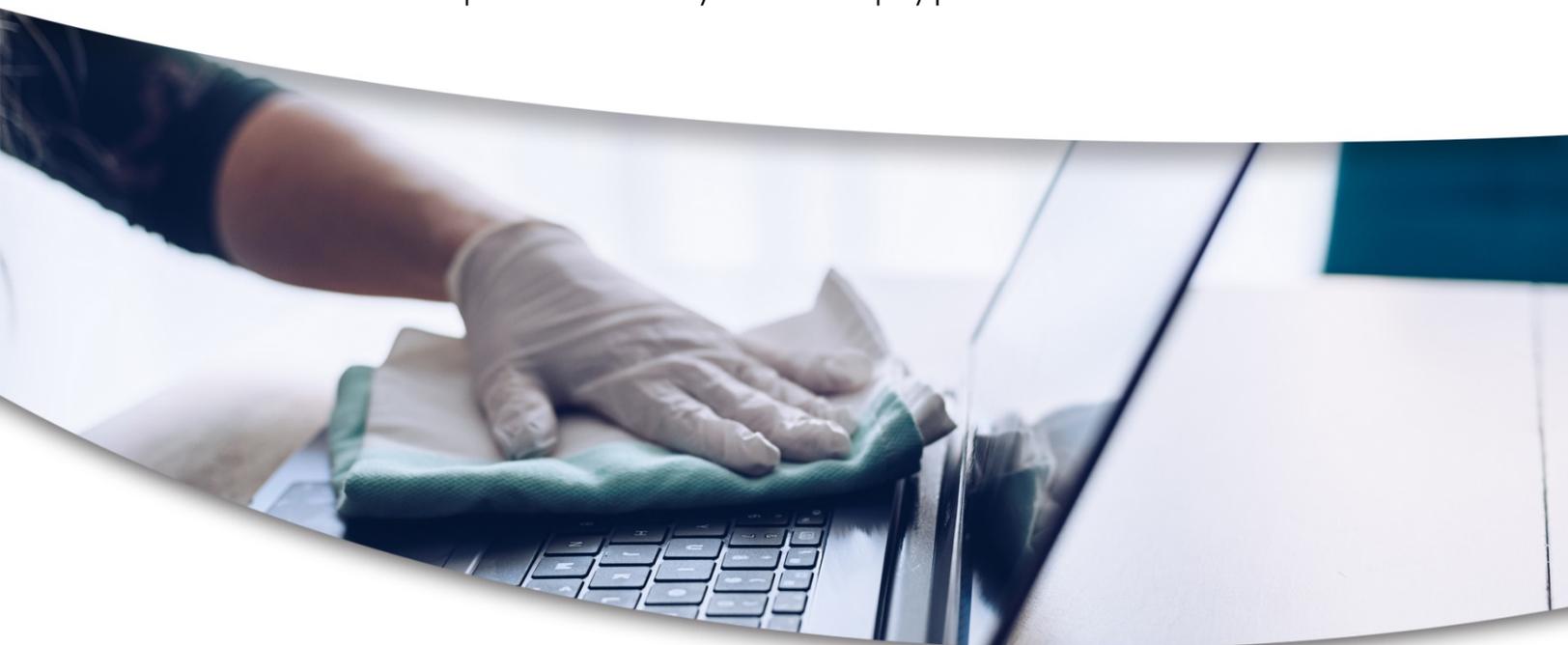
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Protocols for Electronic Device Sanitation

SARS-CoV-2, the virus that causes novel coronavirus disease (COVID-19), can remain viable in aerosols for hours and on surfaces for days, according to the New England Journal of Medicine. The virus's median half-life was about one hour as an aerosol. No viable virus was detected after four hours on copper, 24 hours on cardboard, and 72 hours on plastic and stainless steel. Due to the 72 hours the virus can live on stainless steel, it is recommended that student computers be returned 72 hours prior to the return of school for quarantine. Additionally, the laptops shall be sanitized by users at turn in.

The guidance below applies to all HP and Dell branded personal computers (PC), Chromebooks, monitors or display screens, docking stations, keyboards, and mice upon receiving electronic devices from the remote environment. DoDEA asks that our personnel observe the following steps:

- Wear disposable gloves when cleaning and disinfecting surfaces.
- Turn off the device you plan to clean. Disconnect alternate current (AC) power. Also, remove batteries from items like wireless keyboards. Never clean a product while it is powered on or plugged in.
- Disconnect any external devices.
- Never spray any liquids directly onto the product. Moisten a microfiber cloth with a mixture of 70% isopropyl alcohol and 30% water. The cloth should be damp, but not dripping wet. Excess moisture should be removed if the cloth is wet before wiping the product. Note that using any material other than a microfiber cloth could cause damage to your product.
- Gently wipe the moistened cloth on the surfaces to be cleaned. Do not allow any moisture to drip into areas like keyboards or display panels.



COVID-19-Related Hygienic Supply Requirements



In order to provide a safe, hygienic school environment, each DoDEA school will have a sufficient quantity of approved hand sanitizer, liquid hand soap, and disinfectant wipes available at all times throughout a school facility and during school-sponsored events. Schools will procure and maintain these supplies and associated Safety Data Sheets (SDS) for cleaning supplies with guidance from District Safety Officers upon request. Work with District Safety Officers on evaluating SDS and training requirements and implementing PPE in accordance with [DoDEA AI 6055.01, DoDEA Safety Program](#).

Safe Storage of Hand Sanitizer

Storing hand sanitizer in a classroom or office is a violation of National Fire Protection Association (NFPA) 30: Flammable and Combustible Liquids Code and is strictly prohibited. DoDEA storage requirements are aligned with NFPA 101: Life Safety Code and NFPA 30 and include the requirement to store hand sanitizer in a flammable liquid storage cabinet.

Automated hand sanitizer dispensers require batteries that have to be frequently replaced. Schools must account for the cost, replacement, safe storage, and disposal of batteries. Safe storage and accountability of hand sanitizer and batteries is required to maintain sufficient inventory. In addition, schools must ensure all hand sanitizer in use complies with U.S. Food and Drug Administration updates on safe and methanol-free hand sanitizer at [FDA Updates Hand Sanitizers Consumers Should Not Use](#).

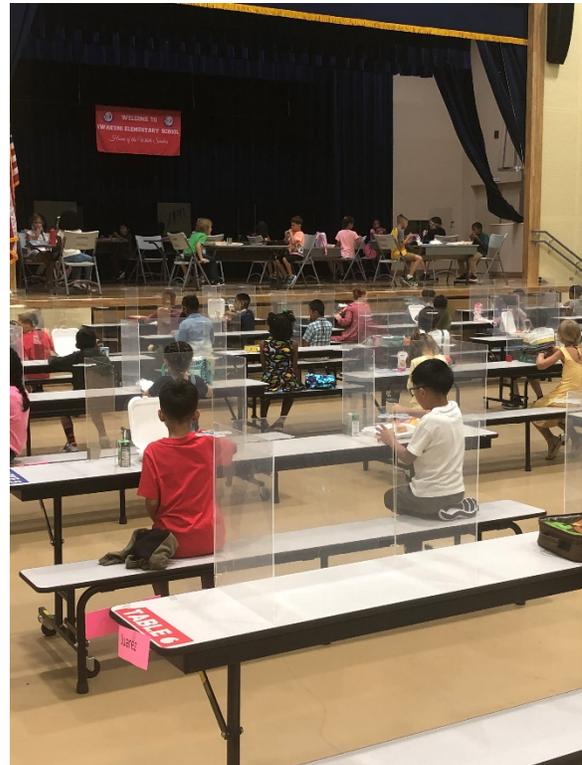
For support ensuring compliance with safe storage requirements, please contact the appropriate District Safety Officer or installation fire department for detailed guidance.

For more detailed guidance on the safe use, storage, and procurement of alcohol-based hand sanitizer, please consult the [DoDEA Hand Sanitizer Safe Use and Storage Guide](#).

School Meal Program Guidelines

Because staff members and students must remove their face covering while eating, school cafeterias are a location where face coverings cannot be used to mitigate the six foot social distancing requirement. This issue creates significant challenges for school administrators, who should work with the district office and Headquarters logistics and safety staffs for suitable school-specific mitigation strategies.

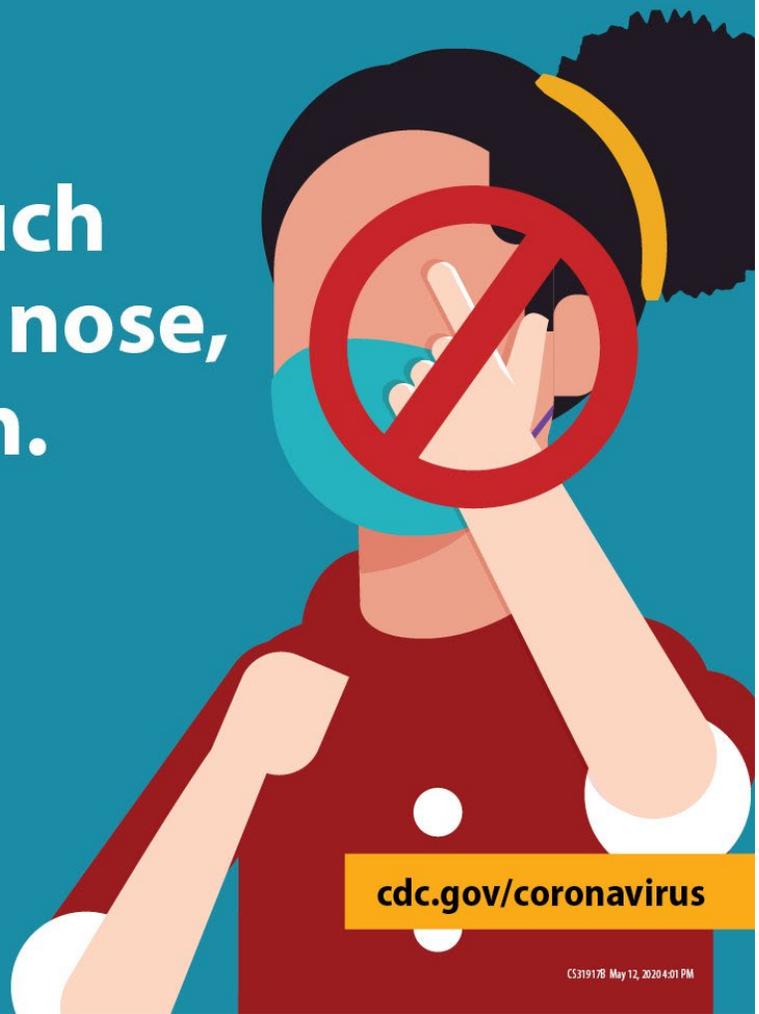
- Students are required to wash hands or use hand sanitizer before entering the school cafeteria.
- Students will wear face coverings in the cafeteria except when eating. Students will safely remove and store face coverings when not in use. ^{xxi}
- All persons in the cafeteria will maintain social distancing while in the serving line and throughout the cafeteria table seating area. When possible, seat students on one side of the table, facing in the same direction. When social distancing cannot be maintained in the cafeteria, consider expanding to other areas of the school.
- Cafeteria workers must wear face coverings and gloves at all times while in the cafeteria.
- Cashiers may input student PINs to eliminate student contact with the PIN pads.
- The return of unopened food or drinks is prohibited.
- Cafeteria workers are subject to school prescreening requirements before departing their homes and may be subject to daily temperature checks upon arriving at school.
- Tray counters, PIN pads, and condiment areas will be sanitized between serving periods.
- Cafeteria flavor stations should be removed and replaced with single use packets (e.g., no ketchup bottles). Limit self-serve food or drink options; provide individually plated or pre-packaged meals.
- Ensure children do not share food or utensils, either brought from home or from the food service. This helps prevent the spread of COVID-19 for all students and helps ensure the safety of children with food allergies.



STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.

Do not touch
your eyes, nose,
and mouth.



cdc.gov/coronavirus

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Bus Transportation Guidelines

- At bus stops, students are required to maintain six feet of social distancing and wear face coverings.
- On the bus, students are required to wear face coverings. The use of face coverings mitigates the need to maintain six feet of social distancing. However, where feasible, students should also practice social distancing of at least six feet.
- In cases where a student is unable to wear a face covering, modify bus seating with one child per row seated next to a window on each side, skipping every other row. An exception may be made for family members to sit next to each other. Unused seats must be taped off.
- Drivers must carry extra DoDEA provided face coverings for student use as required.
- Open bus windows to increase circulation of outdoor air, when feasible, if doing so does not pose a safety or health risk.
- Consider loading from the rear to the front of the bus to accommodate single direction traffic where feasible.
- Limit the number of students on the bus at one time, where feasible, and develop strategies for creating distance between children on school buses, including seating children one student per row facing forward and skipping rows between students.
- Continue to follow good safety practices as well as any state regulations to help keep students safe while riding the bus. This includes entering and exiting the bus, and crossing streets.^{xxii}
- Parents should ensure students use hand sanitizer with at least 60% alcohol prior to boarding the school bus.



School Nurse Training, PPE, and Office Guidelines

All DoDEA school nurses have received professional learning on Psychological First Aid and Disaster Behavioral Mental Health as well as the core principals and specialized skills involved in contact tracing as a key strategy for disease control in an effective public health intervention. Key concepts of this training include: clinical presentation of COVID-19, evidence of how it is spread from person to person, ethical considerations, contact tracing, and effective communication in contact tracing. For information about standard practices for school nurses, please refer to [DoDEA Manual 2942.0 School Health Services](#).

DoDEA Schools will ensure the below personal protective equipment (PPE) items are available to school nurses and designated staff, as defined by [CDC Guidance for Direct Service Providers](#), and that these items are properly secured within the school nurse's office. Please refer to [CDC Guidance for Selection and Storage of PPE for Healthcare Settings](#) for more information on proper storage. The school nurse will maintain a 30-day supply of expendable items commonly used to care for students and staff while in school.

School Nurse PPE Items^{xxiii}

- N95 respirator or suitable substitute – voluntary use only.
- Face Shield or goggles/eye protection – minimum of two per school nurse.
- Sleeved gown or apron – minimum of one per school nurse per day.
- Surgical mask – 1 per student (non-reusable). Start with 2-3 boxes of 50 with a plan for replenishing low supplies.
- Non-latex gloves.



The CDC and DoD do not require the use of N95/KN95 filtering facepieces (respirators) outside of healthcare settings which include hospitals, MTFs, nursing homes, long-term care facilities, and inpatient settings.^{xxiv}

In times of shortage, only healthcare personnel who are working in a sterile field or who may be exposed to high velocity splashes, sprays, or splatters of blood or body fluids should wear these respirators.^{xxv} However, subject to availability, DoDEA is providing N95/KN95 respirators to school nurses for use on a voluntary basis.

School Nurse Office/Station Guidelines

Each DoDEA school will establish a school nurse office/station. To the greatest extent possible, school principals and school nurses will work together to meet the COVID-19-related guidelines:

- Where feasible, establish an isolation area with a dedicated restroom within or adjacent to the school nurse office for students who become ill at school and are waiting for pick up. If unable to establish an isolation room or area, utilize plexiglass or other suitable material to establish a barrier.
- The school nurse's office should have a window, a working toilet, and a sink. If not feasible, consider moving the school nurse's office to an area in close proximity to the features listed.
- Proper ventilation is necessary in the school health suite/office. Adequate air flow is necessary to maintain a healthy environment within the school building and in the school health office. When possible, ensure positive-pressure ventilation for the other areas of the school nurse's office and negative-pressure ventilation for the isolation room.
- Ensure the nurse's office has a working government issued phone.
- Limit occupancy in the nurse's office and isolation rooms to adhere to physical distancing guidance as much as possible.^{xxvi}

Guidelines for Extracurricular Clubs, Activities, and Sports

No athletics or activities are permitted in HPCON C. Please see *DoDEA Guidelines for Reopening Athletics, Extracurricular & Physical Activities & Music* on the [DoDEA School Operations in COVID-19](#) webpage for detailed information on high, medium, and low risk activities for HPCON A and B. Exceptions to these guidelines while in HPCON B must be coordinated with DoDEA Headquarters. During HPCON B, the following guidelines apply:

- Any equipment, such as weight benches, athletic pads, etc., that has holes with exposed foam should be covered and disinfected after each use/person. If equipment cannot be thoroughly disinfected, it should not be used.
- Indoor practices and activities may occur if at least six feet of physical distance can be maintained by all persons, including participants, coaches, etc., at all times. No spectators will be allowed during practices.
- Outdoor practices and activities are allowable if at least six feet of physical distance can be maintained by all persons, including participants, coaches, etc., at all times.
- Workouts should be conducted in “pods” of students/coaches with the same 5-10 students/coaches working out together weekly to limit overall exposure. Smaller pods can be utilized for weight training.



- Physical education classes should be conducted outside with at least six feet between students to the extent possible. If outside practice is not possible, physical education classes may be held in the gym and/or classrooms with at least six feet between students to the extent possible.
- The National Federation of State High School Associations (NFHS) recommends that cloth face coverings be worn by students.^{xxvii} Exceptions are swimming, distance running, or other high intensity aerobic activity. Cloth face coverings should also be used when not engaging in vigorous activity, such as sitting on the bench during contests, in the locker room, and in the athletic training room.
- One piece plastic shields covering the entire face will not be allowed during participation due to the risk of unintended injury to the person wearing the shield or others.
- Shower use should not be allowed at schools. Athletes are encouraged to shower and change clothing immediately upon returning home. If locker rooms or meeting rooms are used, there must be a minimum distance of six feet between each individual at all times.
- There should be no shared athletic or physical education equipment (e.g., towels, clothing, shoes, or sports specific equipment) between students. Equipment should be cleaned after every use. Students should bring their own water bottle for their personal use.

- There should be no shared musical equipment (e.g., drumsticks, mallets, mouthpieces, reeds, bows, instruments, etc.) between students. Percussion equipment (e.g., timpani, marimba, etc.) that is struck with an implement (e.g., sticks/mallets) can be shared, but physical contact should be avoided.
- Before musical instruments are issued or reissued, they should be cleaned, and mouthpieces should be sprayed with a germicide for wind instruments (e.g., mouthpiece spray).
- Where feasible, use specially designed protective measures for musical instruments to reduce transmission and minimize generation of droplets and aerosols (e.g., bell covers, disposable absorbent pads, bags with hand openings for woodwind instruments, or other receptacles available to catch the contents of spit valves, etc.). If used, ensure students properly dispose and do proper handwashing.^{xxvii}
- Singing should occur outdoors and/or in large, well-ventilated spaces with proper distancing of six feet.
- Where feasible, use alternative means of communication to keep voices low and at a conversational volume (e.g., artificial noise makers, bells, clickers, low decibel airhorns, portable amplifiers, wireless microphones, etc.).
- Face coverings should be worn by coaches, sports officials, and other non-participants.



COVID-19 Lockdown and Evacuation Drill Processes

COVID-19 Lockdown Processes



HPCON O OR NORMAL. No deviations to lockdown drills.

- Comply with Volume 6 of DoDEA Administrative Instruction 5205.02.

HPCON ALPHA. No deviations to lockdown drills.

- Comply with Volume 6 of DoDEA Administrative Instruction 5205.02.
- Ensure individual personal protective measures, such as face coverings, are used in accordance with public health guidance.

HPCON BRAVO. Lockdown drills continue in schools with modifications.

- Continue HPCON Alpha lockdown drill measures.
- Lockdown drills will only occur when students are in class and not during recess, passing, or other student break periods.
- Students will remain at their desks, tables, or learning locations, and not seek positions of cover or concealment in classrooms or neighborhoods.
- Teachers will:
 - Secure all classroom and neighborhood doors and turn off lights.
 - Explain to students the correct actions to take during a lockdown and that remaining at the desk, table, or learning location is only to simulate their relocation.
 - Show students the standard response training videos on the [DoDEA Security Management Division Training Site](#).
- Principals, Assistant Principals, and Administrative Officers will:
 - Verify doors, classrooms, and neighborhoods are secure, and lights are off.
 - Conduct a tabletop exercise with local law enforcement.

HPCON CHARLIE. If students are in the building, lockdown drills continue with HPCON Bravo modifications.

HPCON DELTA. Delay lockdown drills until school building reopens to students.

COVID-19 Evacuation Drill Processes

For all evacuation drills:

- Coordinate in advance with the installation fire department and school staff to discuss using the following mitigation measures.
- Practice evacuation in a slower, more methodical process, emphasizing social distancing based upon local health guidance.
- Sequence the release of classrooms or neighborhoods. This will reduce the number of students and employees evacuating at the same time.
- Closely monitor evacuation routes to limit congestion.
- Expand rally points to accommodate social distancing based upon local health guidance.
- In the event of an actual evacuation, schools should evacuate as quickly as possible.

Note: If the local fire department is not participating in the evacuation drill, notify the DoDEA District Safety Officer and DoDEA District Force Protection Officer.



Implications of DoD Travel Requirements and Restrictions

Determining Whether to Travel

It is important for each traveler to complete a risk assessment, which includes an assessment of the health status and itinerary for all travelers, before travel. Specifically, DoDEA employees and their family members must complete a risk assessment before all travel. Prior to family members engaging in official travel, DoDEA employees must attest that, to the best of their knowledge, their family members have followed the same requirements as those set forth for in DoD guidance in order to prevent the transmission of COVID-19. A risk assessment is also recommended for all unofficial travel. Please contact your local Resource Management office for more details.

Travel requirements for COVID-19 testing are changing rapidly. Please contact your airline for all testing requirements and comply accordingly. It is the traveler's responsibility to ensure compliance with all travel requirements.

The risk assessment of the health status of all travelers will include, at a minimum:

- Whether the individual has exhibited any signs or symptoms of COVID-19.
- Whether the individual has had recent contact with anyone having or known to have exhibited signs or symptoms of COVID-19 or tested positive for COVID-19.
- Whether the individual is familiar with how to self-monitor and what actions to take if they develop COVID-19 symptoms or contract COVID-19.

DoD family members, DoD civilian employees, and DoD contractor personnel should not travel if they have tested positive for COVID-19 and have not yet met the criteria for discontinuing isolation, or if they are symptomatic. Travel should also be delayed if they have been in close contact with someone who has tested positive and/or been symptomatic. All official travelers should be educated on how to self-monitor and what actions to take if one develops COVID-19 symptoms or contracts COVID-19 prior to travel.

For more information please review [Force Health Protection Guidance \(Supplement 12\) - Department of Defense Guidance for Personnel Traveling During the Coronavirus Disease 2019 Pandemic, August 6, 2020](#) as well as the [CDC's Travel](#) webpage.

Permanent Change of Station (PCS)

The DoDEA Director has the authority and will generally approve PCS travel waivers to the DoD Travel Restriction to ensure staffing availability. Employees new to the area, but under quarantine, should contact their supervisor or sponsor for onboarding support.

Restriction of Movement (ROM)/Quarantine Requirements

All school-level employees traveling internationally on leave or Renewal Agreement Travel (RAT) must return in time to report for duty. If a ROM or quarantine period is required, employees must return in time to account for the quarantine requirement. Employees who are unable to report to duty on time must contact their supervisor as soon as possible, prior to their scheduled report date.

Official Passports and Visas

The current Department of State backlog in processing new passport/visa requests may have a significant impact on the ability for DoDEA employees to PCS to overseas locations. DoDEA employees are to follow request procedures provided by the DoDEA Human Resources Division.



Glossary of Terms

Clean- Using soap (or detergent) and water to physically remove germs, dirt, and impurities from surfaces.^{xxviii}

Close Contact- For COVID-19, close contact is defined as any individual who was within six feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from two days before illness onset (or, for asymptomatic patients, two days prior to test specimen collection) until the time the patient is isolated, regardless of whether the contact was wearing a mask.^{xxix}

Cloth Face Coverings- Coverings that fully cover the mouth and nose, fit snugly against the side of face intended to prevent the person wearing the covering from spreading respiratory droplets when talking, sneezing, or coughing.^{xxx}

Community Mitigation Framework- A set of actions that people and communities can take to slow the spread of a new virus with pandemic potential based on the level of transmission within that community.^{xxxi}

Contact Tracing- The practice of identifying and monitoring individuals who may have had contact with an infectious person as a means of controlling the spread of a communicable disease.^{xxxii}

Disinfect- Using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs.^{xxxiii}

DoDEA Virtual School Option- A full-time virtual learning option for students and families with health vulnerabilities related to COVID-19 or who are concerned about returning to a brick and mortar school setting.

Fragrance Free- Fragrance materials or masking scents are not used in the product.^{xxxiv}

Health Protection Condition Alpha (HPCON Alpha)- Limited health alert- community transmission beginning.^{xxxv}

Health Protection Condition Bravo (HPCON Bravo)- Moderate health alert- increased community transmission.^{xxxvi}

Health Protection Condition Charlie (HPCON Charlie)- Substantial health alert- sustained community transmission.^{xxxvii}

Health Protection Condition Delta (HPCON Delta)- Severe health alert- widespread community transmission.^{xxxviii}

High-touch Surface- Surfaces that are handled frequently throughout the day by numerous people including tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, etc.^{xxxix}

Hybrid Learning (Not used in DoDEA)- Combines face-to-face and online teaching into one cohesive experience. Approximately half of the class sessions are on-campus, while the other half have students working online.

In-person Instruction- Students are in the brick and mortar school building, receiving instruction from their assigned teachers.

Personal Protective Equipment (PPE)- Special coverings to protect health care personnel from exposure to or contact with infectious agents.^{xi}

Remote Learning- Students receive the classroom curriculum from their assigned brick and mortar teacher, through digital programs (e.g., when schools have to shift from brick and mortar setting to remote learning.)

Sanitize- Lowering the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements by either cleaning or disinfecting surfaces.^{xii}

Social Distancing- The practice of limiting face-to-face contact with others to reduce disease spread by staying at least 6 feet apart from other people, avoiding gathering in groups, and avoiding crowded places and mass gatherings.^{xiii}

Endnotes

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