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Director’s Message

Dear Parents, Students, Staff, and Members of Our Community:

On January 21, 2021, President Biden issued an Executive Order (EO) on Supporting the Reopening and Continuing Operation of Schools and Early Childhood Education Providers. This EO ensures that students receive a high-quality education during the pandemic and supports the safe reopening and continued operation of schools, childcare providers, Sure Start programs, and institutions of higher education. Two principles guide the Federal Government’s response to the COVID–19 crisis. First, the health and safety of children, students, educators, families, and communities are paramount. Second, every student in the United States should have the opportunity to receive a high-quality education, during and beyond the pandemic.

DoDEA’s commitment to providing continuity of education to our students is in direct alignment with the President’s response. The goal of safely and sustainably reopening K-12 schools for in-person learning is widely recognized as critical to minimizing the impact of the academic, social, emotional, and mental strains brought forth by the COVID-19 pandemic. Moreover, continuity of education is a critical quality of life component for military communities that impacts 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 and add significantly to their success.

In accordance with Department of Defense (DoD), the Centers for Disease Control and Prevention (CDC), and host nation guidance, DoDEA schools operate in-person with layered prevention strategies in place when installation Health Protection Condition (HPCON) levels are at Alpha, Bravo, and Bravo+, with a temporary shift to remote instruction when an installation moves to HPCON Charlie. DoDEA implements an integrated package of prevention and control components which include universal and correct use of masks, physical distancing, handwashing, cleaning and maintaining healthy facilities, home-based screening, contact tracing support, and voluntary staff vaccinations worldwide. In order to maintain the safe and healthy operations of our schools, we must remain steadfast and vigilant in our prevention strategies while responding with agility to the ongoing risks associated with the virus.

Safely operating schools during the COVID–19 pandemic is an evolving challenge that DoDEA has faced with flexibility and determination. DoDEA Headquarters acknowledges that these guidelines and protocols can create tradeoffs, and prevention strategies that are effective in reducing viral spread can be challenging to implement. Strategies that are suitable for adults
and older students may not be suitable for our youngest students. Through careful planning and partnership with DoDEA leadership, local public health, and installation commands, our schools will continue to implement infection, prevention, and control measures to safely meet the needs of students and communities.

DoDEA regularly updates our guidance to reflect the most recent understanding of how COVID-19 impacts our communities. As questions arise with interpreting the guidance, developing appropriate prevention strategies, or seeking exceptions to the guidance, please route them through the appropriate District Chief of Staff to be elevated. As OneDoDEA, I call on all employees to continue standing together to fulfill DoDEA’s Vision: Excellence in Education for Every Student, Every Day, Everywhere.

Respectfully,

Thomas M. Brady
Director, DoDEA
Key Steps and Considerations for Administrators

In order for DoDEA schools to safely and sustainably conduct in-school educational activities in a COVID-19 environment, it is critical that all administrators:

- Implement and enforce the use of multiple prevention strategies (e.g., universal and correct use of masks, physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and contact tracing in combination with isolation and quarantine). These are the most important actions that will support schools’ safe operations and help them stay open for in-person instruction.

- Engage and encourage everyone in the school and the community to practice prevention strategies 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.

- Respond to COVID-19 concerns from staff, students, sponsors, and caregivers.

- Address unique needs of students who face emotional and behavioral challenges. For more information, please refer to DoDEA Administrative Instruction (AI) 2510.01 Student Behavior Interventions.

- Create prevention 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 consider the local HPCON status.

- Maintain channels of communication with local commands and health departments to stay updated on COVID-19 infection rates, HPCON status, and response on local installations.

- 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.

- 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 and mentally exhausting.
Health Protection Conditions

Understanding HPCONs
Department of Defense Public Health Emergency Management policy assigns health protection condition (HPCON) levels to disease outbreaks, such as the spread of COVID-19, based on the severity of the disease and the level of transmission occurring in the local community. HPCON levels outline specific actions that should be taken in response to a health threat. There are six levels of HPCON: Zero (Routine, no community transmission), Alpha (Limited, minimal community transmission), Bravo (Moderate, increased community transmission), Bravo+ (Moderate +, elevated community transmission), Charlie (Substantial, sustained community transmission), and Delta (Severe, widespread community transmission).

In response to COVID-19, the DoD expanded its HPCON framework to six levels by adding HPCON Bravo+. The updated framework, as reflected in the 29 April 2021 Guidance for Commanders’ Risk-Based Responses and Implementation of the Health Protection Condition Framework During the Coronavirus Disease 2019 Pandemic, is based on a daily average of reported cases over the prior seven days and incorporates whether cases are increasing, steady, or declining over time. The CDC Community Transmission Levels as well as CDC and DoD information from the 2019-2020 winter COVID-19 case-rate surge were used to inform the development of case rates for each HPCON level. Case-rate thresholds, along with additional criteria outlined in the guidance, help the HPCON implementation authority determine and change HPCON levels. Case-rate thresholds should not be considered the exclusive factor for determining HPCON levels.

The guidance indicates that in HPCONs Alpha, Bravo, and Bravo+, DoDEA schools may operate in accordance with guidance from the DoDEA Director. In HPCONs Charlie and Delta, DoDEA schools will operate remotely.

The authority to determine HPCON levels is delegated to the Secretaries of the Military Departments and may be further delegated in writing to a level no lower than military installation commanders. HPCON level decisions must be informed by local conditions based on public health surveillance data; guidance from the CDC and, if applicable, relevant host nation authorities; collaboration with state, territorial, and local public health and medical authorities; and advice from the Public Health Emergency Officer and local military medical treatment facility (MTF) director or commander, or military medical authority if an MTF is not present.

HPCON Zero (0) is the base level for the HPCON Framework and represents a return to normal operations. Even if a community achieves a level of no transmission, the risk of reintroduction will remain until very high levels of immunity are present globally. Further, given the unknown duration of the COVID-19 pandemic, subsequent guidance and updates may address changes to the criteria or thresholds indicated by growing or new evidence, as well as necessary recovery activities and the transition from HPCON Alpha to 0.
# HPCON Level for the COVID-19 Pandemic

<table>
<thead>
<tr>
<th>HPCON ALPHA</th>
<th>HPCON BRAVO</th>
<th>HPCON BRAVO+</th>
<th>HPCON CHARLIE</th>
<th>HPCON DELTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIMITED</td>
<td>MODERATE+</td>
<td>MODERATE+</td>
<td>SUBSTANTIAL</td>
<td>SEVERE</td>
</tr>
<tr>
<td>Minimal Community Transmission</td>
<td>Increased Community Transmission</td>
<td>Elevated Community Transmission</td>
<td>Sustained Community Transmission</td>
<td>Widespread Community Transmission</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>&lt;2</th>
<th>2-15</th>
<th>16-30</th>
<th>31-60</th>
<th>&gt;60</th>
</tr>
</thead>
</table>

- A daily average of fewer than 2 new cases per 100,000 population in the last 7 days (<14 cumulative new cases per 100,000 population in last 7 days).
- A daily average of 2-15 new cases per 100,000 population in the last 7 days (14-109 cumulative new cases per 100,000 population in last 7 days).
- A daily average of 16-30 new cases per 100,000 population in the last 7 days (101-210 cumulative new cases per 100,000 population in last 7 days).
- A daily average of 31-60 new cases per 100,000 population in the last 7 days (211-420 cumulative new cases per 100,000 population in the last 7 days).
- A daily average of more than 60 new cases per 100,000 population in the last 7 days (>421 cumulative new cases per 100,000 population in the last 7 days) AND no decline in cases or a decline in new cases of less than 7 days, OR A daily average of more than 100 new cases per 100,000 regardless of increase or decline from the previous week.

- Schools operated by the DoD Education Activity (DoDEA) may operate in accordance with guidance from the Director, DoDEA.
- Schools operated by the DoD Education Activity (DoDEA) may operate in accordance with guidance from the Director, DoDEA.
- Schools operated by the DoD Education Activity (DoDEA) may operate in accordance with guidance from the Director, DoDEA.
- Schools operated by the DoD Education Activity (DoDEA) will operate remotely.

All DoDEA schools operating in-person will adhere to the integrated package of prevention and control components for daily instruction and extracurricular activities as outlined in this Operational Guide.

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1. Consider transmission rates, disease trajectory, and medical facility capabilities/capacities in changing HPCON levels. Case-rate thresholds should not be the sole determining factor for an installation’s HPCON level but instead should serve as guidelines to be integrated into a comprehensive review process.
2. MLEDEPs may delegate HPCON level determination to a level no lower than the military installation commander.
3. CDC high transmission is ≥100 new cases per 100,000 population in the last 7 days (a daily average of ≥14.3 new cases per 100,000 population in the last 7 days).
4. Integrated package of prevention and control components includes universal and correct use of masks, physical distancing, handwashing, cleaning and maintaining healthy facilities, home-based screening, contact tracing support, and voluntary staff vaccinations worldwide.
DoDEA Alignment with HPCON Determinations
School operations will remain aligned with HPCON determinations for the supported military installation/community. For HPCON Bravo+ or lower determinations, DoDEA schools will operate in-person unless otherwise approved/directed by the DoDEA Director. For HPCON Charlie or higher determinations, schools will operate remotely. The time requirement to transition between operational modes will be jointly coordinated between local DoDEA and military installation leadership and approved by the DoDEA Director. Consideration for logistical (e.g., transportation and food service) and IT equipment requirements will be factored into the time to transition between remote and in-person instruction.
Guidelines for Instructional Planning

DoDEA offers two primary educational options for families and students, in-person instruction and DoDEA Virtual School (DVS). In accordance with DoD, CDC, and host nation guidance, DoDEA schools operate in-person with layered prevention strategies in place when installation HPCON levels are at Alpha, Bravo, and Bravo+, with a temporary shift to remote instruction when an installation moves to HPCON Charlie. DoDEA will also continue to provide a full-time virtual learning option for families with health vulnerabilities in SY 2021/22 with limited enrollment.

Infection Prevention and Control Training
At the start of the school year, DoDEA schools provide COVID-19 Health and Safety Guidelines and Protocols Orientation Training for all faculty, staff, substitutes, and students. In addition, DoDEA schools will communicate this information to sponsors, local commanders, Parent Teacher Organization (PTO) members, school volunteers, School Advisory Council (SAC) members, school boards, and individuals new to the school or transitioning from the virtual instruction environment.

The school nurse and teacher should partner to educate students about COVID-19 and how to limit the spread of the virus (e.g., modes of transmission, signs of illness, protective measures, and appropriate social skills encouraging minimal physical contact). Additional resources are available through the district and the local MTF.

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 in remote learning must adjust attendance procedures. Rather than daily attendance, teachers will indicate weekly, in Aspen, if students have been attending to their learning throughout the week. The purpose of this is to ensure that SSTs can coordinate with families to provide 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 was implemented in SY 2020/21, the adjustment in SY 2019/20 presented 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 changing conditions may again present challenges, teachers and staff will be ready and able to adapt to different learning environments with students and 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 the first priority during these challenging times.

Gatherings, Visitors, and Field Trips

- Eliminate or decrease nonessential in-person interactions among teachers and staff during meetings, lunches, and other situations that could lead to adult-to-adult transmission.
- Pursue virtual group events, gatherings, or meetings, if possible, and promote physical distancing between people if events are held. Limit group size to the extent possible.
- Pursue options to convene sporting events and participate in sports activities in ways that reduce the risk of transmission of COVID-19 to players, families, coaches, and communities. For youth sports considerations, visit the FAQs for Youth Sports Programs (e.g., wearing masks, physical distance, etc.).
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations to greatest extent possible - especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
- Require all visitors to wear masks and physically distance from others.
- Limit cross-school transfer for special programs. For example, if students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs, sports), consider using distance learning and virtual environments to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- Develop a plan for itinerant staff who travel between schools (e.g., school nurses, psychologists, therapists). For example, consider allowing them to have virtual meetings in place of physical school visits and revise scheduling to limit their visits to multiple campuses.

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vi
• Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights to the greatest extent possible. vii

Graduation Ceremonies
High school graduation is a meritorious milestone and culminating event for seniors to reflect upon their hard work and accomplishments. Many DoDEA high schools hosted safe and successful commencement ceremonies at the end of SY 2019/20. Just as last year, event planners should work with state and local health officials to implement this guidance, adjusting to meet the unique needs and circumstances of the local community. This guidance is meant to supplement - not replace - any state, local, territorial, or host nation health and safety laws, rules, and regulations with which gatherings must comply.

Key Points:
• Advise staff and attendees to consult their healthcare provider regarding the need to stay home if they have tested positive for COVID-19, are waiting for COVID-19 test results, have COVID-19 symptoms, or if they have had close contact with a person who has tested positive for or who has symptoms of COVID-19.
• Adjust the size of an event space based on the ability for attendees from different households to stay six feet (two arm lengths) apart. Limit in-person attendance or seating capacity to allow for physical distancing.
• Offer virtual attendance options in addition to in-person attendance to help reduce the number of in-person attendees.
• Reduce lines or queues. Ensure that people standing in line can maintain a six-foot distance from one another. Post signs or markers to help attendees maintain the appropriate physical distance of at least six feet.
• Consider using multiple, single-direction entrances and exits and discourage crowded areas where it may be difficult to maintain appropriate distance. Utilize separate event entry and exit points if feasible.
• Discourage attendees and staff from greeting others with physical contact (e.g., handshakes). Include this reminder on signs about physical distancing.
• Require that staff and attendees wear well-fitting masks that fit completely over their nose and mouth. Make a plan in advance for how compliance will be monitored and ensured. Have masks on-hand to provide to students, staff, and attendees who do not bring their own.
• Encourage guests to avoid singing or shouting, especially indoors. If possible, keep music levels down so people do not have to shout or speak loudly to be heard.
• Have adequate supplies on hand to support healthy hygiene (e.g., soap, water, hand sanitizer containing at least 60% alcohol, a way to dry hands, tissues, disinfectant wipes, extra masks, and no-touch trash cans).
• Consider limiting the number of people who occupy the restroom at one time to allow for physical distancing.
• Conduct ceremonies outdoors when feasible. Indoor events, especially in places with poor ventilation, pose more risk than outdoor events.
• If setting up outdoor seating under a pop-up, open air tent, ensure guests are still seated at least six feet apart. Enclosed four-wall tents will have less air circulation than open air tents. If outdoor temperature or weather requires tent sidewalls, consider leaving one or more sides open or rolling up the bottom 12 inches of each sidewall to enhance ventilation while still providing a wind break.
• Designate an administrator or staff member to be responsible for responding to COVID-19 concerns. All staff and attendees should have information about who this person or office is and how to contact them.
• Be prepared if someone gets sick during or after the event, to include tracking attendance for contact tracing purposes.
• Full-time virtual school students may participate in in-person graduation ceremonies at their assigned home school.
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 Headquarters Education Operations and Policy Division.

Transitioning Schools to Full-time Remote Learning

If local HPCON levels or host nation restrictions 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 necessitate. Transitions to remote learning will be coordinated between the installation and the school and district and approved by the DoDEA Director.

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 to students.

If a school is aware that they will likely be closed for six days or more, they must prepare to implement remote learning within three days. Teachers will use existing curriculum resources, such as Benchmark Advance, Go Math!, FOSS, Creative Curriculum, and other approved resources. 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), regions, districts, schools, and teachers need to intentionally plan and be prepared to move to remote learning, if required, with the below 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:
  ○ Guidelines for relevant policies;
  ○ Online assessment resources that are available for teacher use; and
  ○ Expectations for Special Education (SPED), English for 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.

• Provide 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 to be effective instructional leaders 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:
  o Teacher lesson planning framework that highlights which tools are best to use following the 20-60-20 framework.
  o 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).
  o 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:
  o 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 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 each subject to ensure students are prepared for the 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.
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 they 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.

Physical Distancing Prevention Strategies for Preschool Environments

- Ensure all individuals in preschool classes wear masks to the maximum extent possible, allowing children to be active participants in developmentally appropriate learning environments.
- Build in times for handwashing and for students to take a break from wearing their masks; 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 mask 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.
Teachers: Encourage your students to care for themselves one small way each day

Remind students to find creative ways to spend time safely with friends

Encourage your students to be active and do things they enjoy each day

Create ways for students to write or talk about the way they feel about current events

If you see a student struggling to cope, ask if they need help

Talk with students about, healthy eating, sleep, and exercise

Substance Abuse and Mental Health Services Administration
Disaster Distress Hotline: call or text 1-800-985-5990

cdc.gov/coronavirus
Full-time Virtual School

Students who select the full-time virtual option must commit to remain in DVS for the entire school year and remain enrolled in their local school while participating in DVS full-time. These students may participate in in-person activities, such as extracurricular activities, graduation ceremonies, and select DoDEA Comprehensive Assessment System (DoDEA-CAS) 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 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. 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.

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 2021/22
The number of teachers needed for DVS will depend on the number of student enrollments in DVS. Staffing decisions were made in April 2021, and teachers will be notified of their status in DVS for SY 2021/22.

DoDEA Virtual School Supervision
Teachers working in the virtual option report directly to the assistant principal for DVS in each region. The teacher’s duty location is normally their school of record or district office, and the teacher may work from an alternate location off-site within the commuting area, as determined by the assistant principal for DVS. The employee’s school of record will still enter time and
attendance after receiving approved leave from the DVS assistant principal. When a teacher engages in a detail assignment that is expected to last 90 days or more, he/she must enter into a new performance plan that matches DVS performance elements and accurately reflects position expectations. If the teacher was detailed to DVS for both semesters, the teacher’s DVS assistant principal provides the element ratings, rater assessment write-ups, Higher Level Review (HLR) date and communication date to the teacher’s permanent supervisor. The permanent supervisor/trusted agent will copy and paste the elements ratings, write-ups, communication date, and HLR date into the online system. If the teacher was detailed to the DVS for only one semester, the DVS assistant principal’s rater assessment write-up will be used as input for the permanent supervisor to consider when assigning the annual rating, obtaining HLR, and communicating the final appraisal to the employee. In both situations, however, the permanent supervisor is responsible for ensuring that accurate performance plan and appraisal information is entered into the online Defense Performance Management and Appraisal Program (DPMAP) system.

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. The DVS administrator 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, 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.
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.
- DVS eligibility is aligned with enrollment to a DoDEA brick and mortar school. Students are ineligible for continued DVS enrollment if they move to a location not serviced by DoDEA.
- Following the conclusion of the enrollment period on April 7, 2021, new students to DoDEA who want to enroll in the virtual option should make a request through the district superintendent.
- A request to enroll in the virtual option period for new kindergarten students will be available in July/August 2021.

Enrollment

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.

DVS Registration

- Families are asked to commit to the full year in DVS.
- 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 students receiving AAPS are provided to students based on their advanced academic needs. Services for ESOL 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 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
Students enrolled in DVS who have current/active IEPs will be assigned a special education case manager who is part of the DVS special education department/Case Study Committee (CSC) by the DVS special education administrator. The DVS CSC will coordinate the implementation of the student's IEP to ensure that the student receives a FAPE.

The DVS CSC will collaborate with the student's brick and mortar CSC, as necessary and appropriate, to develop, implement, and administer the IEP in accordance with the Individuals with Disabilities Education Act (IDEA), Department of Defense Instruction (DODI) 1342.12, and Department of Defense Manual (DODM) 1342.12. 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
- General education teacher of the child
- Special education teacher or, where appropriate, special education provider of the child
- Parent(s) of the student
- Child if appropriate

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.

The DVS also engages in child find activities and implements supports for students who demonstrate challenges in the DVS curriculum. Pre-referral interventions and Student Support Team activities may also be provided and monitored to determine if there is a suspected disability that may warrant further consideration or evaluation. Teacher and parent referrals to the DVS CSC are managed in accordance with DoDI 1342.12 and DoDM 1342.12 (linked above). The DVS CSC works in collaboration with appropriate members of the brick and mortar CSC to review referrals, develop assessment plans, conduct evaluations, determine eligibility for special education services, and develop and implement IEPs.

**Accommodation Plans in DoDEA Virtual School**

When students who have 504 Accommodation Plans enroll in DVS, their 504 designation is immediately available to the DVS counselors through the DoDEA Student Information System database. The DVS counselors work in collaboration with the brick and mortar 504 team to ensure the development, modification, and implementation of 504 Accommodations Plans to support students within the DVS curriculum.

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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 When at all possible, the special education teacher of the child should serve as the special education teacher in the transition meeting. If, at the time of the meeting, a special education teacher is not assigned, the district SPED ISS or properly licensed 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 DVS counselors ensure that DVS teachers are knowledgeable about student accommodations. For students who enroll in DVS and become eligible for a 504 plan after their enrollment, the DVS counselors initiate and coordinate the development and implementation of a 504 Accommodation Plan in collaboration with the brick and mortar 504 team as appropriate. The teams jointly follow the policies and procedures outlined in DoDEA AI 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.

The school registrar, with support from the Student Information System 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.
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 various 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 DoDEA Comprehensive Assessment System (DoDEA-CAS) 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, DoDEA-CAS assessments enable building-level administrators to develop strategies for supporting teachers’ instructional practice as they monitor student learning. Data obtained from assessments allow schools to provide evidence-based instruction and interventions that address the needs of all students.

The DoDEA-CAS strategy has focused on consistency with maximum flexibility in SY 2020/21 and SY 2021/22. Some of the flexibilities in the administration of system-wide assessments include:

- Administering a shortened version of the College and Career Ready Standards (CCRS) summative test
- Offering remote test administration where feasible
- Extending the testing windows across all assessments

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 curriculum-based assessments that are already available for remote learning. Under remote learning conditions, tests that are only administered via in-person testing mode may continue as scheduled with coordination between local leaders and installation commanders. Given this coordination, 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 Beginning of Year (BoY) assessments or 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 to include completion of the DoDEA home-based screening protocol for this event.

Assessments Year-At-A-Glance

DoDEA is focused on continuing to provide options for students to participate in the DoDEA-CAS. 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 masks and maintain physical 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 testing staff members cannot serve on the testing day.
Integrated Package of Prevention and Control Components

Regardless of the level of community transmission, it is critical that schools use and layer prevention strategies. According to the CDC, five key prevention strategies are essential to safe delivery of in-person instruction and help to prevent COVID-19 transmission in schools:

- Universal and correct use of masks
- Physical distancing
- Handwashing and respiratory etiquette
- Cleaning and maintaining healthy facilities
- Contact tracing in combination with isolation and quarantine

Schools providing in-person instruction should prioritize two prevention strategies:

- Universal and correct use of masks should be required.
- Physical distancing should be maximized to the greatest extent possible.

All prevention strategies provide some level of protection, and layered strategies implemented at the same time provide the greatest level of protection. Schools should adopt prevention strategies to the largest extent practical—a layered approach is essential.

Masks

DoDEA requires the consistent and correct use of well-fitting face masks with proper filtration by all students, teachers, and staff to prevent COVID-19 transmission through respiratory droplets. People who are infected but do not have symptoms can also spread the virus to others. To maximize the in-school attendance of students and school staff members, DoDEA requires all people in school facilities, on DoDEA buses, and at school bus stops to wear masks at all times with specific exceptions for certain people, or for certain settings or activities, such as while eating or drinking. Masks are required in all classroom and non-classroom settings, including hallways, school offices, restrooms, gyms, auditoriums, etc.

- Mask policies for all students, teachers, and staff set the expectation that people will use masks throughout the school.
- The most effective fabrics for cloth masks are tightly woven, such as cotton and cotton blends, breathable, and in two or three fabric layers. Masks with exhalation valves or vents, those that use loosely woven fabrics, and those that do not fit properly are not authorized.
- Most students, including those with disabilities, can tolerate and safely wear a mask. However, a narrow subset of students with disabilities might not be able to wear a mask or cannot safely wear a mask. Those who cannot safely wear a mask—for example, a person with a disability who, for reasons related to the disability, would be physically
unable to remove a mask without assistance if breathing becomes obstructed—should not be required to wear one. For the remaining portion of the subset, schools should make individualized determinations as required by Federal disability laws in order to determine if an exception to the mask requirement is necessary and appropriate for a particular student. If a child with a disability cannot wear a mask, maintain physical distance, or adhere to other public health requirements, the student is still entitled to an appropriate education, which in some circumstances may need to be provided virtually.

- If visitors are permitted in school, they should be required to wear masks at all times and should maintain physical distance from others.
- Schools should encourage modeling of correct and consistent mask use by school leaders, local leaders, and others respected in the community.xiii

DoDEA will maintain a limited supply of face masks in each school for contingency requirements. District superintendents will ensure the school administrative offices and daily commute buses maintain sufficient spare masks to support any students, employees, or visitors who do not comply with current guidance to wear face masks.

Types of Masks
Some masks work better than others to help slow the spread of the virus that causes COVID-19. The subsections below provide descriptions and recommendations for use of various types of masks.

Masks with Exhalation Valves or Vents. CDC does not recommend using masks with exhalation valves or vents. The hole in the material may allow respiratory droplets to escape and reach others. Research on the effectiveness of these types of masks is ongoing.

Face Shields. CDC does not recommend the use of face shields as a substitute for masks. Face shields are primarily used to protect the eyes of the person wearing it. Face shields are not as effective at protecting the individual wearing it or the people around them from respiratory droplets. Face shields have large gaps below and alongside the face, where respiratory droplets may escape and reach others.

Medical Procedure Masks. Medical procedure masks are single-use masks that are not made of cloth and are not designed to be washed or laundered. As with cloth masks, medical procedure mask must fit close to the face without large side gaps and completely covers the nose and mouth.

Alternative Types of Masks. Clear masks or cloth masks with a clear plastic panel are an alternative type of mask for people who interact with:
  - People who are deaf or hard of hearing
- Young children or students learning to read
- Students learning a new language
- People with disabilities
- People who need to see the proper shape of the mouth for making appropriate vowel sounds (e.g., when singing)\textsuperscript{xiv}

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<thead>
<tr>
<th>Recommended</th>
<th>Not Recommended</th>
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<tr>
<td><img src="image1" alt="Medical procedure masks" /></td>
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<td><img src="image9" alt="Masks with two or three layers" /></td>
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<tr>
<td><img src="image11" alt="Masks with inner filter pockets" /></td>
<td><img src="image12" alt="Wearing a scarf/ski mask" /></td>
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Physical Distancing
Physical distancing, also called “social distancing,” means keeping a safe space between oneself and other people who are not from one’s household. The CDC recommends the following school policies and structural interventions to promote physical distance between people.xvi

- Maintain three feet of distance between students in classrooms.
- Maintain six feet of distance in the following settings:
  - Between adults (teachers and staff), and between adults and students, at all times in the school building; several studies have found that transmission between staff is more common than transmission between students and staff, and among students in schools;xvii
  - When masks cannot be worn, such as when eating;
  - During activities when increased exhalation occurs, such as singing, shouting, band, or sports and exercise (move these activities outdoors or to large, well-ventilated spaces when possible);
  - In common areas, such as school lobbies and auditoriums.
- Remove nonessential furniture and make other changes to classroom layouts to maximize distance between students.
- Face desks in the same direction where possible.
- Eliminate or decrease nonessential in-person interactions among teachers and staff during meetings, lunches, and other situations that could lead to adult-to-adult transmission.
- Provide markers on the floor to demonstrate physical distancing requirements.
- Place markers on hallway floors to designate traffic flows to facilitate physical distancing when transitioning in the building.
- As of March 19, 2021, the CDC no longer recommends the use of physical barriers.xviii Schools with physical barriers in place may continue to utilize existing barriers; however, no new barriers will be purchased.
- Repurpose unused or underutilized school spaces to increase classroom space and facilitate physical 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.xix
- 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 SAC elections.
- Conduct virtual fundraising to minimize contact and prevent the spread of COVID-19.
Handwashing, Hand Sanitizer, and Respiratory Etiquette

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.

Through ongoing health education units and lessons, teach children proper handwashing and reinforce behaviors, and provide adequate supplies. Ensure that teachers and staff use proper handwashing and respiratory etiquette. DoDEA schools will:

- Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students, teachers, and staff. If handwashing is not possible, hand sanitizer containing at least 60% alcohol should be used.
- Encourage students and staff to cover coughs and sneezes with a tissue when not wearing a mask and immediately wash their hands after blowing their nose, coughing, or sneezing.
- Assist some students with disabilities who might need assistance with handwashing and respiratory etiquette behaviors.
- Support healthy hygiene behaviors by providing adequate supplies, including soap, a way to dry hands, tissues, face masks (as feasible), and no-touch/foot-pedal trash cans. If soap and water are not readily available, schools can provide alcohol-based hand sanitizer that contains at least 60% alcohol (for staff and older children who can safely use hand sanitizer).
- Place hand sanitizer products throughout the school facility with 60% alcohol or greater (touchless dispensers if possible).
- Ensure proper monitoring of student use. 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. Children with sensitive skin conditions may be adversely affected by the use of hand sanitizers.
- Schedule handwashing for elementary students throughout the school day. DoDEA provides hygiene guidance on the DoDEA School Health Services webpage.
- Install, supervise, and regularly restock supplies for hand hygiene stations. Hand hygiene stations should be the responsibility of school administrators or staff.
Stop Germs! Wash Your Hands.

**When?**

- After using the bathroom
- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

**How?**

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. Rinse hands well under clean, running water.
5. Dry hands using a clean towel or air dry them.

Keeping hands clean is one of the most important things we can do to stop the spread of germs and stay healthy.

www.cdc.gov/handwashing
Cleaning and Maintaining Healthy Facilities

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.

Schools will be cleaned and disinfected regularly throughout the school day and each evening. Occupants of the buildings also play an integral role by staying home when they are sick, wearing a face mask 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, classroom tables counters, and desks.

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 Facility Operations Specialist (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 personal protective equipment (PPE) for custodians is provided by either the Facilities Division or the custodial contractor.
Cleaning by 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.

In these situations, 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).

Disinfection products should not be used by children or near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic vapors. All disinfectant labels include the statement "Keep Out of Reach of Children," as children are considered a sensitive population. Disinfectants are powerful tools for controlling the spread of disease, and they can harm children's health if used or stored incorrectly.

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.

- Disinfectant wipes, alcohol wipes, paper towels with soap and water, or microfiber cloths are common materials for cleaning classroom surfaces. 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).

- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies or equipment) or limit use of supplies and equipment to one group of students at a time and clean between use. Students should wash hands or use hand sanitizer before and after use. Maximize the use of curricular digital resources and ensure proper quarantine procedures for paper texts prior to redistribution. The Northeast Document Conservation Center 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.

- Replace high-touch communal items, such as coffee pots and bulk snacks, with alternatives, such as pre-packaged, single-serving items. More information for creating safe and healthy office environments can be found at CDC COVID-19 Employer Information for Office Buildings.
Protocols for Electronic Device Sanitation

The virus that causes 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 is 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. xxiv Due to the 72 hours the virus can live on stainless steel, computers loaned to students in support of remote instruction will be returned to the school 72 hours prior to the commencement of in-person instruction. The computers must be quarantined for a minimum of 72 hours prior to redistribution. Additionally, the laptops shall be sanitized by users at turn in.

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

- Wear disposable gloves when cleaning and disinfecting surfaces.
- Turn off the device. Disconnect alternate current 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 the device.
- 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.

Limitations on Sharing Objects

Discourage sharing items, particularly those that are difficult to clean.xxv

- 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.
- For Sure Start students, use child bedding (sheets, pillows, blankets, sleeping bags) that can be washed and keep each child’s bedding separate. Label cots and mats for each child. Clean bedding that touches a child’s skin weekly or before use by another child.xxvi
- Encourage students to bring personal headphones for classroom use.
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 DoDEA facilities. 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 HEPA systems or ultra-violet germicidal irradiation 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 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 child safe 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 rooms 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 child safe fans with the FOS and Safety Office.
• Decrease occupancy when ventilation cannot be increased.
• 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.

**Contact Tracing**

Contact tracing is the process of notifying contacts of their potential exposure to the virus that causes COVID-19, providing information about the virus, and discussing individual symptom history and other relevant health information. In addition, instructions for self-quarantine and monitoring for symptoms, and support and referrals to testing, clinical services, and other essential support services are provided, as indicated.xxvii

CDC encourages collaboration between the K-12 school and health department when a school employee or student case is identified, and during investigation of school-related exposures to COVID-19. All case investigation and contact tracing support activities, conducted by the K-12 schools, should be undertaken in coordination and agreement with the health department. Additional information on contact tracing can be found at Interim Guidance for Case Investigation and Contact Tracing in K-12 Schools on the CDC website.

Contact tracing records will be maintained in the agency until the contact investigation is complete or up to twelve months, in accordance with proposed retention schedules.xxviii
Vaccinations

Teachers and staff hold jobs critical to the continued functioning of society and are at potential occupational risk of exposure to the virus that causes COVID-19. Prioritizing vaccinations for teachers and staff is one layer of prevention and protection for teachers and staff, and it is an important tool to help stop the COVID-19 pandemic.

Personnel are considered fully vaccinated:

- Two weeks after their second dose in a two-dose series
- Two weeks after a single-dose vaccine

According to Force Health Protection Guidance (Supplement 18) – Department of Defense Guidance for Protecting All Personnel in Department of Defense Workplaces During the Coronavirus Disease 2019 Pandemic, unless local installation or host nation public health guidance differs, personnel who have been fully vaccinated are not required to remain out of the workplace if they have been in close contact with a person who has a laboratory confirmed, clinically diagnosed or presumptive case of COVID-19.

According to Force Protection Guidance (Supplement 17), - Department of Defense Guidance for the Use of Masks, Personal Protective Equipment, and Non-Pharmaceutical Interventions During the Coronavirus Disease 2019 Pandemic, the requirements for mask wearing and physical distancing still apply to those who have been vaccinated against coronavirus disease 2019 (COVID-19) per CDC guidance.

School officials and health departments can work together to support messaging and outreach about vaccination for members of school communities. School communication platforms can facilitate outreach to encourage vaccination of household members of school-age children as they become eligible. This should include outreach in a language that limited English proficient family members of students can understand and in alternate formats, as needed, to facilitate effective communication for individuals with disabilities.
Maintaining Healthy Operations

Prescreening Protocols for DoDEA Staff and Students

In alignment with the Force Health Protection Guidance (Supplement 18) – Department of Defense Guidance for Protecting All Personnel in Department of Defense Workplaces During the Coronavirus Disease 2019 Pandemic, DoDEA requires employees and sponsors of enrolled students to perform the below prescreening protocol at home before departing for school or a school-sponsored activity. Additionally, students and staff who have symptoms of any infectious illness or symptoms consistent with or test positive for COVID-19 should not attend school in-person.xxxii

Based on the best available evidence at this time, CDC does not currently recommend universal symptom screenings (screening all students grades K-12) be conducted by schools. Parents or caregivers should monitor their children for signs of infectious illness every day. 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.

Home-based Screening Protocol and Standard Acknowledgment

The DoDEA Home-based Screening Protocol relies on the screening method in CDC’s guidance Screening K-12 Students for Symptoms of COVID-19. The protocol requires the following measures:

- Conducting temperature check and visual inspection for signs of illness as defined in the DoDEA Home-based Screening Acknowledgment (Section 1).
- Answering questions regarding close contact and potential exposure (Section 2).
- Taking into consideration local guidance issued by installation commanders, city, county, and state governments. For schools located outside the United States, DoDEA will also consider the effect of host nation law and applicable international agreements.

Parents, caregivers, or guardians should monitor their children for symptoms of infectious illness every day through home-based symptom screening via the Home-based Screening
The Home-based Screening Acknowledgment provides a vehicle to determine if individuals should be referred to a healthcare provider or quarantine based on symptoms and exposure, including close contact. Close contact is defined as being 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. Any affirmative responses to the questions in section 1 or 2 of the home-based screening protocol and positive test results must be reported to the school principal or supervisor. Staff members who stay home as a result of the home-based screening 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. Daily home-based screening is required for staff members and students prior to arriving at school.

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:

- Follow installation and DoDEA reporting criteria consistent with the Privacy Act of 1974, as amended, and other applicable 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 who need 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.
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. If possible, schools should increase air circulation during the 24-hour waiting period.
- 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. State, territorial, and local installation health officials and/or healthcare providers will determine when viral testing is appropriate. Schools should not require testing results as a part of the return to school policies.

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).

Individuals with Positive Test Results or Diagnosed with COVID-19

Post illness, the individual can return to school and end isolation once the following are met:

- 10 days out from the start of the symptoms, AND
- Fever free for 24 hours without fever reducing medication, AND
- Symptoms have improved.

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.
Students: Care for yourself one small way each day

- Do something you enjoy outside, like going to the park or for a run
- Treat yourself to healthy snacks and get enough sleep
- Find creative ways to spend time safely with friends, like virtual movie parties
- Make time to relax by reading, listening to music, or exploring a new hobby
- Talk to someone you trust if you or a friend feels bad
- Remember, you’re not alone

Substance Abuse and Mental Health Services Administration
Disaster Distress Hotline: call or text 1-800-985-5990

cdc.gov/coronavirus
Higher Risk Personnel Guidelines

Higher Risk School Staff Members
DoDEA employees who are at a higher risk of a poor outcome if exposed to COVID-19 due to an underlying medical condition can request accommodation using the Reasonable Accommodation (RA) process.

In order to effectively respond to the everchanging nature of the pandemic, and in keeping with past practice, all COVID-19 related accommodations for SY 2020/21 will expire at the end of the school year after summer school 2021. Employees who believe they need a COVID-19 related accommodation for SY 2021/22 must submit a new request. Items provided as part of an accommodation, such as face shields, may remain with the employee for the upcoming school year if needed and still available.

While the widespread availability of vaccines and changes in local infection rates have significantly reduced the need, we anticipate some employees will still need COVID-19 related reasonable accommodations for the upcoming school year. This guidance is intended to help employees navigate and understand the request process. Employees with concerns about higher risk family members should discuss any requirements that may impact the employee’s duty status with their supervisor.

Employee Request
DoDEA employees who believe they meet CDC criteria for being at higher risk can submit an RA request to their first-line supervisor or the region disability program manager (DPM). As in SY 2020/21, the DPM will provide each requesting employee with forms that the employee can use to collect the information the agency will use to evaluate the request. The forms are different than the ones used during the current year. The employee can request the template from their local DPM or find it on the DoDEA Reasonable Accommodations webpage.

Documentation
Employees will be asked to provide documentation that shows they meet the CDC criteria for being higher risk. Similarly, employees will be asked to provide a statement from their medical provider concerning their level of risk and the types of preventative measures the physician believes can help mitigate the risk of harm.
Typically, the DPM will not need a specific diagnosis, only some confirmation from the medical provider that the employee is considered higher risk, under CDC guidance, because of a pre-existing medical condition. The employee will also be asked to provide information concerning their vaccination status. Collectively, this information and the information gathered in the interactive process helps the deciding official determine the outcome of a request.

Request Analysis
The DPM will review the nature of the request to identify the proper deciding official. The DPM will then launch the interactive process by forwarding the request to the deciding official.

The interactive process is an informal discussion or exchange of information between the requesting employee and the deciding official. This discussion is often facilitated by the DPM. The purpose is to help the deciding official understand the full nature of the request and determine whether an accommodation is appropriate or necessary to effectively meet the needs of the employee.

Decision and Notification
At the conclusion of the interactive process, the deciding official will notify the DPM of their decision. The DPM will assist the deciding official in formatting the notification and will notify the employee of the decision.

The DPM will also work with the requesting employee and management officials to ensure all approved accommodations are effectively implemented.

An employee who disagrees with the resolution of his/her request may ask the DPM to reconsider that decision within 10 business days of receiving this memorandum and/or the deciding official documentation. Note that requesting reconsideration does not extend the time limits for initiating a complaint of discrimination.

If an employee is dissatisfied with the resolution and wishes to pursue either an administrative claim or file a grievance under the applicable collective-bargaining agreement, they may select one of the following steps:

- For an EEO complaint pursuant to 29 C.F.R. § 1614, contact an EEO counselor in the Office of Equal Opportunity within 45 days from the date of receipt of the decision memorandum or a verbal response (whichever comes first); or
- For a grievance, initiate it in accordance with the provisions of the applicable collective-bargaining agreement; or
- For adverse actions over which the Merit Systems Protection Board (MSPB) has jurisdiction, initiate an appeal to the MSPB within 30 days of an appealable adverse action as defined in 5 C.F.R. § 1201.3.
**DMEO SY 2021-22**

**COVID-19 REASONABLE ACCOMMODATIONS (RA) PROCESSING**

**EMPLOYEE INITIATES REQUEST**

Regardless who gets the request, the Disability Program Manager (DPM) processes it.

**REQUEST VIA SUPERVISOR OR REQUEST VIA DMEO**

**DPM EVALUATES**

DPM determines who approval authority is based on what the request is asking for and what info necessary to process request.

**DPM COORDINATES**

DPM coordinates with interested parties. EX: requestor, CoS, SOS, approval authority, etc.

**DPM NOTIFIES**

DPM will notify interested parties of the decision.

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*An employee may submit a request either through their supervisor or DMEO. In either instance, the DPM will evaluate the request to determine the proper approval authority.*
School Meal Program Guidelines

- Set up handwashing stations or provide hand sanitizer with at least 60% alcohol for employees, students, families, and other school staff.xxxviii
- Require students to wash hands or use hand sanitizer before entering the school cafeteria.
- Require students and other school staff to wear masks when they are not eating or drinking (e.g., standing in line, discarding food, etc.).xxxix
- Modify layouts to reduce crowding and facilitate physical distancing (at least six feet apart). Ensure students are facing in the same direction.xi
- Prioritize outdoor seating and distribution methods as much as possible.
- Implement touchless methods for counting and claiming meals, if possible (e.g., tally sheets, barcode scanners).
- Ensure all persons in the cafeteria maintain physical distancing while in the serving line and throughout the cafeteria table seating area.
- Prohibit the return of unopened food or drinks.
- Ensure cafeteria workers adhere to school home-based screening requirements before departing their homes and daily temperature checks upon arriving at school if locally required.
- Clean and disinfect frequently touched surfaces, including door handles, countertops, refrigerator or microwave handles, tables, carts, trays, chairs, cash, register, and turnstiles.
- Avoid offering any self-serve food or drink options, such as hot and cold food bars, salad or condiment bars, and drink stations. Serve grab-and-go items or individually plated meals instead.
- Ensure children do not share food or utensils. This helps prevent the spread of COVID-19 for all students and helps ensure the safety of children with food allergies:
  - Use disposable food service items (e.g., utensils, trays).
  - Ensure that all non-disposable food service items and equipment are handled by staff with gloves and washed with dish soap and hot water or in a dishwasher if disposable items are not feasible or desirable.
  - Require individuals to wash their hands after removing their gloves or after directly handling used food service items.
  - Discourage students from bringing food from home to share with other students for celebrations or other occasions.
- Prohibit the sale of food outside of the official school meal program. Any exceptions should be formally requested and approved by the local installation.
Bus Transportation Guidelines

Masks are required by federal order on school buses and other forms of public transportation. District superintendents will ensure the school administrative offices and daily commute buses maintain sufficient spare face masks to support any students, employees, or visitors who do not comply with current guidance to wear masks. Parents should ensure students use hand sanitizer with at least 60% alcohol prior to boarding the school bus. Additional guidelines for safe student transportation include the following:

- Require students to maintain six feet of physical distancing and wear masks at bus stops.
- Create distance between children on school buses when possible, including seating children one student per row facing forward and skipping rows between students (children from the same household can sit together).
- Open bus windows to increase circulation of outdoor air, when feasible, if doing so does not pose a safety or health risk.
- Consider making foot-traffic in one direction only in narrow or confined areas in the bus to encourage physical distancing (e.g., loading the bus from back to front and unloading from front to back).
- Limit the number of students on the bus at one time.
- 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.
School Nurse Training, Personal Protective Equipment, 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 principles 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 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

- 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 – one per student (non-reusable). Start with two to three boxes of 50 with a plan for replenishing low supplies.
- Non-latex gloves.

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 N95/KN95 respirators. 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.
- Administrators will 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.
Guidelines for Extracurricular Clubs, Activities, and Sports

The return to extracurricular clubs, activities, and athletic competition is essential to the physical and mental well-being of students. DoDEA recognizes the importance of this and will continue to work closely with commanders and public health professionals to balance the physical and mental well-being of students with DoDEA’s number one priority of conducting safe in-person learning. In accordance with CDC’s Phased Prevention core concepts, in-person instruction should be prioritized over extracurricular activities, including sports and school events, to minimize risk of transmission in schools and protect in-person learning.

Each location and situation is unique, and local conditions play a key role in decision-making in DoDEA’s globally dispersed school system. Please refer to 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 Alpha, Bravo, and Bravo+. The purpose of this guide is to provide school leaders with a range of solutions for athletics, extracurricular/physical activities, and music during each HPCON level as well as options for implementing the guidelines aligned to DoD and CDC requirements. The different circumstances at each school will require innovation and flexibility to develop comprehensive responses at each location. School and district leaders are expected to collaborate with installation commanders as they develop plans for execution within their local communities.
COVID-19 Lockdown and Evacuation Drill Processes

COVID-19 Lockdown Processes

HPCON 0 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 masks, are used in accordance with public health guidance.

HPCON BRAVO and 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:
  o Secure all classroom and neighborhood doors and turn off lights.
  o 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.
  o Show students the standard response training videos on the DoDEA Security Management Division Training Site.
• Principals, Assistant Principals, and Administrative Officers will:
  o Verify doors, classrooms, and neighborhoods are secure, and lights are off.
  o Conduct a tabletop exercise with local law enforcement.

HPCON CHARLIE
If students are in the building, lockdown drills continue with HPCON Bravo/ 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 physical 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 physical distancing based upon local health guidance.
- Evacuate the school as quickly as possible in the event of an actual evacuation.

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
Worldwide travel is changing rapidly, and travel restrictions and requirements continue to change. The DoD maintains a conditions-based phased approach to personnel movement and travel during the COVID-19 pandemic. Please reference DoDEA’s Travel Request Guidance webpage for the most current DoDEA guidance that is compliant with all DoD updates and requirements for the various phases of official and unofficial travel.

It is important for each traveler to comply with all Mission Essential Travel Request (METR), Travel Health Risk Assessments, and COVID-19 testing requirements, enroute travel, and post-travel host nation quarantine or command-directed Restriction of Movement (ROM), and DoD workplace access requirements.

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, unless exempted based on prior COVID-19 infection or are 14 days post-completion of an FDA authorized COVID-19 vaccination. All 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.

COVID-19 testing standards change frequently. In addition, host nations have varying testing requirements and associated costs for entry. Employees are asked to contact their airline and consult the U.S. Embassy and Consulates website for any additional pre-flight requirements and comply accordingly. For additional information, please review the Coronavirus: DoD Response webpage, 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
Travel challenges continue worldwide due to the COVID-19 pandemic. All employees and family members are required to comply with COVID-related restrictions and abide by all applicable host nation, installation, and DoDEA quarantine requirements. Many host nations may mandate a quarantine upon arrival at their port of entry. Military Commanders may also direct a Restriction of Movement (ROM) upon return to an employee’s Permanent Duty Station (PDS). A ROM limits movement to diminish the transmission of a communicable disease and can be achieved by limiting movement to, from, or on the installation; isolation; or quarantine. A host nation quarantine or command-directed ROM minimizes the risk of individuals encountering COVID-19 contagious individuals and prevents personnel who have been in a
higher risk area from potentially infecting others. A host nation quarantine is a physical isolation (typically a minimum of 14 nights) in a designated facility (e.g., hotel) or residence without being able to leave. If quarantine is required at the port of entry, then isolation is required before travel to the employee’s duty station residence. In addition, a ROM may be required upon arrival at the employee’s duty station installation. Violators of either the quarantine or ROM may face penalties, to include removal from the host nation.

**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

**Advanced Academic Program (AAP)**- Educationally relevant, academically oriented, needs-based programming geared toward students who have already mastered the grade-level curriculum or who have the capability of doing so far faster than their chronological peers. *(DoDEA AI 1308.01)*

**Clean**- Using soap (or detergent) and water to physically remove germs, dirt, and impurities from surfaces.¹

**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.²

**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.³

**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.⁴

**Disinfect**- Using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs.⁵

**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.

**English for Speakers of Other Languages (ESOL)**- Language acquisition program designed to teach English Language Learners (ELLs) social and academic skills as well as the cultural aspects of the English language necessary to succeed in the academic environment. ESOL teaches listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation at the appropriate developmental and proficiency levels. *(DoDEA Reg 2440.1)*

**Fragrance Free**- Fragrance materials or masking scents are not used in the product.⁶

**Health Protection Condition Alpha (HPCON A)**- Limited health alert- community transmission beginning. ⁷

**Health Protection Condition Bravo (HPCON B)**- Moderate health alert- increased community transmission.⁸
Health Protection Condition Bravo+ (HPCON B+)- Moderate+ health alert- elevated community transmission.

Health Protection Condition Charlie (HPCON C)- Substantial health alert- sustained community transmission.

Health Protection Condition Delta (HPCON D)- Severe health alert- widespread community transmission.

Health Protection Condition Zero (HPCON 0)- Routine health alert- no community transmission.

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.

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.

Individualized Education Program (IEP)- A written statement for a student with a disability that is developed, reviewed and revised in a team meeting in accordance with DoDI 1342.12. Specifies the individual educational needs of the student and what special education and related services are necessary to meet the student’s educational needs. (1342.12 Companion)

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

Masks- 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.

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

Physical distancing- The practice of limiting face-to-face contact with others to reduce disease spread by staying at least six feet apart from other people, avoiding gathering in groups, and avoiding crowded places and mass gatherings.

Remote Learning- Students receive the classroom curriculum from their assigned brick and mortar teacher, through digital programs (e.g., when schools 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.

Special Education (SPED)- Specially designed instruction, at no cost to the parent(s), to meet the unique needs of a student with a disability, including instruction conducted in a classroom, in the home, in hospitals, in institutions, and in other settings and instruction in physical
education. The term includes each of the following if it meets the requirements of the definition of special education: Speech-language pathology services or any other related services, if the service is considered special education rather than a related service under state standards; vocational education; and travel training. (1342.12 Companion)

504 Accommodation Plan- A written plan developed by the 504 Accommodation Team specifying the nature of the student’s disability(ies) and the major life activity(ies) it limits, the basis for determining the disability(ies), the educational impact of the disabilities(ies), the area(s) for 504 Accommodation(s), and the 504 Accommodation strategies and documentation concerning how the student’s progress will be determined. (DoDEA AI 2500.14)
Endnotes


ii Ibid.


x Ibid.


xiii Ibid.


Ibid.

Ibid.

Ibid.

Ibid.

Ibid.

Ibid.


