



# DoDEA COVID-19 Operational Guidelines and Protocols for Schools

VERSION II

July 31, 2020

dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

# Contents

<b>Introduction</b> .....	4
<b>DoDEA School General Opening Guidelines</b> .....	5
<b>Key Steps &amp; Considerations for Administrators</b> .....	6
<b>Guidelines for School Year 2020/21 Instructional Planning</b> .....	7
Attendance Procedures .....	8
Grading Principles.....	8
<b>Full-time In-person School</b> .....	9
Opening or Transitioning Schools to Full-time Remote Learning.....	9
Guidelines for Schools and Districts Opening with Remote Learning or Transitioning to Remote Learning .....	9
Prekindergarten and Sure Start COVID-19 Return to School Considerations .....	12
<b>Full-time Virtual School</b> .....	13
Staffing the Full-time Virtual School Option for K-8 .....	13
Virtual School Supervision .....	14
Guidelines for Sponsors Choosing the Virtual School Option.....	14
Specialized Services in the DoDEA Virtual School.....	15
Services for Students with Disabilities in the DoDEA Virtual School .....	15
Special Education in the DoDEA Virtual School .....	15
Accommodation Plans in the DoDEA Virtual School.....	16
Guidelines for Transitioning a Student to the Full-time Virtual School.....	16
<b>DoDEA Assessments</b> .....	17
Beginning of the Year (BoY) Assessments .....	17
Assessments in Remote Learning .....	18
Assessments in DoDEA Virtual School .....	18
Assessments Year-At-A-Glance .....	18
<b>General School Health &amp; Safety Guidelines</b> .....	20
Personal Protective Behaviors in Schools.....	20
Protective Barriers .....	20
Drinking Fountains.....	21
Administrative Controls for Consideration .....	21
Cloth Face Coverings .....	21
Hand Washing & Hand Sanitizer .....	23

<b>Prescreening and Return to School Protocol for School Staff Members &amp; Students</b> .....	24
Prescreening Protocol.....	24
Standard Acknowledgment .....	24
CDC Sample Daily Screening Checklist .....	25
<b>School Medical Surveillance Protocols</b> .....	26
Protocol for Symptomatic Students in School .....	28
<b>School Positive COVID-19 Cases</b> .....	29
Protocol for Confirmed COVID-19 Case in the Building.....	30
<b>Post-illness Return to School Protocols</b> .....	31
Individuals with Positive Test Results or Symptoms Consistent with COVID-19.....	31
Tested Positive with No Symptoms .....	31
CDC Return to School Guidance .....	31
<b>Higher Risk Personnel Guidelines</b> .....	32
Higher Risk School Staff Members.....	32
<b>School Cleaning Guidelines</b> .....	34
Cleaning by the Custodial Staff (In-house and Contractor) .....	34
Cleaning by School Personnel (Teachers, Staff, Aides, Volunteers, Students) .....	35
Protocols for Cleaning of Classrooms and High-touch Areas/Materials.....	35
<b>COVID-19-Related Hygienic Supply Requirements</b> .....	36
Hand Sanitizer Formula .....	36
Liquid Hand Soap Formula.....	36
Safe Storage of Hand Sanitizer .....	36
<b>School Meal Program Guidelines</b> .....	38
<b>Bus Transportation Guidelines</b> .....	39
<b>School Nurse Personal Protective Equipment and Office Guidelines</b> .....	40
School Nurse PPE Items.....	40
Nurse Office/Station Guidelines.....	40
<b>Guidelines for Extracurricular Clubs, Activities, and Sports</b> .....	41
<b>COVID-19 Lockdown Process</b> .....	43
<b>Implications of DoD Travel Requirements and Restrictions</b> .....	44
Permanent Change of Station (PCS) .....	44
Restriction of Movement (ROM)/ Quarantine Requirements .....	44
Authorized Departure .....	44

Official Passports and Visas ..... 44

**Glossary of Terms**..... 45

**Endnotes**..... 47

## Introduction

This document provides DoDEA district and school leaders with general guidelines and protocols for establishing and maintaining safe school environments that reduce the risk of COVID-19 spread.

DoDEA schools, like all other schools, are high-contact zones. Thus, DoDEA schools must change in-school operational and educational practices to reduce student and staff contact and to ensure commonly used areas, equipment, and materials do not spread the COVID-19 virus.

School and district leaders will work with local installation commanders to implement school-specific plans for reducing COVID-19 related health risks. Where needed, schools will solicit the support of the DoDEA above-school level organization to overcome obstacles towards achieving this objective.

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

Safely operating in a COVID-19 environment is a uniquely evolving issue that must be faced and overcome as a system by leveraging all of the resources at our disposal to protect all who enter a DoDEA school. DoDEA's proven diligence, flexibility, and adaptability will be necessary to deliver a world-class education with minimal disruption to the outstanding educational program support regularly provided to military-connected families.

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

## DoDEA School General Opening Guidelines

In order for DoDEA schools to be ready to open for School Year (SY) 2020/21 and safely perform in-school educational activities in a COVID-19 environment, the following conditions are required:

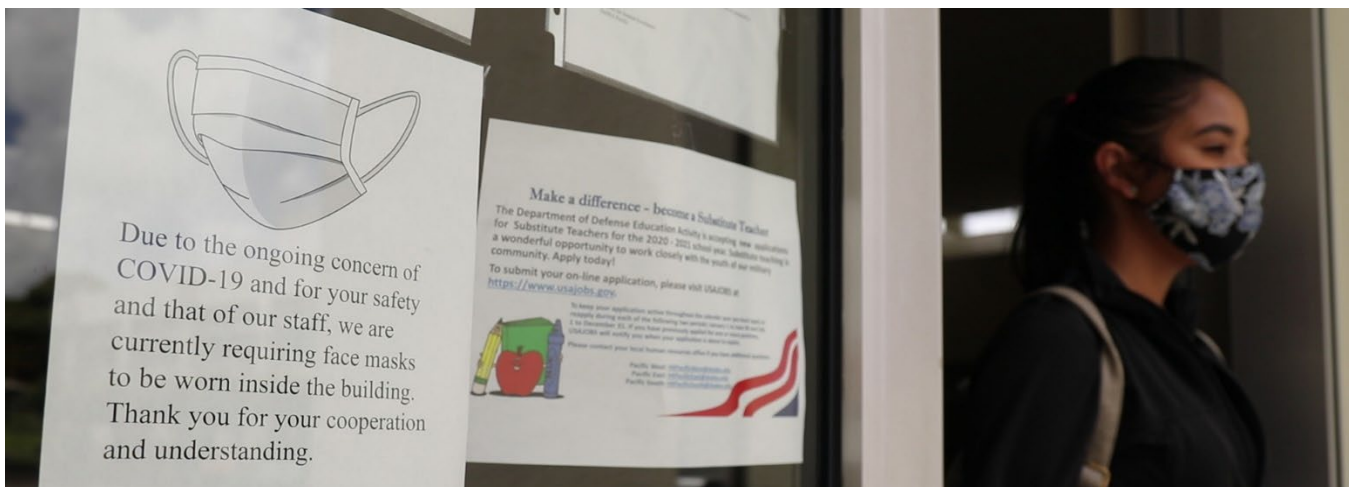
- To the maximum extent possible, DoDEA schools will operate brick and mortar schools on a regular full-time schedule when installations are in HPCON Alpha or Bravo.
- DoDEA schools will be ready to employ a remote learning model if COVID-19 spread leads an installation to downgrade to HPCON Charlie.
- Families who do not wish to send their students to the brick and mortar school setting will be provided a virtual platform to continue learning.
- In accordance with Centers for Disease Control and Prevention (CDC) and Department of Defense (DoD) guidance, DoDEA school staff members, contractors, and students will wear face coverings in all areas of a school campus. Appropriate and consistent use of cloth face coverings is most important when students, teachers, and staff are indoors and when social distancing of at least six feet is difficult to implement or maintain. This includes while on DoDEA school buses, at bus stops, or during off-campus school-sponsored activities.<sup>1</sup>
- Schools will limit visitor access to the school campus while operating in HPCON Bravo conditions and ensure all visitors are aware of face covering and social distancing requirements.
- Daily pre-screening is required for staff members and students prior to arriving at school.
- DoDEA schools will provide hand washing, hand sanitizing, and disinfectant supplies/materials in sufficient quantities to meet school sanitization and disinfectant requirements.
- DoDEA schools will provide appropriate Personal Protective Equipment (PPE) for required users, specifically school nurses and custodians.
- Schools will be cleaned and disinfected regularly throughout the school day and each evening.
- DoDEA schools will provide COVID-19 Health and Safety Guidelines and Protocols Orientation Training for all faculty, staff, substitutes, and students at the start of the school year and communicate the information to sponsors, local commanders, PTO members, school volunteers, School Advisory Council (SAC) members, and school boards before the school year begins.
- DoDEA schools will use a standard process for identifying and accommodating higher risk employees.

**Note:** DoDEA schools, like all other DoDEA facilities, will comply with CDC and DoD health and safety guidelines and directives unless otherwise directed by DoDEA Headquarters or an installation commander. Schools will inform the District Superintendent Office if directed by an installation commander to do so.

## Key Steps & Considerations for Administrators




It is critical that all administrators:

- Engage and encourage everyone in the school and the community to practice preventative behaviors. These are the most important actions that will support schools' safe reopening and will help them stay open for in-person instruction.
- Implement multiple mitigation strategies (e.g., social distancing, cloth face coverings, and hand hygiene).
- Communicate, educate, and reinforce appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- Integrate mitigation strategies into co-curricular and extracurricular activities (e.g., limiting or cancelling participation in activities where social distancing is not feasible). Please see the DoDEA guide, [DoDEA Guidelines for Reopening Athletics, Extracurricular, and Physical Activities and Music](#), for detailed information on high, medium, and low risk activities.
- Maintain healthy environments (e.g., cleaning and disinfecting frequently touched surfaces).
- Make decisions in coordination with district leadership and local commands that take into account the local HPCON.
- Repurpose unused or underutilized school spaces to increase classroom space and facilitate social distancing, including outside spaces, where feasible.
- Coordinate with the district, installation, and local health officials to develop a proactive plan for when a student or staff member tests positive for COVID-19.
- Support district, installation, and local health officials to conduct case tracing in the event of a positive case, per state, local, and installation requirements.
- Educate sponsors and caregivers on the importance of prescreening for and responding to the symptoms of COVID-19 at home via the Standard Acknowledgment.
- Develop ongoing channels of communication with local commands and health departments to stay updated on COVID-19 rates and response on local installations. <sup>ii</sup>



# Guidelines for School Year 2020/21 Instructional Planning

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

dodea DEPARTMENT OF DEFENSE EDUCATION ACTIVITY		
HPCON	OPTION 1 - IN-PERSON	OPTION 2 - VIRTUAL
<b>ALPHA</b> LIMITED Community Transmission Beginning		
<b>BRAVO</b> MODERATE Increased Community Transmission		
<b>CHARLIE</b> SUBSTANTIAL Sustained Community Transmission		

7/24/2020



## Attendance Procedures

While teachers will take daily attendance for students in schools operating in-person as outlined in the DoDEA Attendance Policy, schools will take special effort to encourage families to keep sick students home to reduce spread of illness. Schools will discontinue 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 DoDEA Attendance Policy.

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

## Grading Principles

DoDEA grading procedures are established in DoDEA Regulation 1377.01. The most important aspect of grading is the feedback teachers provide students and parents 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 last school year. While no similar grading change is anticipated for this school year, this is an excellent opportunity for schools to examine grading practices to emphasize valuable feedback, create multiple opportunities for improvement, and provide authentic performance-based assessments. Understanding that this year may again present challenges, teachers and staff will be flexible with students and ensure, to the maximum extent possible, that grades are a reflection of a student's performance and not their circumstances.

## Full-time In-person School

DoDEA plans to fully reopen schools for SY 2020/21 if local 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 fully implement the mitigation and additional student supervision requirements (e.g., lunch, transition, and student arrivals and dismissals) related to COVID-19, 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 a superintendent identifies the need to pay teachers at their daily or hourly rate, a plan detailing the requirements for the necessary allocations of funds must be submitted to the Education Operations and Policy Division.

### Opening or Transitioning Schools to Full-time Remote Learning

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

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

If a school is aware they will likely be closed for six days or more, schools must prepare to shift to remote learning within three days. Teachers will use existing curriculum resources, such as Benchmark Advance, Go Math!, FOSS, and other approved resources as they did in the last few months of SY 2019/20.

### Guidelines for Schools and Districts Opening with Remote Learning or Transitioning to Remote Learning

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

**Headquarters.** DoDEA Headquarters will provide the following items and support before the start of the school year:

- A K-12 education continuity plan for all of DoDEA, providing guidance to include:
  - Essential or priority learning in each content area and pacing of the content in the remote learning environment,
  - Guidelines for relevant policies,
  - Online assessment resources that are available for teacher use,
  - Expectations for Special Education, English Speakers of Other Languages (ESOL), and Advanced Academic Programs and Services (AAPS) instruction throughout the week.

- Authentic performance-based assessments as exemplars using DoDEA-approved digital curriculum resources to the greatest extent possible.
- A full list of remote teaching resources and access information.
- Self-paced professional learning modules provided throughout the year and developed with support from district educational technologists to support teacher implementation of remote education.
- Trainings designed with the CIL and districts for administrators on the remote instructional learning tools available to teachers.
- Secure digital learning tools with comprehensive support.

**Regions and Centers for Instructional Leadership (CILs).** Before the start of the school year and during the year, regions and CILs will:

- 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 that was developed in coordination with DoDEA Headquarters and districts that prepares and supports them in being an effective instructional leader in the remote environment.
- Provide guidance to help principals understand what quality synchronous and asynchronous learning and effective feedback to teachers looks like.
- Support principals in analyzing data.
- Support principals as they guide teachers in differentiated learning for students.
- Build capacity of 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.** At the start of the school year, each district will:

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

- platform available for all teachers, which can support teachers in small schools who have fewer opportunities to collaborate with colleagues).
- A district- or community-wide collaborative planning structure to ensure that collaborative planning among teachers continues in the remote environment.

**Schools.** At the start of the school year, each school will:

- 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 and families 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.
- Provide communication tools for sponsors (aligned with resources provided by DoDEA Headquarters Communications Division) about the possibility of schools opening or transitioning in the remote environment, including:
  - Expectations for sponsor support of student learning, completion of assignments, and communication with teachers,
  - Expectations around screen time, synchronous, and asynchronous learning.

**Teachers.** At the start of the school year and throughout the year, teachers will:

- Use Schoology or Google Classroom from the beginning of the school year, and maintain use of Schoology or Google Classroom for in-person and remote learning tasks throughout the school year.
- Develop and maintain an intentional plan for transitioning to long-term and short-term remote teaching and learning, including a schedule for live sessions and virtual office hours.
- Use DoDEA-adopted digital curricular materials regularly for student collaboration to ensure students are prepared for collaboration in a remote learning environment should conditions change.
- Collaborate regularly at scheduled times with colleagues to share teaching practices, engage in collaborative planning, reflect on instructional effectiveness, analyze student work and data, and develop assessments.
- Maintain regular, two-way communication with sponsors 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 Return to School Considerations

DoDEA preschool classes will be conducted in-person. Students will attend school full-time with regular instruction from teachers. 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 parents regarding in-person and remote learning experiences will be provided via the Creative Curriculum digital family resources.

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

Social Distancing Mitigation Strategies for Preschool Environments:

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



Refer to [PK/SS COVID-19 Considerations for Preschool](#) for more information about specific guidance and resources. All schools should ensure maximum use of resources provided in the above-referenced internal Google Site.

## Full-time Virtual School

DoDEA will provide a full-time virtual learning option for students and families with health vulnerabilities related to COVID-19 or who are concerned about returning to a brick and mortar school setting. All students who opt for virtual learning will be enrolled in the DoDEA Virtual School (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 five classes: mathematics, language arts, social studies, science, and one elective (music, art, or physical education). 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 the DVS during the school year. DoDEA is procuring licensed courseware in each of these subjects that will be delivered by existing DoDEA teachers who apply and are selected for this option. These will be full courses with all of the normal content expected in a regular DoDEA course, specifically designed for the online environment. To the greatest extent possible, elementary and middle school students will be served by dedicated online DoDEA teachers in a cohort model with other students from their school and/or the district and region.

Families will be asked to commit to at least the first semester online. Another enrollment period will occur in the fall for a second semester of full-time DVS or in-person instruction in schools. Students will remain enrolled in their local school and will have classes scheduled in DVS, according to the DVS calendar, which starts August 17 for teachers and August 24 for students.

### Staffing the Full-time Virtual School Option for K-8

DoDEA will recruit existing DoDEA teachers to be detailed to the DVS to teach students who are enrolled in the virtual learning option. The recruitment will identify teachers who:

- Provide evidence that they are competent to teach in the virtual environment by completing a teacher interest form online, to include five short answer questions.
- Are certified to teach in their content or specialized area.
- Are in the same district (or region) as the student population to minimize time zone differences.
- Teachers will submit an interest form and the selected teachers will be put into a pool of available DVS teachers. The process will include:
  - Coordination at Headquarters with Human Resources, the Education Directorate, and DMEQ;
  - Communication from Headquarters and the district (or region) to teachers and associations about this option's availability;
  - A date for each district (or region) to open up the application timeline for teachers;
  - Notification to teachers of the opportunity and 10-day (when possible) application window.
- Review of interest forms will occur in coordination with the DVS and districts.

- DoDEA will determine how many positions are required to staff the DVS based on the requirements and in-person enrollment at each school.
- Qualified teachers may then be selected from the volunteer pool, and notification will go out to those who will be detailed to DVS. Teachers who submit an interest form are committing to at least a semester detail in DVS.

**Note:** Staff members who have an approved Reasonable Accommodation (RA) and meet the qualifications for teaching in the virtual environment may be added to the roster of available teachers.

## Virtual School Supervision

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

## Guidelines for Sponsors Choosing the Virtual School Option

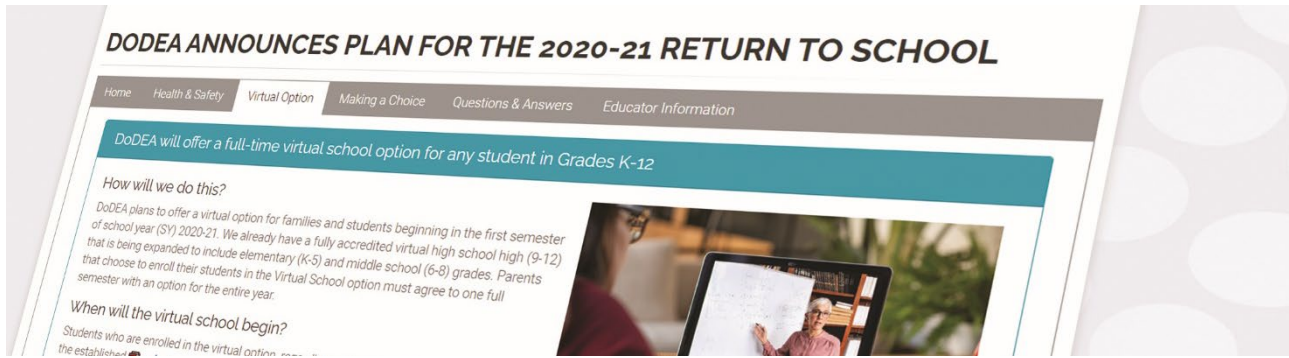
The option for full-time virtual learning is primarily for DoDEA families that have health vulnerabilities to COVID-19 or who are concerned about returning to school.

Eligibility:

- All families who are eligible to enroll in the DoDEA school system are eligible to enroll in the DVS option.
- New DoDEA families will be able to register for the virtual learning option in the online registration system DORS.

Enrollment:

- Sponsors should reference [DoDEA's Return to School webpage](#) for more details on enrollment instructions for the DVS option.
- Student enrollment timelines for the second semester will be developed in coordination with regions and districts.
- If a family is new to DoDEA (PCS after the deadline), they may late enroll in the DVS when they arrive at their OCONUS duty location, move into CONUS on-post housing or are on an on-post housing waiting list at an installation served by DoDEA.
- All other reasons for enrollment after the 30 July deadline must be supported and negotiated between the respective District Superintendent and Regional DVS Assistant Principal and may be subject to available staffing.



When registering for the DVS:

- Families will be asked to commit to at least the first semester online. Another enrollment period will occur in the fall for commitments to a second semester of full-time DVS or to move to in-person instruction in schools.
- The registration form will clearly outline family responsibility for supporting their student's success in the DVS.
- The form will ask sponsors if they need a Wi-Fi hotspot and laptop.
- DVS students may participate in the student meal program. Price will be determined by a student's free and reduced priced lunch eligibility. Grab and go options will be determined by individual schools in coordination with appropriate local student meal officials.

## Specialized Services in the DoDEA Virtual School

Services for English Speakers of Other Languages (ESOL) and students qualifying for Advanced Academic Programs and Services (AAPS) will be provided to qualifying DVS students according to their grade level, English language proficiency level, and academic needs. Delivery of services will differ by location, dependent on the level of enrollment, and will be provided in coordination with the local schools and DVS.

## Services for Students with Disabilities in the DoDEA Virtual School

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

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

## Special Education in the DoDEA Virtual School

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



The CSC of the student's brick and mortar school will develop, implement, and administer the IEP in accordance with the Individuals with Disabilities Education Act (IDEA) (2004, November 19), Department of Defense Instruction (DoDI) 1342.12 "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents" (2015, June 19), and Department of Defense Manual (DoDM) 1342.12. Participation in the DVS will not affect any rights, substantive or procedural, guaranteed to a student or parent 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 the DVS. Working in concert with the 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 the 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.

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

### Accommodation Plans in the DoDEA Virtual School

For students seeking instruction from the DVS who are, or may be, eligible for a 504 Accommodation Plan, the 504 Accommodation Team of the student's normally assigned brick and mortar school will convene to develop (or modify) the student's 504 Accommodation Plan. The 504 Accommodation Team will follow the policies and procedures outlined in DoDEA *Administrative Instruction 2500.14, Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities*, and will work with the 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 sponsors, will determine if the DVS is the best option for a student, and ensure this option meets the requirements in *DoDEA Regulation 2500.01, Department of Defense Dependents Students Home or Hospital Instructional Services*. The school may register students and ensure that families understand their responsibility in supporting their child's education in this environment. Families who change duty stations or leave the area servicing the brick and mortar school mid-year to care for someone impacted by COVID-19 are also eligible to transfer to the DVS.

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

## DoDEA Assessments

### Beginning of the Year (BoY) Assessments

The COVID-19 pandemic resulted in DoDEA schools providing instruction remotely to meet the academic and socio-emotional needs of students. Although DoDEA has provided exceptional instructional services remotely, students may require additional supports or acceleration upon schools reopening, in order to meet the expectations of the CCRS. As a result, DoDEA has developed a plan for the use of BoY assessments to support the development of student-centered instruction to match instruction with students' strengths and needs, which will ensure all DoDEA students can master grade-level standards.

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

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

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

## Assessments in Remote Learning

If local HPCON levels prevent in-person classes, all students will engage in remote learning with their classroom teachers, similar to what schools provided at the end of SY 2019/20. In this case, students may continue to participate in select BoY assessments (noted in the above chart) and other curriculum-based assessments that are already available for remote learning.

Tests that are only administered via in-person testing mode will be cancelled until further notice. Parents may contact their principal or school test coordinator for more information.

## Assessments in DoDEA Virtual School

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

Virtual student 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 school parent or sponsor will be responsible for notifying the school test coordinator of their intent to have their student participate in the specific in-person testing event. Parents or sponsors will be responsible for accompanying their student to the school site for testing at the designated time, as well as picking up the student immediately after testing is complete. Participants will need to take appropriate health and safety precautions (e.g., temperature check, etc.) for this event.

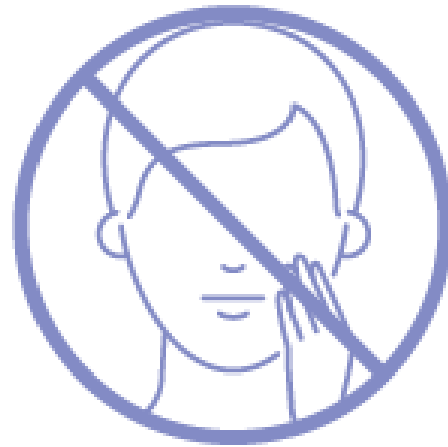
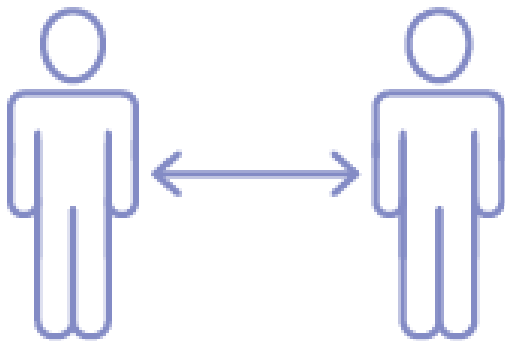
## Assessments Year-At-A-Glance

DoDEA is focused on continuing to provide options for students to participate in the DoDEA Comprehensive Assessment System (DoDEA-CAS) in SY 20/21. These options have been reviewed for considerations for test design, purpose, and implementation procedures as well as guidelines and protocols for establishing and maintaining safe school environments that reduce the risk of COVID-19 spread. For more information on DoDEA-CAS and testing windows, please visit the [DoDEA-CAS webpage](#).

Some of the 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 and test administrators will wear cloth face coverings and maintain social distancing during the testing event.

- 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 hands after handling such materials.
- Test coordinators should ensure additional testing staff members are available in case staff members cannot serve on testing day.



# General School Health & Safety Guidelines

## Personal Protective Behaviors in Schools

- Place hand sanitizer stations at the entrance of the buildings. Use hand sanitizer products throughout the school facility with 60% alcohol or greater (touchless dispensers if possible). Ensure proper monitoring of student use.
- Supply bathrooms and classroom sinks designated for hand washing with soap, warm water, and disposable towels (or air dryer systems).
- Schedule hand washing for lower elementary students throughout the school day.
- 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 personal items to school from home, e.g., fuzzy toys and blankets.
- Encourage students to bring personal headphones for classroom use.
- Encourage students to bring a personal water bottle to reduce or eliminate water fountain use during the school day.
- Educate students on viruses, mode of transmission, signs of illness, protective measures, how to wear face coverings, and appropriate social skills encouraging minimal physical contact. The school nurse and teacher should partner to develop and deliver this learning as a part of the standard start of school practice. Additional resources are available through the district and the local Medical Treatment Facility (MTF).

## Protective Barriers

- Generally, social distancing, face coverings, furniture configuration, and other administrative controls encouraged by the CDC are sufficient strategies to combat the spread of COVID-19. However, in situations where a school cannot employ the above health and safety measures, a physical barrier may be considered.
- The use of physical barriers in a school, such as Plexiglass, acrylic, or plastic shields as a method of prevention against virus spread, requires an evaluation of the area under consideration as outlined below to ensure all administrative and engineering controls have been considered and approval has been obtained before the purchase and installation of the barrier.
- Districts should contact their District Safety Officer to facilitate an evaluation and completion of [DD Form 2977, Deliberate Risk Assessment Worksheet](#), in order to make the appropriate determination. After considering the assessment results, the District Chief of Staff will make the determination if a physical barrier is required.



- Barriers must be adequately sanitized and maintained as outlined in the [DD Form 2977, Deliberate Risk Assessment Worksheet](#). Districts and schools should also consult with the DoDEA Facilities Division to determine the best configuration and placement of the barrier.

## Drinking Fountains



- Staff and students are expected to bring their own water bottle/container to minimize contact with water fountains.
- Drinking directly from fountain faucets is prohibited. Only the refilling of water bottles/containers is permitted.
- Signage will be placed near all drinking fountain locations warning students/staff that drinking directly from water fountains is prohibited.
- In accordance with CDC recommendations, custodial staff will clean and sanitize drinking fountains daily.
- While the risk of COVID-19 transmission utilizing this method is considered low by CDC, it is recommended that hand sanitizer be placed near drinking fountains to reduce the spread of germs through high touch surfaces.

## Administrative Controls for Consideration

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

## Cloth Face Coverings

To maximize the in-school attendance of students and school staff members, DoDEA will require all personnel on a DoDEA school campus to wear a face covering when social distancing cannot be achieved, including when on DoDEA buses and at school bus stops. DoDEA has ordered two face coverings for each DoDEA employee and student with an additional supply available in each school for contingency requirements.

Wearing cloth face coverings should be prioritized when it is difficult to maintain social distancing, and schools should seek opportunities for students to remove face covering while maintaining social distancing guidelines.



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

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

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

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

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

- Those who interact with students or staff who are deaf or hard of hearing, per the Individuals with Disabilities Education Act,
- Teachers of young students learning to read,
- Teachers of students qualifying for ESOL services,
- Teachers of students with disabilities.

**Face Shields.** CDC does not recommend use of face shields for normal everyday activities or as a substitute for cloth face coverings. Some people may choose to use a face shield when sustained close contact with other people is expected. If face shields are used without a mask, they should wrap around the sides of the wearer’s face and extend to below the chin. Disposable face shields should only be worn for a single use. Reusable face shields should be cleaned and disinfected after each use.<sup>iv</sup>

**Response Teams.** Sponsors are asked to bring individual concerns regarding face coverings to school administrators. It is recommended that schools develop a response team, which may include families, educators, and healthcare providers to create individual plans to accommodate the use of modified face coverings by students and staff in order to safely protect students and school staff.

School leadership and staff should be prepared to address potential negative consequences of the face-covering requirement. The CDC notes that stigma or bullying that may arise among students due to wearing or not wearing cloth face covering. For more information and strategies for schools on cloth face coverings, please refer to the [CDC's guidance on cloth face coverings](#).<sup>v</sup>

## Hand Washing & Hand Sanitizer

The CDC recommends washing hands with soap and water whenever possible because handwashing reduces the amounts of all types of germs and chemicals on hands. If soap and water are not available, using hand sanitizer with at least 60% alcohol can help individuals avoid getting sick and spreading germs to others. Children with sensitive skin conditions may be adversely affected from the use of hand sanitizers.

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

Please see the DoDEA guide, [Ensuring a Safe and Healthy Return to School](#), for social distancing guidance, strategies, and requirements for HPCON Alpha, Bravo, and Charlie.





# Prescreening and Return to School Protocol for School Staff Members & Students

In compliance with the [Force Health Protection Guidance \(Supplement 8\) – Department of Defense Guidance for Protecting Personnel in Workplaces during the Response to the Coronavirus Disease 2019 Pandemic](#), DoDEA will require employees and sponsors of enrolled students to perform the below prescreening protocol at home within two hours of departing for school or a school-sponsored activity. The prescreening protocol will remain in effect throughout the period in which the supported installation or military community is at HPCON Bravo. Although the CDC does not currently recommend conducting universal symptom screening at school, students should not attend school when they are sick. Home symptom screenings rely on students and their parents, guardians, or caregivers initially identifying when the student may have signs and symptoms of illness and to take action (such as staying home).

## Prescreening Protocol

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

- Sponsors, parents, or caregivers conduct a temperature check and a visual inspection for shortness of breath or cough, flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.
- If experiencing the above symptoms, the student or staff member should remain home until he/she is fever-free with a reduction in symptoms for at least 24 hours without the use of fever-reducing medication.
- Consistent with CDC recommendations, individuals with COVID-19 signs or symptoms will be referred to a healthcare provider for evaluation on whether testing is needed in accordance with 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.
- Staff members who experience the above symptoms should contact their supervisor to determine their duty status in coordination with Labor Management Employee Relations (LMER).

## Standard Acknowledgment

During enrollment, sponsors of DoDEA students will be required to sign a standard DoDEA document acknowledging their responsibility to perform the prescreening protocol each day before their child departs for school or a school sponsored activity. DoDEA employees will be required to sign a similar document upon arriving for duty for SY 2020/21.

DoDEA Headquarters developed a Prescreening Protocol Acknowledgment for [Sponsors of Students](#) and for [Employees](#) that is aligned with CDC guidance for school use. Schools must maintain copies of the Acknowledgment for each student and DoDEA employee.

# CDC Sample Daily Screening Checklist

## SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

<input type="checkbox"/>	Temperature 100.4 degrees Fahrenheit or higher when taken by mouth;
<input type="checkbox"/>	Sore throat;
<input type="checkbox"/>	New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);
<input type="checkbox"/>	Diarrhea, vomiting, or abdominal pain
<input type="checkbox"/>	New onset of severe headache, especially with a fever.

## SECTION 2: Close Contact/Potential Exposure

<input type="checkbox"/>	Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19: OR
<input type="checkbox"/>	Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to SARS-CoV-2; OR
<input type="checkbox"/>	Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the <a href="#">Community Mitigation Framework</a>
<input type="checkbox"/>	New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);
<input type="checkbox"/>	Live in areas of high community transmission (as described in the <a href="#">Community Mitigation Framework</a> ) while the school remains open

## 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.

### Student Protocols

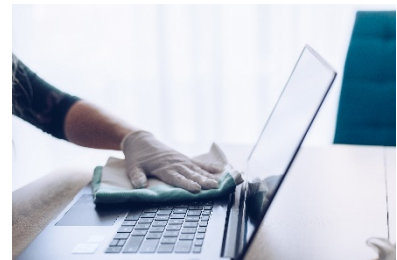
When a student develops or presents with any symptoms of illness consistent with COVID-19 (e.g., fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea):

- 1) The student's teacher will contact the school nurse to inform the nurse that a student is being referred for assessment.
- 2) The school nurse will relocate the student to a separate space (isolation area or room) away from the other students in the nurse's office.
- 3) During the examination of the student, the school nurse will utilize personal protective equipment (PPE) and provide the student with a surgical mask.
- 4) If symptoms of illness are confirmed, the school nurse will arrange for the student's sponsor to be notified and ask them to pick up their student within 30 minutes to an hour.
- 5) The school nurse will confidentially notify the principal that a student with COVID-19 symptoms is in the school.
- 6) The school nurse will close off the space used for isolation after the student departs. The space will only be reopened after proper cleaning and disinfecting.
- 7) The school nurse and principal will follow installation directed reporting procedures and request a sponsor/physician-provided notification of the student's status and medical care plan (i.e., quarantine, home treatment until symptom and fever-free for 24 hours without fever-reducing medication) in compliance with existing policies.
- 8) 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.
- 9) The principal will direct the cleaning/disinfection of high-touch surfaces, focusing on areas where the student is known to have been and items they have touched (e.g., individual desk, cot, recently used manipulatives, shared equipment).
- 10) When a school identifies a significant increase in absences due to illness with COVID-19-like symptoms, the principal is responsible for reporting the information through the SIR system, the District Superintendent Office, and installation/local health officials.

## School Staff Member Protocols

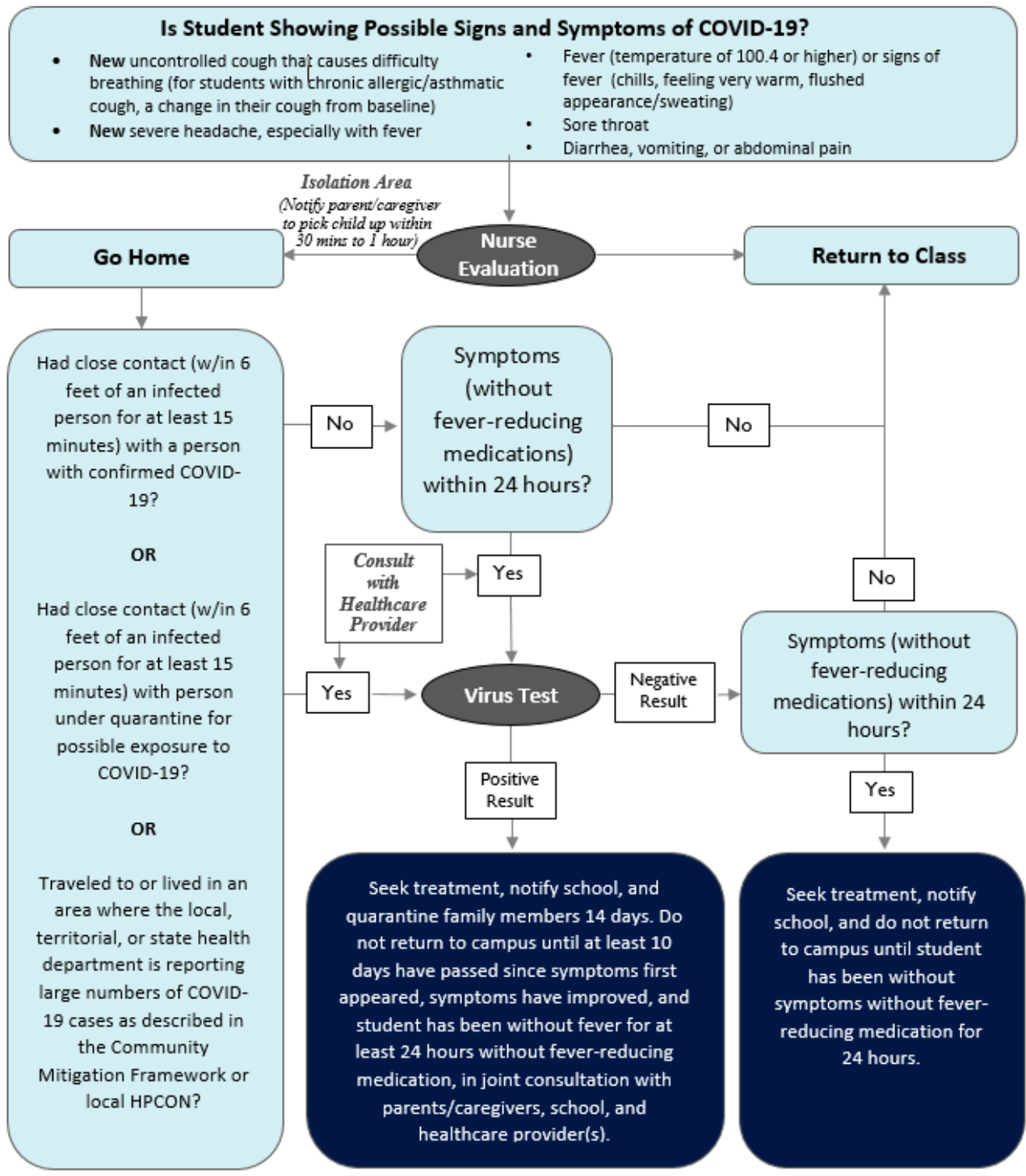
Schools must follow this protocol when a staff member develops or presents with any symptoms of illness consistent with COVID-19 (e.g., fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea).

- 1) The staff member will be isolated in a separate area while they await pickup or until they are able to leave the school on their own.
- 2) The school nurse must utilize personal protective equipment (PPE) and provide the staff member with a surgical mask.
- 3) The school nurse will require any other staff members monitoring the symptomatic staff member to wear a face covering and practice social distancing.
- 4) The school nurse will confidentially notify the principal that a staff member presents with COVID-19 symptoms.
- 5) The school nurse and principal will follow installation directed reporting.
- 6) The school nurse will close off the space used for isolation after the ill person departs. The space will be reopened only after proper cleaning and disinfecting.
- 7) The principal will ensure the cleaning and disinfecting of high-touch surfaces, focusing on areas where the person is known to have been and items they have touched (e.g., individual desk, cot, shared equipment).



**Note:** It is important that students and staff who are unwell and being sent home are picked up 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 student and staff privacy concerns.

# Protocol for Symptomatic Students in School



Adapted from Centers for Disease Control and Prevention. (2020, July 23). Screening K-12 Children for Symptoms of COVID-19, Limitation and Considerations. Retrieved 24 Jul 2020 from <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

# 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 that 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](#).
- 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 accordance with 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 closure, teachers and other school key staff members will depart with their assigned laptop computer and other essential materials.
- During the closure period, the school facility will be thoroughly cleaned and disinfected. Refer to [CDC Cleaning and Disinfecting Your Facility](#) and the School Cleaning Guidelines section of this document.
- The school principal will coordinate with DoDEA leadership and the installation command regarding communications to staff, sponsors, students, 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.
- 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 [Preparing K-12 Administrators for a Safe Return to School in Fall 2020](#). Students and their sponsors should be advised that local health officials may contact the family for contact tracing. If contacted, families should notify the contract tracer that the student attended school. The school principal will also complete DoDEA and installation COVID-19 positive case reporting requirements and support installation contact tracing requirements.

The image shows a thumbnail of the DD Form 3112, titled "PERSONNEL ACCOUNTABILITY AND ASSESSMENT NOTIFICATION FOR A PUBLIC HEALTH EMERGENCY". The form includes a header with the OMB No. 0704-0590 and an expiration date of 2020/10/31. It contains a purpose statement and is divided into two main sections: SECTION I: SUBMITTER INFORMATION and SECTION II: AFFECTED INDIVIDUAL INFORMATION. SECTION I includes fields for "DATE REPORT SUBMITTED", "FULL NAME OF SUBMITTER (Last, First, Middle)", "RELATIONSHIP TO THE AFFECTED INDIVIDUAL", "OTHER, DESCRIBE", "DoD COMPONENT/OFFICE OF SUBMITTER", "TITLE OF SUBMITTER", "PHONE NUMBER", and "E-MAIL ADDRESS". SECTION II includes fields for "First, Middle Initial", "DoD ID# (For facility access records)", and "BRANCH OF SERVICE (if military)".

# Protocol for Confirmed COVID-19 Case in the Building

## School Decision Tree

### All Schools Regardless of Community Spread



**No Community Spread**

### ALPHA

- Prepare.
- Teach and reinforce healthy hygiene.
- Develop information sharing systems.
- Intensify cleaning and disinfection.
- Monitor for absenteeism.
- Assess group gatherings and events—consider postponing non-critical gatherings and events.
- Require sick students and staff to stay home.
- Establish procedures for someone becoming sick at school.

Monitor changes in community spread

**Minimal to Moderate OR Substantial Community Spread**

### BRAVO

M/M

- Coordinate with local health officials, commands, and DoDEA leadership.
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building.
- Consider ways to accommodate needs of children and families at high risk.

### CHARLIE

S

- DoDEA schools will be ready to employ a remote learning model if COVID-19 spread leads to an installation downgrade to HPCON Charlie.
- Coordinate with local health officials, commands, and DoDEA leadership.

Is community spread Minimal to Moderate or Substantial?

Adapted from Centers for Disease Control and Prevention. (2020, April 10). Interim Guidance for Administrators of US K-12 Schools and Child Care Programs: Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19). Retrieved Jul 30, 2020, from <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

## Post-illness Return to School Protocols

Once a student or staff member is identified with COVID-19 symptoms, the student/staff member may return if they satisfy the CDC's guidelines as specified below.

### Individuals with Positive Test Results or Symptoms Consistent with COVID-19

Persons who have not received a test proving or disproving the presence of COVID-19, but experience symptoms, and persons who experienced symptoms and tested positive for COVID-19 may return if the following three conditions are met:

- They have not had a fever for at least 24 hours with no fever reducing medication;
- Other symptoms have improved (for example, cough or shortness of breath have improved);
- At least 10 calendar days have passed since symptoms first appeared.

### Tested Positive with No Symptoms

Persons who have not had symptoms but have tested positive for COVID-19 may return when 10 days have passed since the test and they continue to have no symptoms.

**Note:** Siblings and household members who had close contact with someone with COVID-19 must stay home for 14 days after exposure, based on the time it takes to develop illness, and will be provided with classroom work to be completed at home.

### CDC Return to School Guidance

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 for SARS-CoV-2 is appropriate.

Schools should not require testing results as a part of return to school policies. Questions regarding return to school should be jointly decided in consultation with sponsors, school personnel, and the student's healthcare provider. 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.<sup>vi</sup>



# Higher Risk Personnel Guidelines

## Higher Risk School Staff Members

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

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

- 9) Using established criteria, the Panel Chair makes a recommendation to the AD/F&BO, to include an expiration date for approved requests.
- 10) The AD/F&BO returns the decision to the RA Branch Chief, who returns the file to the DPM for notification.
- 11) Approved requests are tracked by the DPM for compliance. The DPM advises of rights for denials.
- 12) If an employee is not in an approved leave status or does not have an approved RA that allows them to telework or work from an alternate location, they are expected to return to the workplace when instructed. Employees may request the COVID-19 Related Accommodations document from the DPM in advance. The form will request the following:
  - a. Certification from the employee that they have a condition included in the CDC guidance.
  - b. The date the exception needs to be in place.
  - c. A narrative statement explaining their specific and individualized concerns with their personal work location and/or workspace, including any mitigation factors they believe could help assuage their concerns.
  - d. A certification from their treating medical provider confirming the existence of an underlying medical condition included in the CDC guidance, as well as recommendations (if any) for additional safety mitigations that could lower the risk to the employee.
  - e. A certification from the treating medical provider that they have advised the employee to self-quarantine or stay at home to mitigate their risk of harm from exposure to COVID-19, despite improved local health condition.
  - f. Failure to provide the requested information will not prevent the DPM from forwarding the file for consideration, but the information requested will help inform the decision-making process. However, failure to provide sufficient information, such as confirmation of an underlying medical condition placing the employee at higher risk, will likely lead to the request being denied.
- 13) Employees with concerns about higher risk family members should discuss any requirements that may impact the employee's duty status with their supervisor.

## School Cleaning Guidelines

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

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

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

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

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



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

If a building occupant tests positive for COVID-19, the 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.

Any modifications to custodial contracts will also occur in time for reopening. Supplies, equipment, and PPE for custodians is provided by either the Facilities Division or the custodial contractor.

The CDC recommends normal routine cleaning of outdoor areas and playgrounds but does not require disinfection. The CDC also recommends washing hands before and after playground use, or even to discontinue playground use. The Facilities Division will arrange for the cleaning of the exterior playgrounds before schools reopen as an added measure during this time.

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

Per standard pre-COVID-19 pandemic practices, occupants of the schools should ensure the cleaning and disinfecting of commonly touched surfaces and objects before or after each use. Examples of surfaces and objects include laptops, Chromebooks, digital devices, mobile electronics, keyboards, remote controls, phones, manipulatives, lab equipment, physical education equipment, and sports equipment.

Custodians will disinfect desks daily outside of school hours. Additionally, students (age appropriate), using safe disinfectant products, should disinfect their desks and other surfaces or objects before they begin using them. In this situation, appropriate supplies (e.g., disinfecting wipes) must be provided by the school at school expense. The DoDEA Safety Officer has provided a list of EPA-recommended products that can be used for disinfection. A frequently updated list of products can be searched by company name, product name, ingredient, and other pertinent criteria online at [List N: Disinfectants for Use Against SARS-CoV-2 \(COVID-19\)](#).

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

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

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

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



## 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 materials in accordance with the below guidance.

### Hand Sanitizer Formula

Three sources identify a dime size portion of hand sanitizer should be used. This equals 1/4 teaspoon which is 1.5mL. Estimating eight applications a day per person =12mL(.41 fl oz)/day/person. Calculation: 8x a Day for 175 Instructional Days. Please note there are 191 teacher days.

# of Individuals	Amount of Sanitizer Per Day	Amount of Sanitizer Per Month (17 days avg.)	Amount of Sanitizer Per Year (175 instructional days)
200	2,400 mL (81 fl oz)	40,800mL (1,380 fl oz)	420,000mL (14,202 fl oz)
300	3,600mL (122 fl oz)	61,200mL (2,069 fl oz)	630,000mL (21,303 fl oz)
400	4,800mL (162 fl oz)	81,600mL (2,759 fl oz)	840,000mL (28,404 fl oz)
500	6,000mL (203 fl oz)	102,000mL (3,449 fl oz)	1,050,000mL (35,505 fl oz)
600	7,200mL (243 fl oz)	122,400mL (4,139 fl oz)	1,260,000mL (42,606 fl oz)
700	8,400mL (284 fl oz)	142,800mL (4,829 fl oz)	1,470,000mL (49,707 fl oz)

### Liquid Hand Soap Formula

Depending on the dispenser, the average amount of liquid hand soap dispensed per pump is .4-.7 milliliters (mL). Estimating .5mL per pump and two pumps per wash at eight hand washes equates to 8 mL (.27 fluid ounces) of liquid hand soap) per person per day. This is a high estimate and can be reduced by half. Calculation: 8x a Day for 175 Instructional Days. Please note, there are 191 teacher days.

# of Individuals	Amount of Soap Per Day	Amount of Soap Per Month (17 days avg.)	Amount of Soap Per Year (175 Instructional Days)
200	1,600 mL (41 fl oz)	27,200mL (920 fl oz)	280,000mL (9,468 fl oz)
300	2,400mL (81 fl oz)	40,800mL (1,380 fl oz)	420,000mL (14,202 fl oz)
400	3,200mL (108 fl oz)	54,400mL (1,839 fl oz)	560,000mL (18,936 fl oz)
500	4,000mL (135 fl oz)	68,000mL (2,299 fl oz)	700,000mL (23,670 fl oz)
600	4,800mL (162 fl oz)	81,600mL (2,759 fl oz)	840,000mL (28,404 fl oz)
700	5,600mL (189 fl oz)	95,200mL (3,219 fl oz)	980,000mL (33,138 fl oz)

### 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 & Drug Administration updates on safe and methanol-free hand sanitizer at [FDA Updates Hand Sanitizer with Methanol](#).

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](#).

## DoDEA Hand Sanitizer Safe Use and Storage Guide



## School Meal Program Guidelines

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

- Students are required to wash hands or use hand sanitizer before entering the school cafeteria.
- Students will wear face coverings in the cafeteria except when eating.
- All persons in the cafeteria will maintain social distancing while in the serving line and throughout the cafeteria table seating area.
- Cafeteria workers must wear face coverings and gloves at all times while in the cafeteria.
- Cashiers may input student PINs to eliminate student contact with the PIN pads.
- The return of unopened food or drinks is prohibited.
- Cafeteria workers are subject to school prescreening requirements before departing their homes and may be subject to daily temperature checks upon arriving at school.
- Tray counters, PIN pads, and condiment areas will be sanitized between serving periods.
- Cafeteria flavor stations should be removed and replaced with single use packets (e.g., no ketchup bottles).

Please see the DoDEA guide, [\*Ensuring a Safe and Healthy Return to School\*](#), for social distancing guidance, strategies, and requirements for HPCON Alpha, Bravo, and Charlie.



## Bus Transportation Guidelines

- At bus stops, students are required to maintain six-foot social distancing and wear face coverings.
- On the bus, students are required to wear face coverings. The use of face coverings mitigates the need to maintain six-foot social distancing.
- In cases where a student is unable to wear a face covering, modify bus seating with one child per row seated next to a window on each side skipping every other row. An exception may be made for family members to sit next to each other. Unused seats must be taped off.
- Drivers must carry extra DoDEA provided face coverings for student use as required.

Please see the DoDEA guide, [\*Ensuring a Safe and Healthy Return to School\*](#), for social distancing guidance, strategies, and requirements for HPCON Alpha, Bravo, and Charlie.





# School Nurse Personal Protective Equipment and Office Guidelines

DoDEA Schools will ensure the below personal protective equipment (PPE) items are available to school nurses and that items can be secured within the nurse's office. 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 Face Mask (NIOSH-certified) – minimum of one per School Nurse per day; voluntary use basis only
- Face Shield – minimum of two per School Nurse
- Sleeved gown or apron – minimum of one per School Nurse per day
- Surgical mask – 1 per student (non-reusable); Start with 2-3 boxes of 50 with a plan for replenishing low supplies
- Non-latex gloves

## Nurse Office/Station Guidelines

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

- Establish an isolation area, within or adjacent to the Nurse's 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 nurse's office should have a window, a working toilet, and a sink. If not feasible, consider moving the 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 Nurse's Office and negative-pressure ventilation for isolation room.
- Ensure the health office has a working government issued phone.

## Guidelines for Extracurricular Clubs, Activities, and Sports

No athletics or activities are permitted in HPCON Charlie. Guidance for HPCON Alpha will be forthcoming. During HPCON Bravo, the following guidelines apply:

- Any equipment, such as weight benches, athletic pads, etc., that has holes with exposed foam should be covered and disinfected after each use/person. If equipment cannot be thoroughly disinfected, it should not be used.
- Indoor practices and activities may occur if at least six feet of physical distance can be maintained by all persons, including participants, coaches, etc., at all times. The total number of attendees, including participants, coaches, etc., cannot exceed the lesser of 30% of the occupancy load of the room in which the activity is being held or 50 persons. No spectators will be allowed during practices.
- Outdoor practices and activities are allowable if at least six feet of physical distance can be maintained by all persons, including participants, coaches, etc., at all times. The total number of attendees, including participants, coaches, etc., cannot exceed the lesser of 50% of the occupancy load of the venue or 50 persons.
- Workouts should be conducted in "pods" of students/coaches with the same 5-10 students/coaches working out together weekly to limit overall exposure. Smaller pods can be utilized for weight training.
- Physical education classes should be conducted outside with at least six feet between students to the extent possible. If outside practice is not possible, physical education classes may be held in the gym and/or classrooms with at least six feet between students to the extent possible.
- The National Federation of State High School Associations (NFHS) recommends that cloth face coverings be worn by students. Exceptions are swimming, distance running, or other high intensity aerobic activity. Cloth face coverings should also be used when not engaging in vigorous activity, such as sitting on the bench during contests, in the locker room, and in the athletic training room.
- One piece plastic shields covering the entire face will not be allowed during participation due to the risk of unintended injury to the person wearing the shield or others.
- Shower use should not be allowed at schools. Athletes are encouraged to shower and change clothing immediately upon returning home. If locker rooms or meeting rooms are used, there must be a minimum distance of six feet between each individual at all times.
- There should be no shared athletic or physical education equipment (e.g., towels, clothing, shoes, or sports specific equipment) between students. Equipment should be cleaned after every use. Students should bring their own water bottle for their personal use.
- There should be no shared musical equipment (e.g., drumsticks, mallets, mouthpieces, reeds, bows, instruments, etc.) between students. Percussion equipment (e.g., timpani, marimba, etc.) that is struck with an implement (e.g., sticks/mallets) can be shared, but physical contact should be avoided.
- Before musical instruments are issued or reissued, they should be cleaned, and mouthpieces should be sprayed with a germicide for wind instruments (e.g., mouthpiece spray).
- Singing should occur outdoors and/or in large, well-ventilated spaces with proper distancing of six feet.

- Face coverings should be worn by coaches, sports officials, and other non-participants.

Please see the DoDEA guide, [\*DoDEA Guidelines for Reopening Athletics, Extracurricular and Physical Activities and Music\*](#), for detailed information on high, medium, and low risk activities.

## COVID-19 Lockdown Process

**HPCON O OR NORMAL.** No deviations to lockdown drills.

- Comply with Volume 6 of DoDEA Administrative Instruction 5205.02.

**HPCON ALPHA.** No deviations to lockdown drills.

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

**HPCON BRAVO.** Lockdown drills continue in schools with modifications.

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

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

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

## Implications of DoD Travel Requirements and Restrictions

### 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 at the start of SY 2020/21. Employees new to the area, but under quarantine, should contact their supervisor or sponsor for onboarding support.

### Restriction of Movement (ROM)/ Quarantine Requirements

All school-level employees traveling internationally on summer leave or RAT must return in time to report for duty at the start of the school year in accordance with school schedules. If a ROM or quarantine period is required, employees must return during the summer recess period to account for the quarantine requirement. Employees who are unable to report to duty on time must contact their supervisor as soon as possible, prior to their scheduled report date.

### Authorized Departure

Personnel evacuated from their permanent duty stations (PDS) under the current DoD COVID-19 Authorized Departure (AD) Order are not authorized to return to their duty station until the AD is terminated. Upon return, employees will be required to observe mandatory DoD and local ROM/quarantine requirements. During ROM/quarantine requirements associated with the AD, employees will telework from an alternate work location (home) or be placed on Admin Leave.

### Official Passports and Visas

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



## Glossary of Terms

**Clean-** Using soap (or detergent) and water to physically remove germs, dirt, and impurities from surfaces.<sup>vii</sup>

**Close Contact-** For COVID-19, close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated.<sup>viii</sup>

**Cloth Face Coverings-** Coverings that fully cover the mouth and nose, fit snugly against the side of face intended to prevent the person wearing the covering from spreading respiratory droplets when talking, sneezing, or coughing.<sup>ix</sup>

**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.<sup>x</sup>

**Disinfect-** Using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs.<sup>xi</sup>

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

**Fragrance Free-** Fragrance materials or masking scents are not used in the product.<sup>xii</sup>

**Health Protection Condition Alpha (HPCON Alpha)-** Limited health alert- community transmission beginning. <sup>xiii</sup>

**Health Protection Condition Bravo (HPCON Bravo)-** Moderate health alert- increased community transmission.<sup>xiv</sup>

**Health Protection Condition Charlie (HPCON Charlie)-** Substantial health alert- sustained community transmission. <sup>xv</sup>

**Health Protection Condition Delta (HPCON Delta)-** Severe health alert- widespread community transmission.<sup>xvi</sup>

**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.<sup>xvii</sup>

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

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

**Personal Protective Equipment (PPE)**- Special coverings to protect health care personnel from exposure to or contact with infectious agents.<sup>xviii</sup>

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

**Sanitize**- Lowering the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements by either cleaning or disinfecting surfaces.<sup>xix</sup>

**Social Distancing**- The practice of limiting face-to-face contact with others to reduce disease spread by staying at least 6 feet apart from other people, avoiding gathering in groups, and avoiding crowded places and mass gatherings.<sup>xx</sup>

## Endnotes

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<sup>i</sup>Department of Defense (2020, April 4). Memorandum from the Secretary of Defense. Force Health Protection Guidance (Supplement 7)- Department of Defense Guidance for the Use of Cloth Face Coverings, Personal Protective Equipment, and Non-Pharmaceutical Interventions During the Coronavirus Disease 2019 Pandemic. Retrieved July 24, 2020 from <https://media.defense.gov/2020/Apr/09/2002278076/-1/-1/1/FORCE-HEALTH-PROTECTION-SUPPLEMENT-7.PDF>.

<sup>ii</sup> Adapted from Centers for Disease Control. (2020, July 23). Preparing K-12 School Administrators for a Safe Return to School in Fall 2020. Retrieved July 24, 2020 from <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html>

<sup>iii</sup> Department of Defense (2020, April 4). Memorandum from the Secretary of Defense. Force Health Protection Guidance (Supplement 7)- Department of Defense Guidance for the Use of Cloth Face Coverings, Personal Protective Equipment, and Non-Pharmaceutical Interventions During the Coronavirus Disease 2019 Pandemic. Retrieved July 24, 2020 from <https://media.defense.gov/2020/Apr/09/2002278076/-1/-1/1/FORCE-HEALTH-PROTECTION-SUPPLEMENT-7.PDF>.

<sup>iv</sup>Centers for Disease Control (2020, July 16). Considerations for Wearing Cloth Face Coverings. Retrieved July 24, 2020 from <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#face-shields>

<sup>v</sup> Centers for Disease Control. (2020, July 23). Guidance for K-12 Administrators on the Use of Cloth Face Coverings in Schools. Retrieved July 24, 2020 from <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/cloth-face-cover.html>.

<sup>vi</sup> Centers for Disease Control. (2020, July 23). Screening K-12 Students for Symptoms of COVID-19: Limitations and Considerations . Retrieved July 31, 2020 from <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>.

<sup>vii</sup> Centers for Disease Control. (2018, July 31). How to Clean and Disinfect Schools To Help Slow the Spread of Flu. Retrieved May 26, 2020 from <https://www.cdc.gov/flu/school/cleaning.htm>

<sup>viii</sup> Centers for Disease Control. (2020, July 22). Contact Tracing for COVID-19. Retrieved July 24, 2020 from <https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/contact-tracing.html>.

<sup>ix</sup> Centers for Disease Control. (2020, May 22). About Cloth Face Coverings. Retrieved May 26, 2020 from <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>.

<sup>x</sup> Centers for Disease Control (2020, May 27). Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission. Retrieved July 29, 2020 from <https://cdc.gov/coronavirus/2019-ncov/community/community-mitigation.html>.

<sup>xi</sup> Centers for Disease Control. (2018, July 31). How to Clean and Disinfect Schools To Help Slow the Spread of Flu. Retrieved May 26, 2020 from <https://www.cdc.gov/flu/school/cleaning.htm>.

<sup>xii</sup> Environmental Protection Agency (2016, October). Safer Choice Fragrance Free. Retrieved July 10, 2020 from <https://nepis.epa.gov/Exe/tiff2png.cgi/P100PNLU.PNG?-r+75+-g+7+D%3A%5CZYFILES%5CINDEX%20DATA%5C16THRU20%5CTIFF%5C00000104%5CP100PNLU.TIF>.



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<sup>xiii</sup> Department of Defense. (March 27, 2020). HPCON: Understanding Health Protection Condition Levels. Retrieved May 26, 2020 from <https://www.defense.gov/Explore/Inside-DOD/Blog/Article/2128863/hpcon-understanding-health-protection-condition-levels/>.

<sup>xiv</sup> Ibid.

<sup>xv</sup> Ibid.

<sup>xvi</sup> Ibid.

<sup>xvii</sup> Centers for Disease Control (April 14, 2020). Cleaning and Disinfecting Your Facility. Retrieved May 26, 2020 from <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>.

<sup>xviii</sup> Centers for Disease Control. (2020, March 6). Personal Protective Equipment. Retrieved May 26, 2020 from <https://www.cdc.gov/oralhealth/infectioncontrol/faqs/personal-protective-equipment.html>.

<sup>xix</sup> Centers for Disease Control. (2018, July 31). How to Clean and Disinfect Schools To Help Slow the Spread of Flu. Retrieved May 26, 2020 from <https://www.cdc.gov/flu/school/cleaning.htm>.

<sup>xx</sup> Centers for Disease Control. (2020, July 15). Social Distancing. Retrieved July 31, 2020 from <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>.