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Director’s Message

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

The start of a new School Year (SY) is a time for hope and possibilities. As we prepare for SY 2021/22, we consider what we will teach, what we will learn, and what practices must continue to protect our community from COVID-19. Our challenge this year is to meet our mission during an ongoing global pandemic. The entire DoDEA community rose to meet this challenge during SYs 2019/20 and 2020/21 with flexibility and determination. We will do so again in accordance with Department of Defense (DoD) policy, guidance from the Centers for Disease Control and Prevention (CDC), and Executive Order 14000.

As a result of our response throughout the pandemic, infection rates among students and staff have remained low. The low infection rates coupled with DoDEA’s ability to provide uninterrupted instruction serve as evidence of the efficacy of this plan and of DoDEA’s unwavering commitment to the total force and the warfighter’s mission readiness. In order to protect the health and safety of all members of our community and to maximize in-person learning opportunities for all students, DoDEA will continue to implement multiple layers of prevention strategies that successfully prevent transmission of COVID-19 in schools.

DoDEA COVID-19 Operational Guidelines and Protocols for Schools are updated regularly to reflect updated CDC recommendations as science and data on COVID-19 continue to evolve. While we adhere to these guidelines to operate schools safely and in-person, we remain flexible to meet the needs of our students, staff, and military partners, as well as the local community and host nation requirements. As noted in the DoD Guidance for Commanders’ Risk-Based Responses and Implementation of the Health Protection Condition (HPCON) Framework During the COVID-19 Pandemic, HPCON 0 is the base level for the HPCON Framework and represents a return to normal operations. We anticipate subsequent DoD guidance and updates that will address changes to the criteria or thresholds indicated by new evidence, as well as necessary recovery activities and the transition requirements from HPCON A to 0, but until such time DoDEA will adhere to the practices outlined in this document. We will continue to communicate the information contained in this guide to our DoDEA community including local commanders, students, families, teachers, and staff. 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.

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., consistent and correct use of masks, physical distancing, ventilation, handwashing and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with isolation and quarantine, and cleaning and disinfection). These COVID-19 prevention strategies remain critical to protect people, including students, teachers, and staff.
- 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.
- Collaborate 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 Levels for the COVID-19 Pandemic

<table>
<thead>
<tr>
<th>HPCON</th>
<th>Limited</th>
<th>Moderate</th>
<th>Moderate+</th>
<th>Substantial</th>
<th>Severe</th>
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<tr>
<td>Alpha</td>
<td>Minimal</td>
<td>Increased</td>
<td>Elevated</td>
<td>Sustained</td>
<td>Widespread</td>
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<tr>
<td>Bravo</td>
<td>Community Transmission</td>
<td>Community Transmission</td>
<td>Community Transmission</td>
<td>Community Transmission</td>
<td>Community Transmission</td>
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<tr>
<td>&lt;2</td>
<td>A daily average of fewer than 2 new cases per 100,000 population in the last 7 days (&lt;14 cumulative new cases per 100,000 population in last 7 days).</td>
<td>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).</td>
<td>A daily average of 16-30 new cases per 100,000 population in the last 7 days (110-210 cumulative new cases per 100,000 population in last 7 days).</td>
<td>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).</td>
<td>A daily average of more than 60 new cases per 100,000 population in the last 7 days (&gt;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.</td>
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### Schools operated by the DoD Education Activity (DoDEA)

- **Alpha**: Schools operated by the DoD Education Activity (DoDEA) may operate in accordance with guidance from the Director, DoDEA.
- **Bravo**: Schools operated by the DoD Education Activity (DoDEA) may operate in accordance with guidance from the Director, DoDEA.
- **Bravo+**: Schools operated by the DoD Education Activity (DoDEA) will operate remotely.
- **Charlie**: Schools operated by the DoD Education Activity (DoDEA) will operate remotely.
- **Delta**: Schools operated by the DoD Education Activity (DoDEA) will operate remotely.

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* 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.
* MILDEPs may delegate HPCON level determination to a level no lower than the military installation commander.
* 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).
* 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. In accordance with DoD Guidance for Commanders’ Risk-Based Responses and Implementation of the Health Protection Condition (HPCON) Framework During the COVID-19 Pandemic, 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.

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. Schools will communicate their strategies and any changes in plans to teachers, staff, and families, and directly to older students, using accessible materials and communication channels, in a language and at a literacy level that teachers, staff, students, and families understand.

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.
Gatherings and Visitors

CDC continues to recommend avoiding large events and gatherings. Large gatherings bring together many people from multiple households in a private or public space. Large gatherings are often planned events with a large number of guests and invitations. vi

- Schools should limit nonessential visitors, volunteers, and activities involving external groups or organizations. vii
- Open houses and back to school nights will continue to be conducted virtually.
- Schools should not limit access for direct service providers but can ensure compliance with school visitor policies.
- Schools should continue to emphasize the importance of staying home when sick. Anyone, including visitors, who have symptoms of infectious illness, such as flu or COVID-19, should stay home and seek testing and care.
- If visitors are permitted in school, they are required to wear masks at all times and maintain physical distance from others.
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 or hire COVID-19 related substitutes, 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.
- 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.
- 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.
  o 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; 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 eligible, enrolled, and in the geographical area of 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. Students at the high school level should work with their counselors to ensure they register for the appropriate number of courses to meet graduation requirements. Students in grades K-8 will be enrolled in mathematics, language arts, social studies, science, and one optional elective.

DoDEA schools will 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.

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.

DoDEA Virtual School Supervision

Teachers working in the virtual option report directly to the appropriate DVS administrator. The teacher’s duty location is normally their school of record or district office, and the teacher may work from an alternate location as determined by the appropriate DVS administrator.

The employee’s school of record will still enter time and attendance after receiving approved leave from the DVS administrator. When a teacher engages in a detail assignment that is expected to last 90 days or more, they 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 administrator provides the element ratings, rater assessment write-ups, higher level review (HLR) date and communication date to the teacher’s permanent supervisor. The HLR date reflects the higher level review completed by the DVS principal or the Chief of Technology and Innovation. The permanent supervisor/trusted agent will copy and paste the element 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 administrator’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.
Specialized Services in DoDEA Virtual School
The DVS will provide limited AAPS services to students based on their advanced educational plan. 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. 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.

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.

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
All reasons for enrollment after the deadline will be reviewed by the district superintendent and the DVS administrator. 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 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.

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 be required to take the College and Career Ready Standards interim 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.
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.
- 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, the following prevention strategies are essential to safe delivery of in-person instruction and help to prevent COVID-19 transmission in schools:

- Vaccination
- Consistent and correct use of masks
- Physical distancing
- Ventilation
- Handwashing and respiratory etiquette
- Staying home when sick and getting tested
- Contact tracing in combination with isolation and quarantine
- Cleaning and disinfection

Vaccination

Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. People who are fully vaccinated against COVID-19 are at low risk of symptomatic or severe infection. A growing body of evidence suggests that people who are fully vaccinated against COVID-19 are less likely to have an asymptomatic infection or transmit COVID-19 to others than people who are not fully vaccinated. In general, people are considered fully vaccinated:

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

If you don’t meet these requirements, regardless of your age, you are NOT fully vaccinated. Keep taking all precautions until you are fully vaccinated.

If an employee’s vaccination status is unknown, they will be considered unvaccinated. Employees may voluntarily provide proof of vaccination status (i.e., COVID-19 Vaccination Record Card).
Consistent and Correct Use of Masks

Given new evidence on the B.1.617.2 (Delta) variant, CDC has updated the guidance for fully vaccinated people. CDC recommends universal indoor masking for all teachers, staff, students, and visitors to K-12 schools, regardless of vaccination status.\textsuperscript{x}\textsubscript{i} Force Health Protection Guidance (Supplement 17) Revision 1 requires all individuals who have not been fully vaccinated to wear masks on military installations. Supplement 17 also allows supervisors to establish more stringent guidelines for wearing masks and may require mask wearing as necessary to ensure a safe workforce, to respect host nation or local jurisdiction guidelines, or to ensure mission accomplishment.
DoDEA Masking Requirements

In accordance with CDC recommendations, DoDEA requires the consistent and correct use of well-fitting face masks with proper filtration by all students, staff, and visitors.

### DoDEA Masking Guidelines

**for Students, Staff, and School Visitors**

<table>
<thead>
<tr>
<th>Masks Required</th>
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<tbody>
<tr>
<td>• Indoors</td>
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<tr>
<td>• Outdoors, when physical distancing CANNOT be maintained</td>
</tr>
<tr>
<td>• On public conveyances, such as school buses</td>
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</table>

<table>
<thead>
<tr>
<th>Masks Optional</th>
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</thead>
<tbody>
<tr>
<td>• Outdoors, when physical distancing CAN be maintained</td>
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</tbody>
</table>

*In all cases, DoDEA recognizes specific exceptions for certain people and for certain settings or activities, such as while eating or drinking.*

If visitors are permitted in school, they are required to wear masks at all times and maintain physical distance from others.

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 most effective fabrics for cloth masks are tightly woven, such as cotton and cotton blends, breathable, and in two or three fabric layers. The subsections below provide descriptions and recommendations for use of various types of masks.

Masks with Exhalation Valves or Vents. The Secretary of Defense February 4, 2021 memorandum states that masks with valves are not authorized as a substitute for masks. Likewise, 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. The Secretary of Defense February 4, 2021 memorandum states that face shields are not authorized as a substitute for masks. Likewise, 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)
Physical Distancing
The CDC recommends schools maintain at least three feet of physical distance between students within classrooms and six feet at all other locations to reduce transmission risk. When it is not possible to maintain a physical distance of at least three feet, it is especially important to layer multiple other prevention strategies, such as indoor masking. A distance of at least six feet should be maintained between students and teachers/staff, and between teachers/staff.xvi

In general, people do not need to wear masks when outdoors. However, students and staff MUST wear a mask when in crowded outdoor settings with people outside of their family group.

As of March 19, 2021, the CDC no longer recommends the use of physical barriers.xvii Schools with physical barriers in place may continue to utilize existing barriers; however, no new barriers will be purchased.

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 facility operations specialist (FOS) and other division representatives as appropriate.

- Increase outdoor air ventilation to the extent feasible and within the limits of the HVAC system.
- During temperate weather, increase ventilation by opening windows and doors. Do not open windows and doors if doing so poses a security, safety, or health risk to students and staff using the facility (e.g., results in inappropriate access, creates risk of falling,
creates condensation on surfaces, triggers asthma symptoms, etc.). Windows and doors must be closed and locked every day. Coordinate with the FOS, safety, and security management representatives.

- School-provided 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.

Handwashing and Respiratory Etiquette
People should practice handwashing and respiratory etiquette (covering coughs and sneezes) to keep from getting and spreading infectious illnesses including COVID-19. Schools can monitor and reinforce these behaviors and provide adequate handwashing supplies:

- Teach and reinforce handwashing with soap and water for at least 20 seconds.
- Remind everyone in the facility to wash hands frequently and assist young children with handwashing.
- If handwashing is not possible, use hand sanitizer containing at least 60% alcohol (for teachers, staff, and older students who can safely use hand sanitizer). Hand sanitizers should be stored up, away, and out of sight of young children and should be used only with adult supervision for children under six years of age.
Staying Home When Getting Sick and Getting Tested

Students, teachers, and staff who have symptoms of infectious illness, such as influenza (flu) or COVID-19, must stay home and should be referred to their healthcare provider for testing and care. Staying home when sick with COVID-19 is essential to keep COVID-19 infections out of schools and prevent spread to others. Schools should educate teachers, staff, and families about when they and their children should stay home and when they can return to school.xix

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 may not attend school in-person.xx

Parents or caregivers will 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 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. The DoDEA Home-based Screening Protocol relies on 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 will monitor their children for symptoms of infectious illness every day through home-based symptom screening via the Home-based Screening Standard Acknowledgment on the DoDEA School Operations in COVID-19 webpage.

Sponsors of DoDEA students are required to sign a document acknowledging their responsibility to perform the home-based screening protocol each day before their child departs for school or a school-sponsored activity. DoDEA employees were required to sign a similar document upon arriving for duty at the beginning of SY 2020/21 and are required to complete the documentation again at the onset of SY 2021/22. Schools must maintain signed copies of the Acknowledgment for each student and DoDEA employee.

Any affirmative responses to the questions in section 1 or 2 of the 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 student’s 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 member 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 Considerations for Case Investigation and Contact Tracing in K-12 Schools and Institutions of Higher Education (IHEs).
• 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 the CDC’s Cleaning and Disinfecting Your Facility webpage and the Cleaning and Disinfection 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. The 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. Students return to school in accordance with existing school illness management policies, which can be found at DoDEA’s When to Keep a Sick Child Home webpage.

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.
Contact Tracing

Schools should continue to collaborate with local installation public health officials, to the extent allowable by privacy laws and other applicable laws, to confidentially provide information about people diagnosed with or exposed to COVID-19. This allows identifying which students, teachers, and staff with positive COVID-19 test results should isolate, and which close contacts should quarantine. Additionally, school officials must report new cases of COVID-19 to students teachers, staff, and families of students who were close contacts as soon as possible (within the same day if possible) after they are notified that someone in the school has tested positive.\textsuperscript{xxiv}

Additional information on contact tracing can be found at Considerations for Case Investigation and Contact Tracing in K-12 Schools and Institutions of Higher Education (IHEs) 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.\textsuperscript{xxv}
Cleaning and Disinfection

According to the CDC, the virus that causes COVID-19 can land on surfaces. It’s possible for people to become infected if they touch those surfaces and then touch their nose, mouth, or eyes. In most situations, the risk of infection from touching a surface is low. The most reliable way to prevent infection from surfaces is to regularly wash hands or use hand sanitizer.

When no people with confirmed or suspected COVID-19 are known to have been in the space, cleaning once a day is usually enough to sufficiently remove virus that may be on surfaces and help maintain a healthy facility. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency List-N Tool COVID-19 Disinfectants list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection. xxvi

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. If a facility has had someone who tested positive for COVID-19 within the last 24 hours, custodial personnel will clean and disinfect the space. xxvii

For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see Cleaning and Disinfecting Your Facility.

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 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.
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.

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.
- 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.
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. To complete an RA request, employees must contact their Region or Headquarters Disability Program Manager.

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 Equal Employment Opportunity (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.

For further information, please visit the Diversity Management and Equal Opportunity Office (DMEO) website.
School Meal Program Guidelines

- Require students to wash hands or use hand sanitizer before entering the school cafeteria.
- Maximize physical distance to at least six feet when moving through the food service line and while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as the gymnasium or outdoor seating can help facilitate distancing.
- 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 frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.
- Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.

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:

- During transportation, open or crack windows in buses and other forms of transportation, if doing so does not pose a safety risk. Keeping windows open a few inches improves air circulation.
- Continue to follow good safety practices as well as any state or host nation 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)*
- Non-latex gloves

*Start with two to three boxes of 50 with a plan for replenishing low supplies.

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 respirators. DoDEA is providing N95 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. xxxii
• 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.

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 individuals comply with the integrated package of prevention and control components.

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:
  - Secure all classroom and neighborhood doors and turn off lights.
  - Explain to students the correct actions to take during a lockdown and that remaining at the desk, table, or learning location is only to simulate their relocation.
  - Show students the standard response training videos on the DoDEA Security Management Division Training Site.
- Principals, Assistant Principals, and Administrative Officers will:
  - Verify doors, classrooms, and neighborhoods are secure, and lights are off.
  - Conduct a tabletop exercise with local law enforcement.

HPCON CHARLIE
If students are in the building, lockdown drills continue with HPCON Bravo/ 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, en route 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.

**Close Contact**- Someone who was within six feet of an infected person (laboratory-confirmed or a clinically compatible illness) for a cumulative total of 15 minutes or more over a 24-hour period (for example, three individual five-minute exposures for a total of 15 minutes). An infected person can spread SARS-CoV-2 starting from two days before they have any symptoms (or, for asymptomatic patients, two days before the positive specimen collection date), until they meet criteria for discontinuing home isolation. Exception: In the K–12 indoor classroom setting, the close contact definition excludes students who were within three to six feet of an infected student (laboratory-confirmed or a clinically compatible illness) where both students were engaged in consistent and correct use of well-fitting face masks; and other K–12 school prevention strategies (such as universal and correct mask use, physical distancing, increased ventilation) were in place in the K–12 school setting. This exception does not apply to teachers, staff, or other adults in the indoor classroom setting.

**Contact Tracing**- The process of notifying contacts of exposure, addressing questions and concerns, referring for SARS-CoV-2 testing, encouraging self-quarantine, monitoring of symptoms, and assessing the need for additional supportive services during the quarantine period (14 days from last exposure).

**Disinfect**- Using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

**DoDEA Virtual School**- 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 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.

**Health Protection Condition Alpha (HPCON A)**- Limited health alert- community transmission beginning.
**Health Protection Condition Bravo (HPCON B)**- Moderate health alert- increased community transmission.\(^{xxxix}\)

**Health Protection Condition Bravo+ (HPCON B+)**- Moderate+ health alert- elevated community transmission.\(^{xli}\)

**Health Protection Condition Charlie (HPCON C)**- Substantial health alert- sustained community transmission.\(^{xlii}\)

**Health Protection Condition Delta (HPCON D)**- Severe health alert- widespread community transmission.\(^{xliii}\)

**Health Protection Condition Zero (HPCON 0)**- Routine health alert- no community transmission.\(^{xliii}\)

**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.\(^{xliv}\)

**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.\(^{xlv}\)

**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.\(^{xlvi}\)

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

**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.\(^{xlviii}\)

**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.\(^{xlix}\)
**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 disability(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.


vii Ibid.

viii Ibid.

ix Ibid.


Ibid.

Ibid.


Ibid.


Ibid.

Ibid.

Ibid.

Ibid.

Ibid.


