



CORONAVIRUS/COVID-19 FAQs FOR OKLAHOMA PUBLIC SCHOOLS UPDATED MARCH 26, 2020

➤ ABOUT THE CORONAVIRUS

The coronavirus disease (COVID-19) global pandemic is significantly impacting workplaces, communities and schools. The Oklahoma State Department of Education (OSDE) is closely monitoring the outbreak.

Resources are available now and being updated as new information becomes available. The Centers for Disease Control (CDC) has developed [guidance for schools](#) that includes information on what to do 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 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. The United States Department of Education (USDE) has also made resources and guidance documents available at [ed.gov/coronavirus](#). To help adults talk to children about COVID-19, both the [CDC](#) and [PBS](#) have developed resources.

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.

➤ MANDATORY CESSATION OF OPERATIONS THROUGH APRIL 5 For details about the State Board of Education's March 25, 2020, see next section.

What action did OSDE and the State Board take at its emergency meeting on March 16, 2020?

On March 16, the State Board of Education ordered all accredited public schools to cease operations, effective March 17 until April 6, 2020.

UPDATED: What is included in “operations” that must be ceased?

Except as otherwise authorized and detailed below, through April 5, all instructional services, grading and extracurricular activities, staff development, trainings and conferences must cease. However, essential clerical and administrative activities such as business management (i.e., encumbrance clerk, human resources, fiscal services, governance), nutrition services and maintenance may continue as needed.

What schools and services are included in the order?

The order applies to all public schools (including traditional school districts, brick and mortar charter schools and statewide virtual charter schools). See below for questions and answers relating to specific services.

Are statewide virtual charter schools or any other school offering virtual services exempt from the order of cessation?

No. As this is a statewide system of schools, it's important we take every precaution regarding the health of those who meet with students in any public schools, which includes blended and virtual schools. The state cannot carve out unique exceptions during a national state of emergency or response to a world pandemic. Moreover,

an inconsistent approach would impact requirements for students with IEPs and English learners. If instruction were to continue online, students on IEPs would be required to receive services – including in-person services – when it would be difficult to ensure their safe continuation.

Additionally, there are emergency provisions that can only be leveraged in a statewide closure – for example, the ability for all teachers to continue to be paid in the event of an epidemic. Also, despite the fact that teachers in virtual schools do not have frequent contact with students, school staff has contact with each other.

Can concurrent enrollment courses continue?

Possibly, depending on arrangements with the particular higher education partner. Concurrent enrollment classes are primarily designed and operated through the Oklahoma State Regents for Higher Education. The State Board of Education decision prohibits instructional activities conducted by or on the property of an accredited public school. This prohibition does not extend to instructional activities by an institution of higher education that is not conducted on the property of an accredited public high school.

Are CareerTech facilities to be closed?

This order prohibits CareerTech courses for secondary students during the time of the closure. Additionally, because technology centers are considered an extension of the partner school and are defined as an accredited public school, they are recommended to follow the closure.

Are private schools, even those accredited by the State Board of Education, subject to the cessation of activities order?

No. The State Board of Education decision solely relates to public schools.

Will teachers and administrators be paid during the closure period?

Yes. Oklahoma law provides that teachers and administrators shall be entitled to pay for any time lost when school is closed on account of epidemics. *See* 70 O.S. § 6-101(H). The reference to “teachers and administrators” effectively means a person certified in the area in which they are employed who serves as “district superintendent, principal, supervisor, a counselor, librarian, school nurse or classroom teacher or in any other instructional, supervisory or administrative capacity.” *See* 70 O.S. § 6-101.3(8) and 1-116(1). This would apply regardless of the source of funding for the position and would include but not be limited to teachers paid with federal funds.

Are support employees able to be paid during the closure period?

Support employees have expressed concern about the potential to lose pay during the closure of schools. If a district’s payroll for 10-month employees is annualized, districts can continue to pay support employees during a short-term closure for the compensation they have already accrued but have not yet received. The OSDE is working with the state Legislature on a possible statutory solution to allow support employees to continue to be paid during this time.

The Board’s order authorizes districts to continue **essential clerical and administrative functions**. Included in this is an authorization that support employees may be required (as determined by each local district) to come to work to provide services deemed essential, such as 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). As long as work hours can be documented and confirmed, local districts may 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.

What options are there for support employees to be awarded additional leave time?

Some employees, including those who may be carrying out essential functions during the statewide school closure, may be at higher risk of serious complications from COVID-19. This includes older adults and those who have serious chronic medical conditions such as heart disease, diabetes, lung disease or auto-immune disorders. School districts should make every effort to protect high-risk employees by allowing additional sick or leave time. These issues should be dealt with on a case-by-case basis, but districts are encouraged to be flexible with use of sick and other available leave. Also, some of these cases may include issues covered under the Americans with Disabilities Act (ADA). School districts are encouraged to contact their retained counsel for advice on specific issues that may be covered by the ADA.

Pursuant to Oklahoma law, districts may award additional emergency and sick leave. For districts that negotiate with a support employee bargaining unit, an amendment to the current bargaining agreement will be necessary to provide additional leave. If the district does not negotiate with a support employee bargaining unit, the board of education may call a special meeting and adopt a revised leave policy for support employees. Districts are encouraged to consult their retained legal counsel for additional information and specifics on application. *See* 70 O.S. §6-101.40; 70 O.S. § 6-104.; 70 O.S. §6-147; Atty. Gen. Op. No. 84-12 and Informal Atty. Gen. Op. No. 91-632

Additionally, the Families First Coronavirus Response Act ([H.R. 6201](#)) passed by Congress and signed into law by President Trump on March 19, 2020, also provides relief to employees. Effective April 2, 2020, the new law allows full-time employees to receive up to 80 hours of paid sick leave and part-time employees to receive up to the number of hours they would normally work over a two-week period. For additional information, please read [OSSBA's summary](#) of the legislation.

Some of our personnel who are performing essential functions traveled during Spring Break. Should they be allowed to resume those duties?

Some city and county health authorities in Oklahoma and around the nation have advised a 14-day self-quarantine or self-isolation for those who traveled outside the state or to areas of confirmed community spread during Spring Break. Determinations should be made with an abundance of caution and common sense on a case-by-case basis, dependent on location of travel, mode of travel and evidence of community spread in the travel destination.

Will substitute teachers be paid during the school closure?

At this time, there is nothing in state statute that would allow for substitute teachers to be paid during the closure.

Does the order to cease operational closures prohibit a school district from compelling staff to attend or be present at school?

Yes. The Board's order only authorizes **essential clerical and administrative activities and services** to continue during the period of closure. While each determination of what is "essential clerical and administrative activities" is a local decision, examples of this may be business management (i.e., encumbrance clerk, human resources, fiscal services and governance), nutrition services and maintenance may continue as needed. For additional information, please see the question and answer relating to the payment of support employees during the period of closure.

➤ **MANDATORY CLOSURE OF SCHOOL BUILDINGS FOR THE 2019-20 SCHOOL YEAR**

NEW: What action did OSDE and the State Board take at its special meeting on March 25, 2020?

On March 25, the State Board of Education [amended its first order](#) to direct all accredited public schools to suspend all *in-person* and extracurricular activities and close buildings for the remainder of the school year. While school buildings will remain closed for the remainder of the year for general student and personnel attendance, exceptions include: staff providing nutrition services, facilitating or supporting required delivery of distance learning and essential core services. Essential core services include governance, human resources, billing, maintenance and continuity of building functions, staff to maintain building access control and security measures, and student enrollment.

Between March 25 and April 5, districts are directed to provide OSDE with a request for waiver and a set of assurances for the remainder of the school year. The Board's order directs districts to begin distance learning upon approval. However, preparations including convening staff development, consistent with the intent and purposes of the Board's order, may begin immediately.

NEW: Did the Board set a mandatory end date for school for the 2019-20 school year?

Yes. In order to receive the flexibility granted by the State Board, districts must complete a set of assurances, including that they will implement a distance learning plan for the remainder of the 2019-20 school year ending on or after May 8, 2020. Districts must begin their distance learning plans no later than April 6.

NEW: Can a school begin to provide instructional services before April 6 if the required assurances have been submitted?

Yes, once the assurances are submitted and approved, a district may begin to provide instructional services even if that date is prior to April 6.

NEW: Are teachers required to complete their contracted hours/days?

Yes. Nothing in the State Board's Order is intended to interfere with contracts between public schools and teachers, and teachers are expected to carry out the terms and conditions of their contracts as entered or later amended by the parties. However, they are not required to make up the hours/days missed during the two-week mandatory closure instituted by the State Board. Additionally, districts may adhere to the observance of non-instructional days in their original calendars (i.e., Good Friday) and not require teachers to provide distance instruction on such days.

NEW: Are support personnel able to be paid normally beginning April 6?

At this time, this is a local determination. If districts are able to provide work opportunities for support staff beginning April 6, then these staff may be paid for hours worked or placed on paid leave in accordance with district policy. If support staff are deemed to be at higher risk for complications of COVID-19, districts are urged to reference the options in this document for awarding additional leave time.

OSDE continues to work on alternative solutions to guarantee pay for support staff during this time.

➤ **SCHOOL BOARDS**

What flexibilities exist in the event a school board is not able to hold a public meeting?

Local boards of education are permitted, but not required, to meet during the cessation of operations. If a local school board needs to hold a meeting, it may do so via regular, special or emergency meeting as authorized by

the Oklahoma Open Meetings Act. The OSDE strongly encourages those holding any public meeting to follow the procedures authorized through Senate Bill 661 (outlined below) and adhere to social distancing guidance and recommendations of the Centers for Disease Control. In the event of a meeting, school boards are encouraged to proactively consider policies that give the district superintendent authority for a limited time to take specific actions on behalf of the board and to update policies, practices and plans related to COVID-19.

SB 661, which the Governor signed into law on March 18, 2020, is effective immediately and authorizes a public body (including school boards) to hold meetings by teleconference or videoconference without also having an in-person meeting location. While teleconference with audio-only is an option, the Attorney General has stated that videoconference is preferred when available. Meetings are also required to be recorded by written, electronic or other means. In order to conduct a meeting by teleconference or video conference, boards must adhere to the following:

- Each member of the board is required to be audible or visible to each other and the public, and the meeting must stop if the audio is disconnected. Although prior authorizations for meetings via teleconference or videoconference required each site and room of a videoconference to be open to the public, SB 661 contains no such requirement.
- All votes occurring during any teleconference or videoconference meeting are to be recorded by roll call votes.
- The meeting notice and agenda must indicate whether the meeting will be held via teleconference or videoconference, identify each member of the public body appearing remotely, the method of each member's remote appearance (teleconference or videoconference), and the identity of the public body member(s) who will be physically present at the meeting site (if any). Note: A member identified on the notice and agenda as appearing remotely may change their mind and appear at the physical site; however, a member identified as appearing at the physical site may **not** change their mind to appear remotely.
- The public must be allowed to participate and speak, as allowed by rule or policy of the public body, and the notice and agenda must include the information needed to participate, such as the full website address or the call-in number along with any codes or other information.
- Boards are not required to make meeting notices and agendas available to the public in the principal office of the public body or at the location of the meeting 24 hours prior to the meeting. However, these documents must still be made available on public websites and through distribution lists.

The provisions of SB 661 are in effect until November 15, 2020, or until the Governor terminates the state of emergency, whichever comes first. Read [FAQs from the Oklahoma Attorney General's Office](#) or [OSSBA](#) for additional guidance.

For school districts with elections (board members, bonds, etc.) in April, what action does the board need to take as a result of this pandemic?

The Secretary of the State Election Board has issued a [declaration](#) recognizing that national and local emergencies currently exist that make substantial compliance with state and federal election laws impossible or unreasonable, and that the existing emergencies could disrupt voter registration, voting, the tabulation of votes, or the certification of election results. As a result, the Board has authorized any election scheduled for April 7, 2020, to be rescheduled on any other allowable date authorized by law. See 26 O.S. § 3-101. No later than Monday, March 30, 2020, school boards wishing to change their election dates are required to provide a resolution to the County Election Board Secretary that (a) rescinds the Tuesday, April 7, 2020, election date and (b) reschedules the election.

For rescheduling board member elections, boards will need to:

- Adopt a modified resolution utilizing the document that called the Tuesday, April 7, election; and
- Submit the modified resolution to the appropriate county election board secretary by Monday, March 30, 2020.

For rescheduling bond elections, boards will need to:

- Contact their financial advisor;
- Review the modified resolution prepared by the district's financial advisors, which must include language to rescind the Tuesday, April 7, election;
- Vote at a meeting to reschedule that election to any election date allowed by 26 O.S. § Section 3-101; and
- Submit the modified resolution to the appropriate county election board secretary by Monday, March 30, 2020.

Sample agenda language for board meetings on these topics:

- Discussion and possible board action to modify resolution calling for 2020 school board member election; or,
- Discussion and possible board action to modify resolution calling for 2020 school bond issue election.

➤ **WORKPLACE/CAMPUS**

Even with a cessation of operations until April 6, there are certain campus functions and services that may continue during this period.

Will school officials be notified if there is a staff member who tests positive for coronavirus?

Yes. Public health officials will notify a school official if there is a positive case associated with a student or employee of the school. Public health staff will work with school officials to identify who was in contact with the case and to begin the process to track and monitor contacts. Spread of the virus can also be viewed on the [CDC website](#) and [State Department of Health coronavirus website](#).

Can districts refuse to let someone on the campus if they are suspected of having the virus?

Yes. Schools should notify a local health department with any questions or concern about any coronavirus-related illness of a student or staff member, make preparations to send that individual home and advise them to seek medical advice.

In addition to guidance provided elsewhere in this document, school districts generally have the right to control and restrict access to campuses. This can be, and often is, through employee policies, student handbooks and policies relating to students and the board of education's powers and duties under Oklahoma laws and regulations. School districts should also consult with their local health authorities and incorporate any guidance provided by the local health authorities into their decision on whether to permit a staff member access to public school facilities. This is on a case-by-case basis.

May a school district enroll new students during a school closure?

New students who move into a school district and request to enroll during a cessation of operations must be allowed to enroll, although they are not required to be offered education services until operations resume. See 70 O.S. §§ 1-113 and 1-114.

While new students who wish to enroll should continue to be enrolled on an individual basis during a school closure, public enrollment events (such as those for initial kindergarten enrollments) cannot be held during the cessation of operations. Re-enrollment meetings and events for existing district students should also be postponed until regular operations resume.

As part of planning for the return to regular operations following school closure, school districts and charter schools should consult with their local health authorities to address health concerns regarding school attendance for students who have traveled to areas heavily impacted by coronavirus or who are otherwise at high risk for exposure.

➤ SCHOOL CALENDARS/INSTRUCTION

UPDATED: 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 can 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.

At its March 25 meeting, the State Board of Education waived the requirements for a mandatory reduction of state aid for districts not meeting the requirements for the calendar year due to the coronavirus pandemic.

➤ ASSESSMENTS & SCHOOL ACCOUNTABILITY

What is the status of state assessments for this school year?

The U.S. Department of Education has granted a waiver to Oklahoma to forego federally required state tests in grades 3-8 and high school for the 2019-20 school year. Requested by Superintendent Hofmeister, the waiver includes the English language arts (ELA) and mathematics test each year in grades 3-8, science in grades 5 and 8, and the College Career Readiness Assessment (e.g., ACT/SAT) for ELA, mathematics and science in grade 11. As a result, the aforementioned tests will not be administered, materials will not be shipped to schools and training for test proctors for this year is unnecessary. Districts that were preparing, through staff development or otherwise, for the administration of the statewide assessments should cease such activities. Additionally, the Oklahoma School Report Cards – which are calculated with data from federally required assessments and other indicators – will be suspended for the 2019-20 school year.

UPDATED: Since the U.S. history test is not federally required, will schools still be required to administer this assessment?

No. At its March 25 meeting, the State Board of Education adopted an emergency rule to allow the agency to provide a medical exemption for state assessments for all students. As a result, students scheduled to take the U.S. history assessment this year will be granted a medical exemption due to the coronavirus pandemic.

How will AP exams be administered if schools remain closed?

College Board, the entity that operates AP testing, released updated information on March 20, 2020, regarding administration of AP exams. It states:

- Traditional face-to-face exam administrations will not take place. Students will take a 45-minute online free-response exam at home.
- Some students may want to take the exam sooner rather than later, while the content is still fresh. Other students may want more time to practice. For each AP subject, there will be two different testing dates.

For more information, please refer to College Board's newest guidance on [AP Updates for Schools Impacted by Coronavirus](#) or contact Robbyn Glinsmann at 405-522-3522 or Robbyn.Glinsmann@sde.ok.gov.

UPDATED: How will eighth-graders meet the requirements of the Driven to Read program?

Oklahoma law requires students to successfully complete the reading portion of the eighth-grade English language arts (ELA) assessment in order to apply for a driver license or permit. *See* 70 O.S. § 1210.515. However, the test will not be administered this year as a result of the coronavirus pandemic. Accordingly, the State Board of Education, at its March 25 meeting, adopted an emergency rule to allow the state to provide a medical exemption for this requirement. All eighth-graders in the 2019-20 school year will receive this exemption. After communicating with the Oklahoma Department of Public Safety (DPS), it is the OSDE's understanding that this exemption will satisfy the requirements.

Students wishing to take the driver exam should also be aware that DPS has instituted the following restrictions:

- All driving skills tests have been canceled;
- Only 10 customers are allowed in an office at one time; and
- Every customer must have an appointment.

UPDATED: How will third-grade students meet the requirements of the Reading Sufficiency Act (RSA) in the absence of the third-grade ELA assessment?

Oklahoma schools are not expected to, and should not, administer the required end-of-year screening assessments for students in Kindergarten through grade three for the remainder of the school year. As a result of the cancellation of the third grade ELA test, schools should utilize data collected from screening, diagnostic and progress monitoring assessments prior to March 16, 2020, to make promotion and retention decisions.

For students who do not qualify for automatic promotion based on prior assessments or under a good cause exemption, a Student Reading Proficiency Team (SRPT) must be convened to make decisions about promotion or retention. SRPT meetings should convene virtually wherever possible or adopt social distancing guidelines, limiting gatherings to no more than 10 people at a time and maintaining six feet of space between each person, even in smaller groups. Since schools will not be able to complete the end-of-year assessments for RSA, they will not be asked to complete the End-of-Year RSA Report. More [detailed guidance](#) for districts making third-grade promotion decisions in the absence of OSTP scores is available on the OSDE website.

What impact is there to the Alternate Assessment?

The window for the Oklahoma Alternate Assessment Program (OAAP) opened on March 9, 2020, and is scheduled to close on May 1, 2020. As a result of the waiver granted by the U.S. Department of Education for all assessments, the Oklahoma Alternative Assessment Program (OAAP) is likewise canceled and any additional scheduled testing should cease.

➤ FUNDING

The COVID-19 situation is fluid and evolving on a near-hourly basis. We strongly encourage schools to document funding and resources spent on COVID-19-related activities or services should they be necessary. Funding sources that may become available may operate on a reimbursement model or be funded based on documented costs.

Are there any expenditures that might be reimbursable from a federal agency?

Yes. President Trump declared a national state of emergency on March 13, 2020. As a result, provisions of the Robert T. Stafford Disaster Relief and Emergency Assistance Act are triggered. *See* 42 U.S.C. 5121-5207 (the “Stafford Act”). Eligible emergency protective measures taken to respond to the COVID-19 emergency at the direction or guidance of public health officials that are not already reimbursable by the U.S. Department of Health and Human Services (HHS) or the Centers for Disease Control (CDC) may be reimbursed under Category B of FEMA’s Public Assistance Program. FEMA assistance will be provided at a 75% federal cost share.

State, territorial, tribal and local government entities and certain private nonprofit organizations are eligible to apply for [Public Assistance](#). Eligible assistance includes management, control and reduction of immediate threats to public health and safety such as Emergency Operation Center costs, training specific to the declared event, disinfection of eligible public facilities, technical assistance on emergency management, control of immediate threats to public health and safety and communications of general health and safety information to the public. Further information about eligible emergency protective measures can be found in the [Public Assistance Program and Policy Guide](#).

UPDATED: What state-imposed attendance requirements relate to a school district’s eligibility to receive funding?

The only sources of school funding affected by student attendance are those that are distributed based on Average Daily Attendance (ADA). ADA is the average number of pupils present in a school district during a year or *other specified period of time* (emphasis added) and is derived by dividing the aggregate days of pupils present in each district by the number of days taught in each school district. *See* 70 O.S. § 10-103.1. A related administrative rule provides that for purposes of funding determinations a “student must be in attendance for two-thirds (2/3) of the first half of the school day to be recorded present for one-half day; likewise, a student must be in attendance for two-thirds (2/3) of the second half of the day to be recorded present for one-half day.” *See* OAC 210:10-1-5(f)(2)). These state-imposed attendance requirements relate only to a school district’s eligibility to receive State Aid funding associated with a student; they have no bearing on a student’s eligibility for course completion, which is determined at the district level.

Funding sources potentially impacted by having a large number of students absent include state-dedicated and local revenues (i.e., gross production tax, motor vehicle collections, school land earnings, county 4-mill levy). These sources are distributed based on the prior year’s ADA. As a result, FY 20 distributions are not expected to be affected by the pandemic. Furthermore, the State Board of Education, at its March 25 meeting, adjusted the period of time over which ADA is calculated, ending March 12, 2020, for the FY 21 distributions. *See* 70 O.S. § 10-103.1.

NEW: How will the closure of school buildings and the requirement for schools to provide distance learning opportunities impact funding?

At its March 25 meeting, the State Board also took action to amend the period over which Average Daily Membership (ADM) is calculated. In state law, ADM is defined as the average number of pupils, both present and absent, in a school district *during a school year*. With its action, the Board has defined the 2019-20 school year as ending March 12, 2020, *for purposes of funding*. *See* 70 O.S. § 18-107.

NEW: Did the State Board take action to provide flexibility on textbook funding?

Yes. Current state statute allows for a district to request flexibility in the use of state-appropriated funding allocated for textbooks, provided the district can demonstrate that the textbooks and instructional materials used by the district for the subject areas being considered are current and appropriate for student learning. A school district that has received textbook funding flexibility approval from the Board may elect to expend any monies allocated for textbooks for any purpose related to the support and maintenance of the district as determined by the board of education of the district. See 70 O.S. § 16-114a. At its March 25 meeting, the State Board voted to grant this flexibility (except for using these funds for school maintenance) to all districts for the 2019-20 school year upon completion of the required assurance document.

NEW: Are we held to spending down all federal grant dollars for this fiscal year?

OSDE will seek a waiver from the USDE to carry over grant and Title dollars from this fiscal year to the next.

➤ DISTANCE LEARNING

Much of the information in this section will be referenced in the upcoming OSDE web page devoted to distance learning. We will notify districts when the page is live.

NEW: Can we bring staff into the building to work in small groups (for special education meetings, related services, etc.)?

No, except for essential functions. Staff should not be in buildings barring for essential functions like payroll, meal preparation and delivery, or for purposes of facilitating or supporting distance learning, etc., as is outlined elsewhere in this document. However, virtual meetings and planning can and should occur.

As a part of the State Board of Education's Order and the Governor's Executive Order, school districts must comply with CDC guidelines to control the spread of the COVID-19 outbreak. Included in the State Board of Education requirements, districts must also develop and apply a health and safety policy limiting the opportunity for students, staff and families to be in physical buildings and exposed to potential pathogens that could lead to illness. Further, any staff members required to perform essential functions are to follow these requirements to the maximum extent. CDC-recommended guidance includes restricting gatherings to no more than 10 people and maintaining six feet of space between each. Additionally, staff should stay home if feeling sick, wash hands regularly for at least 20 seconds with soap and water and cover coughs and sneezes with tissues or cough/sneeze into the arm/elbow.

NEW: How do we get technology and personal materials to students? How do we collect them at the end of the year?

In addition to the guidance above and while always adhering to CDC guidelines, schools should also consult with their local city or county health departments to implement policies and procedures for pickup and delivery, cleaning and sanitizing items prior to pickup and health screening protocol for individuals entering a school building. This may include designating times for students to pick up items while in cars or setting times for a handful of students at a time to come to the school to retrieve or return items. During these times of transfer, the OSDE recommends that staff wear disposable gloves in further efforts to minimize the possibility of exposure to potential pathogens that could lead to illness.

NEW: Is it safe to deliver paper packets to students?

Based on information from the [World Health Organization](https://www.who.int), yes. The likelihood of an infected person contaminating goods is low and the risk of catching the virus that causes COVID-19 from a package that has been moved, traveled and exposed to different conditions and temperature is also low. However, much is still

unknown about this coronavirus. It is advisable to handle packages and items that will be sent to students and families while wearing disposable gloves and to wash hands thoroughly after receiving and handling a package either through the mail or from another person. ***Only those staff designated as facilitating or supporting delivery of distance learning will be allowed to prepare materials for paper packets, and they must do so within the same safety and access guidelines outlined in the questions above.***

NEW: What professional learning will our staff need in order to implement distance learning effectively?

OSDE has created a 5-day professional learning plan that is a general framework which will be published on the agency's website. Each district will need to make a number of local decisions. It is best to remember that distance learning will be new to many teachers; "go slow to move fast" is the best way to prepare them. Give staff time to practice new technology and ask questions. In a rapidly changing, unfamiliar educational situation, focus on what is critical for student advancement to the next grade level or graduation. We have also included a sample plan, "***Sample 5-day Professional Development Training Model for Implementation of Continuous Learning,***" for you to consider as a jumping off point. This information will be available when the OSDE Digital Learning page goes live in the coming days.

NEW: Are telecommunications and Internet providers offering free and/or discounted services?

The Federal Communications Commission (FCC) has requested telecommunications and internet service providers nationwide sign the Keep Americans Connected Pledge. [A running list of companies](#) that have responded to the pledge will be housed on the OSDE website. The opportunities offered include free internet, access to new hotspots and increased broadband among others. The list is informational only and not intended to endorse any product or company.

NEW: How should we communicate with the families in our community?

Clear, consistent and constant communication with families will be vital. Use whatever tools work best for your context, whether emails, social media and websites, text apps or a combination.

NEW: What about communication to our staff and the public?

Administrative/leadership teams should discuss how and when important information needs to be shared with the public and school staff. Consistent messaging and clarity of the school's plan is critical to success. It is ***highly recommended*** that building administrators do a weekly group check-in with all staff using Zoom other virtual meeting platforms used in your district.

NEW: How important will it be for each teacher to have the same "office hours," or online availability?

To provide consistency and structure, each teacher should be accessible online at the same time daily when at all possible. However, some households will be sharing a device among family members, so it is important that teacher availability be spaced out over the day so all students have an opportunity to contact their teacher. Be sure to communicate the platform the district will be using for communication and emphasize the importance of flexibility.

NEW: What are our requirements/obligations to student teachers?

Colleges and universities determine program completion. Please work with your higher education institution and partnerships to determine best actions.

NEW: Are we able to waive evaluation of new teachers in the second semester?

Yes, the State Board has waived the requirement to evaluate teachers during the second semester. More guidance will be available as the school year progresses.

NEW: What academic counseling considerations should be made?

For the graduating class of 2019-20, awarding of credits, attendance and assessment requirements for graduation are determined at the local school district level. Academic counselors should stay abreast of the most recent information available regarding assessments, CareerTech, concurrent/dual enrollment, financial aid, online instruction, enrollment and scheduling and develop a method of communicating with students, especially seniors. Additionally, administrators should be informed about all communication sent from academic counselors to families and students. For more detailed guidance regarding academic counseling, refer to Guidance for Academic Counseling FAQs on the [OSDE Counseling web page](#).

NEW: Are special events such as prom, concerts and graduation canceled?

If an event exceeds the group guidelines of your local city or county health department, the event should not take place. Follow the guidance and recommendations from the Centers for Disease Control, Oklahoma State Department of Health and the Oklahoma State Department of Education. Many schools are considering virtual graduation and end-of-year ceremonies.

NEW: How do districts complete required accreditation and reports for OSDE?

Reserving the right to conduct an audit and amend a district or site accreditation status as deemed necessary, the State Board has waived accreditation audits for the 2019-20 school year. Regional Accreditation Officers (RAOs) are always available to assist and share ideas. Do not hesitate to reach out to your RAO with questions or for information.

➤ GRADING & GRADUATION REQUIREMENTS

NEW: What are schools required to report for student attendance?

With the exception of required reporting for state funding and school accountability, any requirements for attendance are ***solely determined at the local school district level***.

As previously stated, the State Board voted to stop Average Daily Attendance and related calculations as of March 12, 2020. Though the reporting of absences and attendance is unnecessary for those reasons, having accurate information is important and necessary for the state when reporting for other purposes and to other agencies. With this in mind, OSDE's Data & Information Systems team has released [guidance](#) on how to report student absences and calendar changes over the course of this semester (i.e., before March 12, Spring Break, cessation of operations, April 6 and beyond).

NEW: What are the graduation requirements for students this year?

For the graduating class of 2019-20, each district is to adopt a plan that establishes the assessment or assessments those students are required to take in order to graduate. Awarding of credits, attendance and assessment requirements for graduation are solely determined at the local school district level.

NEW: Do seniors still have to meet all graduation requirements in order to receive a high school diploma?

The State Board has waived the mandatory reduction of state aid of a school district not meeting the requirements for the calendar year (180 days or 1,080 hours) due to the coronavirus pandemic making maintenance of the calendar year term impossible. All students are still required to complete at least 23 credits of

required and elective coursework. Many boards of education have local policies that require more than 23 credits and/or identify specific courses that are not a part of the state's list of required courses. In these cases, a local board of education can take action to amend a local graduation policy. Any change must still be in agreement with Oklahoma graduation requirements. End of semester final grades should be calculated, reported and transcribed in the school's student information system.

NEW: How will students earn final grades for the 2019-20 school year?

Districts are expected to continue providing learning opportunities for students through the end of the school year and thereby afford students the opportunity to earn grades. Final grades are to be awarded and posted to transcripts according to current district policies. The extenuating circumstances caused by the COVID-19 pandemic may inhibit access to appropriate remediation resources and to new distance learning instructional methods; therefore, student grades prior to the beginning of required distance instruction must not be negatively impacted. Due to the long-term negative implications on grade point averages (GPAs), Oklahoma's Promise, NCAA eligibility and other scholarship opportunities, districts are strongly encouraged to continue to issue traditional letter grades in lieu of Pass/Fail (P/F) grading.

NEW: How will students in CareerTech (CTE) programs earn final credits?

The Oklahoma Department of Career and Technology Education (ODCTE) is working to develop plans that will assist students in meeting high school graduation requirements. Students in CTE programs will receive correspondence from the technology center or K-12 instructor outlining the next steps to complete coursework. Certain industry certifications may require work past the 2019-20 school year. A list of programs will be made available on the [ODCTE website](#). Additional resources can also be found in [CareerTech's FAQs](#).

NEW: How will concurrent/dual enrollment students complete courses, and how will credits be issued?

The Oklahoma State Regents for Higher Education (OSRHE) is aware of the challenges for traditional college students and high school students enrolled in concurrent/dual enrollment programs. Prior to the State Board vote on March 25, many colleges had already posted contingency plans in the event that instruction did not resume for the 2019-20 school year. OSRHE has published [school-by-school](#) information detailing plans for the remainder of the year and additional information on its [website](#). Depending on the institution, students may be able to continue instruction virtually. Additionally, some institutions may choose to issue credits as traditional letter grades **OR** offer students the option of receiving a Pass/No Pass (P/NP) or Satisfactory/Unsatisfactory (S/U) grade in currently enrolled courses. If offered, students should consider the impact P/NP and S/U grades could have on high school GPA, Oklahoma's Promise, and NCAA eligibility as those grades are GPA neutral and may be counted as the lowest passing letter grade on the traditional grading scale.

NEW: What do we do about ICAP (Individual Career Academic Planning)?

ICAP is only required this year for current freshmen, and the only requirements that are to be done annually are the career/interest inventory, written postsecondary goal and course reflection. These items can be completed and monitored via the students' online tool selected by your district: [OKCareer Guide](#) or [OKCollegeStart](#). Students should have already met this requirement prior to the fourth quarter. In the event a student is missing this requirement for the 2019-20 school year, staff can make resources available once instruction resumes. Many ICAP resources are already available in a digital learning format and are located on the [OKEdge ICAP resource page](#).

➤ TEACHER CERTIFICATION

Will there be a disruption to the issuance of teaching certificates?

Until further notice, the OSDE has closed the teacher certification office. Applications for new certificates, renewals and adding areas of certification may continue to be submitted online.

Pursuant to [Executive Order 2020-07 \(Third Amended\)](#), all occupational licenses (includes teaching certificates) are extended so long as the Executive Order is in effect and will not expire until fourteen (14) days following the withdrawal or termination of the Executive Order.

Additionally, the current legal guidelines for renewing standard teaching certificates provide that the effective renewal date for all standard certificates shall be July 1 of the calendar year in which the renewal application is received. The administrative rule governing the effective dates of teaching certificates states:

“Renewed standard certificates will become effective July 1 following receipt of the application provided the application is made prior to the expiration of the certificate. If a certificate has expired and a renewal application is submitted by December 31 of the year in which the certificate expired, the certificate shall be renewed with an effective date of July 1 of the year in which it expired.” (Oklahoma Administrative Code 210:20-9-95(b))

Subsequently, with the exception of teaching certificates that expired in a previous calendar year, all standard certificates renewed within the same calendar year are issued with an effective date of July 1. This existing approach to teaching certificate renewal ensures that a suspension or reduction in services affecting the Office of Certification would have no significant impact on Oklahoma teachers’ and administrators’ ability to renew their certifications.

NEW: Is consideration being given to extending the date of emergency certificates?

Yes. At its March 25 meeting, the State Board adopted an emergency rule to allow for an emergency certified teacher who has not completed the requirements for standard certification within two years to have an additional year to complete the requirements at the request of the district superintendent. Additionally, the following criteria must be met:

- The teacher must have an “effective” or higher rating on the qualitative portion of their TLE evaluation;
- The teacher must submit a portfolio of work, which includes evidence of progress toward a standard certificate;
- The district must agree to renew the teacher’s contract for the coming year; and
- The superintendent must provide evidence of the district’s inability to hire a certified teacher.

Additionally, as is the case for all certifications and licenses pursuant to [Executive Order 2020-07 \(Third Amended\)](#), all occupational licenses, including emergency teaching certificates, are extended as long as the Executive Order is in effect and will not expire until fourteen (14) days following the withdrawal or termination of the Executive Order. However, districts are encouraged to apply for the additional year as soon as possible.

➤ STUDENTS WITH DISABILITIES

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

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. 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.

Is a school closure a change of placement?

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.

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

IEP annual due dates may not be adjusted, are required to be reviewed at least annually and the OSDE cannot waive these federal requirements for IEPs. A change in the school calendar will not affect or extend the due date of an IEP.

- 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.

Scheduling IEP meetings is a local determination. The OSDE expects all districts to comply with requirements to timely convene IEP meetings for students. ***Should a district need to convene an IEP meeting, the OSDE recommends that the district deem these services to be essential administrative and proceed in accordance with the guidance below.***

In the current context and climate, schools are encouraged to avail themselves of the opportunity to ensure parent participation at meetings via alternate means, including telephone or videoconference, which are allowable under IDEA and corresponding regulations. 34 CFR § 300.322.

If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation must be delayed until school reopens. Evaluations and re-evaluations that do not require face-to-face assessments or observations may take place while schools are closed, provided the student's parent or legal guardian consents. These same principles apply to similar activities conducted by appropriate personnel for a student with a disability who has a plan developed under Section 504, or who is being evaluated under Section 504.

➤ CHILD NUTRITION

UPDATED: 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 opted into six nationwide USDA waivers and is awaiting response for a seventh.

1. Nationwide Waiver to Allow Meal Service Time Flexibility in the CNP – This waiver allows child nutrition programs to serve two meals at a time. Effective the weekend of March 21, 2020, the USDA has determined that Oklahoma School Food Authorities may distribute five days' worth of meals at a time – or 10 meals weekly per qualified student.
2. Nationwide Waiver to Allow Non-Congregate Feeding in the CNP – This waives 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, they should adhere to CDC safety guidelines as outlined above and a count must be taken using the SSO Daily Meal Count Form. This waiver was approved March 20.
3. Nationwide Waiver of the Activity Requirement in the Afterschool Care CNP – This waiver is for sites operating a Child and Adult Care Food Program (CACFP) At-Risk for the enrichment activity requirement. It was approved March 20.

4. Nationwide Waiver to Allow Meal Pattern Flexibility in CNP – This waiver allows for schools to inform the child nutrition office and submit the required paperwork to waive certain meal components during this time of COVID-19 if they have exhausted all options to obtain required meal components. This waiver was approved March 20.
5. Nationwide Waiver to Allow Parents and Guardians to Pick up Meals for Children – This waiver allows schools to submit a plan to ensure that meals picked up by a parent or guardian are actually delivered to the designated child. This plan must be submitted to a district’s child nutrition consultant for approval. This waiver was approved March 25.
6. Nationwide Waiver of Community Eligibility Provision (CEP) Deadlines in the National School Lunch and Breakfast Program – This waiver allows the state agency additional time to report Community Eligibility Provision (CEP) information to USDA as well as extending the CEP deadline for schools to apply. This waiver was approved March 25.
7. Waiver allowing schools that fail to meet the 50% free and reduced area eligibility by site to serve meals on the SSO – Without this waiver, a school that does not meet the 50% free and reduced criteria by site would not be eligible for SSO. A second waiver request was submitted to USDA on March 25 and has not been approved.

Schools should contact their Child Nutrition Area Consultant to obtain the information needed to participate in these waivers. For nationwide waivers, USDA requires Child Nutrition to track all these requests and report this information.

➤ **FEDERAL GUIDELINES FOR STUDENT PRIVACY**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. *See* 20 U.S.C. § 1232g; 34 C.F.R. Part 99. The law applies to all educational agencies and institutions that receive funds under any program administered by the U.S. Secretary of Education. FERPA generally includes school districts and public schools at the elementary and secondary levels.

Under FERPA, a parent or eligible student (a student who is 18 years of age or older) must provide a signed and dated written consent before an educational agency or institution discloses Personally Identifiable Information (PII) from education records, unless an exception to this general consent requirement applies. *See* 34 C.F.R. § 99.30(a). There are some exceptions to the general consent requirement. *See* 20 U.S.C. §§ 1232g(b)(1), (b)(2), (b)(3), (b)(5), (b)(6), (h), (i), and (j) and 34 C.F.R. § 99.31.

The term “education records” is defined as those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution, or by a party acting for the agency or institution. *See* 20 U.S.C. § 1232g(a)(4); 34 C.F.R. § 99.3. Accordingly, immunization and other health records, as well as records on services provided to students under the Individuals with Disabilities Education Act (IDEA) that are directly related to a student and maintained by an educational agency or institution, are “education records” under FERPA.

The term “PII” refers to a student’s name or identification number, as well as other information that can be used to distinguish or trace an individual’s identity either directly or indirectly through linkages with other information. *See* 34 C.F.R. § 99.3.

Do parents and eligible students have to provide consent before an educational agency or institution discloses Personally Identifiable Information (PII) from education records?

Generally, yes. A parent or eligible student must provide written consent before an educational agency or institution discloses PII from a student's education records, unless one of the exceptions to FERPA's general consent rule applies. *See* 20 U.S.C. §§ 1232g(b)(1) and (b)(2); 34 C.F.R. §§ 99.30 and 99.31.

FERPA requires that a consent form be signed and dated by a parent or eligible student and (1) specify the records that may be disclosed; (2) state the purpose of the disclosure; and (3) identify the party or class of parties to whom the disclosure may be made. *See* 34 C.F.R. § 99.30(a) and (b).

How does the health or safety emergency exception to FERPA's consent requirement permit an educational agency or institution to disclose PII from the education records of affected students?

Although educational agencies and institutions can often address threats to the health or safety of students or other individuals in a manner that does not identify a particular student, FERPA permits educational agencies and institutions to disclose, without prior written consent, PII from student education records to appropriate parties ***in connection with an emergency, if knowledge of that information is necessary to protect the health or safety of a student or other individuals.*** *See* 20 U.S.C. § 1232g(b)(1)(I); 34 C.F.R. §§ 99.31(a)(10) and 99.36.

This "health or safety emergency" exception to FERPA's general consent requirement is limited in time to the period of the emergency and does not allow for a blanket release of PII from student education records. Typically, law enforcement officials, public health officials, trained medical personnel and parents (including parents of an eligible student) are the types of appropriate parties to whom PII from education records may be disclosed under this FERPA exception.

If public authorities determine that a public health emergency, such as COVID-19, is a significant threat to students or other individuals in the community, an educational agency in that community may determine that an emergency exists as well. Under the FERPA health or safety emergency exception, an educational agency is responsible for determining, on a case-by-case basis, whether to disclose PII from education records. The educational agency or institution may disclose the information without consent if it determines that there is an articulable and significant threat to the health or safety of the student or another individual and that certain parties need the PII from education records to protect the health or safety of the student or another individual. This is primarily a local determination under which the USDE has stated that it will not substitute its judgment for that of the educational agency so that the educational agency may bring appropriate resources to bear on the situation, provided that, based on the information available at the time of the determination, there is a rational basis for such determination. Additionally, within a reasonable period of time after a disclosure is made under this exception, an educational agency or institution must record in the student's education records the articulable and significant threat that formed the basis for the disclosure and the parties to whom information was disclosed. *See* 34 C.F.R. § 99.32(a)(5).

If an educational agency or institution learns that student(s) in attendance at the school are out sick due to COVID-19, may it disclose information about the student's illness under FERPA to other students and their parents in the school community without prior written parental or eligible student consent?

It depends, but generally yes, but ***only if that information is in a non-personally identifiable form.*** Specifically, the educational agency or institution must make a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably

available information. See 34 C.F.R. § 99.31(b)(1). If an educational agency or institution discloses information about students in a non-personally identifiable form, then consent by the parents or eligible students is not needed under FERPA.

For example, if an educational agency or institution releases the fact that individuals are absent due to COVID-19 (but does not disclose their identities), this would generally not be considered personally identifiable to the absent students under FERPA as long as there are other individuals at the educational agency or institution who are absent for other reasons. However, educational agencies or institutions must ensure that in releasing such facts, they do so in a manner that does not disclose other information that, alone or in combination, would allow a reasonable person in the school community to identify the students who are absent due to COVID-19 with reasonable certainty.

If an educational agency or institution determines that a health or safety emergency exists, may it disclose, without consent, PII from student education records to the media?

No. As explained previously, FERPA only permits non-consensual disclosures of PII from students' education records under the health or safety emergency exception to "appropriate parties" (such as public health officials) whose knowledge of the information is necessary to protect the health or safety of students or other individuals. While the news media may have a role in alerting the community of an outbreak, they are not "appropriate parties" under FERPA's health or safety emergency exception because they generally do not have a role in protecting individual students or other individuals at the educational agency or institution. "Appropriate parties" in this context are normally parties who provide specific medical or safety attention, such as public health and law enforcement officials.

May the school identify a particular student, a teacher or other school official as having COVID-19 to parents of other students in the school?

In most cases, it is sufficient to report the fact that an individual in the school has been determined to have COVID-19, rather than specifically identifying the student who is infected. School notification is an effective method of informing parents and eligible students of an illness in the school. For settings in which parents are primarily doing drop-offs and pick-ups, posting signs on the doors may be effective. In other settings, sending home or emailing a notification may also be effective. These methods serve to notify parents and eligible students of a potential risk, which may be particularly important for students who are more susceptible to infection or to developing severe complications from an infection, and to alert parents to look for symptoms in their own children and eligible students to more closely monitor themselves for symptoms.

There may be a rare situation during a health or safety emergency, however, in which schools may determine (in conjunction with health, law enforcement or other such officials) that parents of students or eligible students are appropriate parties to whom to disclose identifiable information about a student with COVID-19. In other words, school officials may determine that it is appropriate to disclose identifiable information about a student with COVID-19 to parents of other students if parents need to know this information to take appropriate action to protect the health or safety of their children.

For example, if a student with COVID-19 is a wrestler and has been in direct and close contact with other students who are on the team or who are in the school and have higher health risks, school officials may determine it necessary to disclose the identity of the diagnosed student to the parents of the other students. In these limited situations, parents and eligible students may need to be aware of this information to take appropriate precautions or other actions to ensure the health or safety of their child or themselves, especially if their child may have a higher risk of susceptibility to COVID-19 or of developing severe complications from

COVID-19. School officials should make the determination on a case-by-case basis whether a disclosure of the student's name is absolutely necessary to protect the health or safety of students or other individuals or whether a general notice is sufficient. Consideration should be given to the needs of students or other individuals to have such information in order to take appropriate protective action(s) and the risks presented to the health or safety of such students or other individuals.

For more information on FERPA, please visit www.ed.gov/coronavirus.

Discrimination, Harassment and Bullying Related to COVID-19

On March 4, 2020, the United States Department of Education, Office of Civil Rights, issued a [bulletin](#) concerning recent challenges that have been reported surrounding the coronavirus and discrimination, harassment and bullying. According to the CDC, "stigma and discrimination can occur when people associate an infectious disease, such as COVID-19, with a population or nationality, even though not everyone in that population or from that region is specially at risk for the disease." In this climate, fear and anxiety surrounding COVID-19 can lead to stigma toward individuals based on their race, ethnicity, national origin, disability, etc. The OSDE encourages all educators and members of the public to recommit to raising awareness of factual public health information without fear or stigmatization. As education leaders working within our respective communities, we must ensure that harassment based on race or ethnicity is not tolerated."

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.

