



CORONAVIRUS/COVID-19 FAQs FOR OKLAHOMA PUBLIC SCHOOLS

➤ ABOUT THE CORONAVIRUS

The spread of the coronavirus disease (COVID-19), now designated a global pandemic, is impacting workplaces, communities and schools. The Oklahoma State Department of Education (OSDE) is closely monitoring the outbreak that originated in Wuhan City, Hubei Province, China.

A number of resources are available now and will be updated as new information becomes available. The Centers for Disease Control (CDC) has developed [interim guidance for schools](#) that includes information on what to do before and in the event of COVID-19 being identified in the school community and [FAQs for school administrators](#). Please bookmark the Oklahoma State Department of Health (OSDH) [web page devoted to the coronavirus outbreak](#). This site contains a number of guidance documents – many from the CDC and other public health entities – on prevention, symptoms, testing, Spring Break travel and more. In addition, a dedicated COVID-19 Call Center is open to the public for any questions regarding the Oklahoma response at 877-215-8336. Additionally, the United States Department of Education has made additional resources and guidance documents available, and those can be found at ed.gov/coronavirus.

The OSDE takes an active role in all matters of student and school safety. At this time, we are receiving coronavirus updates and monitoring the situation on an ongoing basis. In addition, we have formed two agency groups – one consisting of OSDE personnel deemed essential to ensuring that critical systems, including funding, are uninterrupted by the spread of COVID-19; the other an internal working group collaborating with other education leaders to develop effective guidance and determine flexibilities in our schools and districts.

But **you** are our key partners in getting information out to your communities. Together we can ensure that public schools, students and staff are in safe and healthy environments and that the most up-to-date information is shared with education stakeholders as it becomes available.

We have received a number of questions from districts, which you will find below. We will update and redistribute this document as needed.

➤ SPRING BREAK AND OTHER TRAVEL

What are your recommendations for school staff and students who may be planning to travel on Spring Break?

Individuals returning from travel to China, South Korea, Italy, Iran, Japan or any other [Level 2 or 3 country](#) as identified by the CDC **must self-quarantine for a period of 14 days before returning to school**. This applies to all students, teachers and other school or district staff.

What should school districts do now and during Spring Break?

With the approach of Spring Break, all districts in Oklahoma are uniquely positioned to make proactive decisions for their local school communities. We strongly encourage school districts and their governing boards of education to use this time to review and update policies, practices and plans, and to schedule board meetings to execute any needed changes related to COVID-19. School districts should review and update their emergency preparedness plans, employee leave policies, student attendance policies, online education policies and any policies relating to student and personnel travel for school-sanctioned events and trips.



Steps for returning travelers from Level 2 or 3 countries:

- Take your temperature with a thermometer two times a day and monitor for fever. Watch for cough or trouble breathing.
- Stay home and avoid contact with others. Do not go to work or school for this 14-day period. Discuss your work situation with your district before returning to work or school.
- Do not take public transportation, taxis or ride-shares during the time you are practicing social distancing.
- Avoid crowded places (such as shopping centers and movie theaters) and limit your activities in public.
- Keep your distance from others (about 6 feet).

Please refer frequently to the CDC [Travelers Guidance](#) as other countries may be elevated to Level 2 or 3 at any time.

Should we close our school to prevent the spread of the coronavirus?

At this time, the Oklahoma State Department of Health and other public health experts, including the CDC, do not recommend large-scale school closures. This is a rapidly developing situation, and if cases arise locally, local boards of education can and should make decisions that are in the best interest of the safety and well-being of their communities.

The OSDE will issue tiered guidance on school closures within the coming days.

What leave should school staff use during any coronavirus-related period of illness or quarantine?

If a school district requires an employee to quarantine, the district must place the employee on administrative leave for a period of 14 days. The employee will receive all pay and benefits during this period. If an employee tests positive for coronavirus, the employee's available sick leave may be utilized following the quarantine period.

During any period of illness, district employees should use their available sick leave. Districts are encouraged to use any flexibility available under their own authority to assist employees in observing the appropriate quarantine or recovery period.

What statutes, rules or policies authorize the use of leave for school employees?

Each school district is required to have a policy in place for provision of sick leave for all teachers, administrators and support employees employed in the district and to pay teachers the full amount of their contract salaries during any absence for sick leave. *See 70 O.S. § 6-104.* At a minimum, school districts must provide each teacher with 10 days of sick leave per year, a minimum of three days for personal business leave, and emergency leave as determined by the district board of education.

Support employees earn a day of sick leave for each day worked. The "day" for support employees equals the number of hours worked. Support employees earn personal leave and emergency leave in accordance with local policies. Unused sick leave is cumulative up to a total of 60 days. Local district policies may allow cumulative leave above the 60 days provided in statute.

What should school staff do if they have no sick leave?

Local school districts may have policies that grant leave-sharing to individual employees, or the district may have a sick leave bank. If an employee has exhausted sick leave and is not approved for leave sharing, state law mandates that teachers are provided an additional 20 days of leave for personal illness less the amount:



- actually paid to a certified substitute teacher for his or her position if a certified substitute is hired; or,
- normally paid to a certified substitute for his or her position if a certified substitute teacher is not hired. *See* 70 O.S. § 6-104.

This leave only applies to teachers as per the referenced statute.

Are schools required to provide administrative leave for an employee who needs to self-quarantine?

This is a local policy determination. Pursuant to Oklahoma law, the board of education of each school district has the power to make rules, not inconsistent with the law or rules of the State Board of Education, governing the board and school system of the district. *See* 70 O.S. § 5-117. The granting of additional leave time to employees is within the powers and authority of local school districts. In the current context, districts are encouraged to use any flexibility available under their own authority to assist employees in observing the appropriate quarantine period. We strongly encourage districts to provide paid administrative leave, because failure to do so may result in employees being unwilling to self-quarantine.

What should schools do if individuals in the school community have traveled to Level 2 and 3 countries but will not self-quarantine?

The district has the right to request, but cannot demand, information from those suspected to have traveled to Level 2 or Level 3 countries. Strong and positive school climates are the best way to ensure that all in the school community are proactive in working together to try to prevent the spread of the virus and ensure that the school remains a safe and healthy community for all.

If a district determines it necessary, an employee may be placed on administrative leave, and students may be provided an alternative education location during the period of quarantine. In addition, districts may apply these same restrictions for individuals that have traveled to other areas with high concentration of coronavirus.

Do employees who self-quarantine need a medical note to return to school?

At this time it is unclear what type of testing will be available for those who self-quarantine. The district should remain in contact with state and local health officials to determine what documentation, if any, would be needed for a staff member or student to return to school.

Will teachers continue to be paid during any school or district closure?

Yes, as specified in district policy and employee contracts. However, after a school or district closure, should the days specified in the employee contract not be made up, school employees will not receive full compensation for the contracted amount. *See* Okla. Const. Art. X, §15.

Will support employees be paid during a school closure?

Support employees are paid on an hourly basis and must be paid for the hours they work for the school district. In a school closure, many support employees may be required (as determined by each local district) to come to work to provide deep cleaning of the building even if those support employees are not normally paid to perform cleaning services for the school district. This will allow the school to continue to pay employees while school is closed. Administrative staff will need to run payroll, pay bills and open mail during the school closure and will play an important role in school and district communication. Cafeteria employees may be required to prepare meals for students during a school closure in accordance with the newly released authority from the U.S. Department

of Agriculture (USDA), and transportation employees may be required to transport meals and/or instructional materials to students. As long as work hours can be documented and confirmed, local districts could continue compensating support employees during a school closure. Some support employees may choose to utilize sick leave if they or a family member are impacted by the coronavirus.

➤ SCHOOL CALENDARS/INSTRUCTION

Is there an exception to the 180 day/1,080 hours requirement for an annual instructional year?

Yes. Generally, state law requires that a school district offer instructional services to students for a minimum of 180 days or 1,080 hours per year. *See* 70 O.S. § 1-109. State law further provides that if a school district does not maintain school for a full term (i.e., 180 days/1,080 hours), it **shall** have its state aid reduced proportionately. *See* 70 O.S. § 18-110. However, the State Board of Education may waive the mandatory reduction of state aid of a school district not meeting the requirements for the calendar year when conditions ***beyond the control of school authorities*** make the maintenance of the calendar year term impossible. If a school district closes due to a pandemic and the closure is likely to result in a school district not meeting the 180 days/1,080 hours requirements, the district should contact the OSDE to submit a request for a waiver from the State Board. In addition, the OSDE is monitoring this situation closely. If a significant number of schools are not able to return for the full academic term, the OSDE and State Board would consider a uniform recommendation to waive the 180 days/1,080 requirements.

Additionally, if schools choose to change their calendar to make up days, they will need local school board approval and must update those changes in the Wave.

Is distance learning, including virtual instruction, an option for providing educational services if schools are not closed or if days/hours are made up after closure?

Yes. Traditional public school districts are required to *offer* part-time online instructional opportunities to any student enrolled in the district (Oklahoma Administrative Code Section 210:15-34-2), and may *offer* full-time online instruction to students who reside in the district (70 O.S. § 3-145.5(A)). However, these are options to students and not mandatory requirements for students to attend school remotely and receive online instructional delivery. In other words, a school district must offer supplemental online courses and may offer full-time virtual education to resident students, but under current law, students are not required to participate in virtual education offerings.

The Oklahoma Constitution provides that a system of free public schools shall be established and maintained wherein *all* children of the state may be educated. Okla. Const. Art. 13, Section 1. Further, all children between the ages of five (5) and twenty-one (21) shall be entitled to attend school free of charge in the district in which they reside. 70 O.S. § 1-114(A). As a result, because of the necessity for a school district to offer all public school students equal access to its education program, a district that seeks to *require* instruction online should have a policy in place for an online instructional delivery program. That policy must consider and satisfy the following:

- all students are provided, free of charge, the instructional technology (e.g., laptop computer or tablet device) needed to access online content;
- all students have equitable access to an online instructional day regardless of whether their home is equipped with internet service (e.g., by providing portable WiFi hotspots free of charge for the use of every student who does not have internet access at home);



- The district notifies all families/guardians of students prior to the scheduled start of the school day that the district has designated the day a “virtual school day” when students are expected to participate in online instruction, and that a student will be classified as absent for the day if they do not participate in online instruction;
- The district has ensured all grades/courses are designed in a manner that facilitates instruction that supports the Oklahoma Academic Standards in an online instructional medium as well as through traditional in-person instruction; and
- The district has established an attendance policy for “virtual school days” that classifies a student as absent if they do not participate in the virtual school day and addresses specifically how a student satisfies the attendance requirements for a virtual school day, including an explanation of how the requirement to track absence in half-day increments is satisfied.

Because virtual instruction is not a practical or equitable option for all Oklahoma school districts at this time, distance learning strategies that do not require a live technological connection may be an appropriate option for some districts. As with virtual instruction, equity must be the primary consideration in designing any distance learning approach for public education, meaning the same instructional opportunities must be provided to all students. For example, a school district might ask its teachers to prepare packets of work covering key content to be sent home with all students. This is in contrast to colleges and universities, which have the capacity to deliver remote instructional opportunities to all students and have increasingly made decisions to do so in recent days.

What are the attendance requirements for students who receive educational services via virtual instructional delivery methods?

Except as required for statewide virtual charter schools (70 O.S. § 3-145.8), Oklahoma law does not prescribe specific methods for student attendance of those who receive virtual educational services. Traditional public schools, brick-and-mortar public charter schools and non-statewide virtual schools establish their own attendance policies through local policy. For virtual instruction, districts may choose to adopt policies identical or similar to those required of statewide virtual charter schools. Whatever virtual policy is determined at the local level should give consideration to log-in times, course completion, staff attendance and instruction and support provided.

➤ ASSESSMENTS & SCHOOL ACCOUNTABILITY

Can the State modify the date(s) for administering statewide assessments?

Yes. At this time, state-level assessments will proceed based on the previously published [schedule](#). Contracts with assessment vendors contain make-up days, and the State can potentially modify or change dates for state assessment testing windows if necessary.

AP Exams are set by [College Board](#) and will be administered over two weeks in May: May 4-8 and May 11-15.

What potential impacts are there if the coronavirus prevents the state from administering statewide assessments?

The Every Student Succeeds Act (“ESSA”), at 20 USC § 6311, requires each state to annually administer certain academic assessments to all public elementary school and secondary school students in the State. If the State does not do so, the United States Secretary of Education (the “Secretary”) may withhold federal funding until the State becomes compliant with the requirements of ESSA. However, if the State is *unable* to administer the assessments, OSDE will explore all options for a waiver of penalty if it has not previously been waived by the Secretary.



ESSA also requires that each state annually measure the achievement of not fewer than 95% of all students in the state enrolled in public schools on the federally mandated assessments (i.e., the statewide system of student assessments). Oklahoma administrative rules provide a process by which a student with a medical emergency can be granted an exemption from the required statewide system of student assessments. Students who have received exemptions are not included in the calculation of participation rate of the school and/or district.

To be granted an exemption, a school district must apply for the waiver on behalf of a student, and the student must demonstrate a “significant medical emergency.” A significant medical emergency is generally defined as a severe or life-threatening physical or mental illness, infection, injury, disease and/or emotional trauma. *See* Oklahoma Administrative Code (“OAC”) 210:10-13-23. Requests for emergency exemptions must be submitted by the school district through the OSDE’s testing application no later than 5 p.m. of the last day of the testing window, and must include the following information:

- A brief description of the significant medical emergency for which the exemption is requested;
- A brief explanation of why the emergency prevents the student’s participation in the assessment;
- The date of the onset of the emergency;
- The expected or estimated duration/recovery period of the significant medical emergency;
- The number of days of instruction the student has missed as a result of the emergency and the number of any additional days of instruction the student is estimated or anticipated to miss after the date of submission of the exemption; and
- A copy of the written documentation of the student’s condition that is verified in writing by a physician licensed to practice in the State of Oklahoma, or licensed in another jurisdiction and certified by an American Board of Medical Specialties (ABMS) Member Board or an American Board of Physician Specialties (ABPS) Member Board. A copy of the documentation verifying the student’s condition must be filed in the student’s educational record.

The OSDE encourages districts to submit requests for exemptions as authorized. Given the spread and impact of coronavirus, the OSDE is committed to providing broad parameters to districts on testing participation issues related to the pandemic.

Could student absences related to the coronavirus impact the Chronic Absenteeism indicator in the Oklahoma School Report Card?

Under ESSA, all states are required to adopt a non-academic measure of school quality or student success. Oklahoma – in addition to 36 other states and Washington, D.C. – has selected Chronic Absenteeism. This indicator collects information on attendance to ensure students receive the instructional time they need to be academically successful. Schools earn points based on the percentage of students in good attendance (i.e., not chronically absent). It is important to note that the Chronic Absenteeism school accountability indicator – the focus of this document – is **not** synonymous with a local district attendance policy.

For purposes of Chronic Absenteeism, a student is considered chronically absent after missing 10% or more of instructional time during a school year. Regardless of reason (excused, unexcused or suspension) if a student misses 10% or more of instructional time during the school year, the student will be considered chronically absent.

We understand that many are concerned about how the coronavirus may impact the Chronic Absenteeism indicator and the Oklahoma School Report Card grade. Under state and local authority, a waiver may be granted (i.e., a student is not factored into chronic absenteeism) if the student has experienced a significant medical



condition. Beginning now and for purposes of future Oklahoma School Report Cards, local districts make determinations about each individual student with a significant medical condition that merits an exemption from inclusion in chronic absenteeism. See [Proposed administrative rule](#). The OSDE is prepared to recommend to the State Board of Education for a uniform application of an exemption to all students in the state or may recommend that the period to determine whether a student is chronically absent for the 2019-20 school year end on March 1, 2020. See OAC 210:10-13-24.

How is chronic absenteeism different from a school's attendance policy?

Chronic absenteeism is a schoolwide measure that applies to all absences under a school's attendance policy. It has no bearing on a student's record, grade or eligibility for participation in activities. Generally, local attendance policies determine how and when a student is determined to be absent, including for purposes of course grades, participation in extracurricular activities, and completion of courses. State law provides that absences for certain purposes – such as documented illness or religious holidays – are to be excused. See 70 O.S. § 10-105. Beyond those absences statutorily classified as excused, local attendance policies determine whether an absence is considered excused or unexcused. School districts should examine their local policies to ensure that students are not penalized for families doing what is best for their children in keeping them out of school during the pandemic.

If there is a school closure and school districts make up school days after the currently scheduled school year, what are the impacts of student absences? Will an absence be excused or unexcused if a student is absent due to previously scheduled family plans?

This is a matter to be determined by each school district.

➤ FEDERAL PROGRAMS

In addition to state assessments and school accountability, what federal laws are potentially implicated due to Coronavirus (COVID-19)?

The ESSA and the Individuals with Disabilities Education Act (“IDEA”), as well as other federal programs like Child Nutrition Services, flow to states and then school districts under formulas that are unaffected by school closure. These funds will continue to be available to Oklahoma, and the OSDE has designated personnel who are essential to operations to ensure that during any closure of schools or operations, funding to schools will not be disrupted.

What should schools do to prepare students on Individualized Education Programs (IEPs) for possible school closure due to COVID-19?

Develop a protocol to communicate proactively with parents and guardians regarding the child's IEP services before and during a closure, and for follow-up communication on next steps once the school reopens.

- Consider the other agencies and organizations that should be included in the communication, including contracted providers and non-public agencies.
- Review how a closure will impact delivery of special education and related services to students eligible for special education services:
 - Determine if the delay in services will create a need for make-up services (i.e., if the delay in services will result in a loss of educational benefit based on the degree of skill loss).
 - Determine if the delay in services will create or change the student's need for extended school year (ESY) services based on the length of time of the school outage and the resulting impact of the interruption to the student's services.

- Any decision to provide make-up services must be reviewed by the student's IEP team on a case-by-case basis. If needed, these make-up services should be documented as part of the student's IEP, either with a Prior Written Notice following an IEP meeting and/or through the IEP amendment process.

What happens to students eligible for special education services when school is cancelled for all students due to COVID-19?

If a school closure causes educational services for all students to stop, then the school/district is generally not required to provide services to the affected students eligible for special education services during that same period of time (*See* OSEP Letter to Pergament, December 2013). This general standard is especially true in cases where the school district will still provide the required minimum of school days.

What, if any, potential implications are there specifically relating to the provision of instructional and related services to students with disabilities pursuant to the IDEA?

It is imperative that students with disabilities receive a Free Appropriate Public Education (FAPE) according to their IEP and compliance with IDEA be maintained. It has long been the U.S. Department of Education's position that when a child with a disability is classified as needing homebound instruction because of a medical problem, as ordered by a physician, and is home for an extended period of time (generally more than 10 consecutive school days), an IEP meeting is necessary to change the child's placement and the contents of the child's IEP.

Further, if the IEP goals will remain the same and only the time in special education will change, then the IEP team may add an amendment to the IEP stating specifically the amount of time to be spent in special education.

If a child with a disability is absent for an extended period of time because of a coronavirus infection and the school remains open, the IEP team must determine whether the child is available for instruction and could benefit from homebound services such as instructional telephone calls, homework packets, internet-based lessons, and other distance-based learning approaches to the extent available. In so doing, school personnel should follow appropriate health guidelines to assess and address the risk of transmission in the provision of such services.

If a child does not receive services after an extended period of time, a subsequent individualized determination is required to decide whether a child with a disability requires compensatory education to make up for any skills that may have been lost because the child did not receive educational benefit. Further, if a district does not make any changes to their calendar and does not provide the required 1,080 hours or 180 days, said district may need to provide compensatory services to students on an IEP in order to ensure FAPE.

If a child with a disability at high risk of severe flu complications is excluded from school during an outbreak of coronavirus, is the exclusion considered a change in educational placement subject to the protections of 34 CFR §§ 300.115 and 300.116?

If the exclusion is a temporary emergency measure (generally 10 consecutive school days or fewer), the provision of services such as instructional telephone calls, homework packets, internet-based lessons and other available distance-based learning approaches is not considered a change in placement. During this time period, a child's parent or other IEP team member may request an IEP meeting to discuss the potential need for services if the exclusion is likely to be of long duration (generally more than 10 consecutive school days).

For long-term exclusions, an LEA must consider placement decisions under the IDEA's procedural protections of 34 CFR §§ 300.115 – 300.116 regarding the continuum of alternative placements and the determination of placements. Under 34 CFR § 300.116, a change in placement must be made by a group of persons, including the parents and others knowledgeable about the child and the placement options. If the placement group determines that the child



meets established high-risk criteria and, due to safety and health concerns, the child's needs could be met through homebound instruction, then under 34 CFR § 300.503(a)(1), the public agency must issue a prior written notice proposing the change in placement. A parent who disagrees with this prior written notice retains all of the due process rights included in 34 CFR §§ 300.500-300.520. For children with disabilities protected by Section 504 who are dismissed from school during an outbreak of coronavirus because they are at high risk for flu complications, compliance with the procedures described above and completion of any necessary evaluations of the child satisfy the evaluation, placement and procedural requirements of 34 CFR §§ 104.35 and 104.36. The decision to dismiss a child based on their high risk for influenza complications must be based on the individual needs of the child and not on perceptions of their needs based merely on stereotypes or generalizations regarding the disability in question.

May an IEP team include a distance learning plan in a child's IEP as a contingency plan in the event of a coronavirus outbreak that requires the school's closure?

Yes. IEP teams may, but are not required to, include distance learning plans in a child's IEP that could be triggered and implemented during a selective dismissal due to a coronavirus outbreak. Such contingent provisions may include the provision of special education and related services at an alternate location or the provision of instructional telephone calls, homework packets, virtual instruction and other available distance-based learning approaches and may identify which special education and related services, if any, could be provided at the child's home. With respect to virtual instruction, please also see response regarding virtual education above.

Proactively creating a contingency plan gives the child's service providers and family/guardian an opportunity to reach agreement about the circumstances that would trigger the use of the child's distance learning plan and the services that would be provided during the dismissal.

If a school or schools are closed, what should be done to prepare for the return of students on IEPs after a school closure due to COVID-19?

Develop a protocol to communicate with school administrators and educators in order to prepare staff for any plans to address the needs of students eligible for special education, child find activities, evaluations/reevaluations and IEP implementation.

IEPs must be implemented immediately upon school re-starting. Any lapsed evaluations, reevaluations or IEPs should be scheduled for completion upon the start of school.

How would a school closure due to COVID-19 impact District Reporting and Submission Requirements for Special Education?

These reporting and submission requirements will not be adjusted. However, training dates affected by a school closure due to COVID-19 may be rescheduled. In that event, additional opportunities for training on reporting and submission requirements will be offered.

How would a school closure due to COVID-19 impact IEP and Evaluation timelines?

IEP annual due dates may not be adjusted and are required to be reviewed at least annually. A change in the school calendar will not affect or extend the due date of an IEP. This does not prevent an IEP from being conducted prior to the annual due date, thereby adjusting the next annual due date.

- Initial Evaluations must be completed within 45 school days of receiving an initial parent consent for evaluation. If the school calendar is changed, the due date for the completion of Initial Evaluations will change.

- Re-evaluations must be conducted every three years. A change in the school calendar will not affect or extend the due date of a reevaluation. This does not prevent a re-evaluation from being conducted prior to the three-year due date and therefore adjusting the next due date.
- For children with disabilities transitioning from SoonerStart and determined eligible for services under the IDEA Part B, IEPs must still be in place on or before their third birthday.

Alternate Assessment

The window for the Oklahoma Alternate Assessment Program is open and is scheduled to close on May 1, 2020. The extent of any coronavirus-related delays or closures would determine whether or not to extend the window.

Child Nutrition

What existing school meal programs could be leveraged to feed students during a school closure?

School Food Authorities (SFA) may utilize a Seamless Summer Option (SSO) with respect to their USDA programs. SSO is a streamlined option for providing summer meals by continuing to follow several of the same operational requirements for National School Lunch Program/School Breakfast Program. Should the SFA choose to use the SSO, permission is also granted to allow service of meals at either school sites or non-school sites. SFAs must apply by contacting Child Nutrition Programs at 405-521-3327.

OSDE's Office of Child Nutrition has applied for four USDA waivers and is awaiting response. The meal options provided under these waivers are:

1. Waiver of the congregate feeding requirement so schools can have a Grab-and-Go meal or offer to deliver meals to the students. If meals are delivered, a count must be taken using the SSO Daily Meal Count Form.
2. Waiver for certain areas dealing with Meal Patterns, which will allow schools to use existing inventories and serve more shelf-stable food. This waiver also allows schools to follow one age/grade group meal pattern when serving meals during this time.
3. Waiver to allow schools that fail to meet the 50% free and reduced area eligibility to serve meals on the SSO. Without this approved waiver, a school that does not meet the 50% free and reduced criteria would not be eligible for SSO.
4. Waiver for schools to serve meals at school sites during an Unanticipated School Closure.

Participation in these options requires that sites be located in the attendance area of a school with a population of 50% or more students qualifying for free or reduced lunch. We have requested a waiver for this, as described in number 3 above, but it is not approved at this point.

If your SFA wishes to pursue continuation of food service during a school closure, please contact Child Nutrition Programs at the number above *as soon as possible*.

Questions?

For program or department-specific questions, please contact the [relevant office directly](#). For legal questions, contact Brad Clark, General Counsel, at 405-521-4906 or Marley Billingsley, Legal Assistant, at 405-521-4889. Other questions may be directed to Annette Price, Constituent Services Specialist, at 405-521-6647.

