

## **Table of Contents**

### **Series 600 – Education Program**

<b>603 INSTRUCTIONAL CURRICULUM .....</b>	<b>2</b>
603.1 BASIC INSTRUCTION PROGRAM .....	2
603.2 SUMMER SCHOOL INSTRUCTION .....	4
603.3 SPECIAL EDUCATION.....	7
603.4 MULTICULTURAL/GENDER FAIR EDUCATION .....	9
603.5 HEALTH EDUCATION.....	10
603.5E1 HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM.....	11
603.6 PHYSICAL EDUCATION .....	12
603.7 CAREER EDUCATION .....	13
603.8 TEACHING ABOUT RELIGION .....	14
603.8R1 TEACHING ABOUT RELIGION REGULATION - RELIGIOUS HOLIDAYS.....	15
603.9 ACADEMIC FREEDOM .....	16
603.9R1 TEACHING CONTROVERSIAL ISSUES .....	17
603.10 GLOBAL EDUCATION .....	18
603.11 CITIZENSHIP .....	19
 <b>CONSIDER RESCINDING</b>	
409.2E1 EMERGENCY PAID SICK LEAVE REQUEST FORM UNDER THE FAMILIES FIRST CORONAVIRUS RESPONSE ACT (FFCRA) .....	21
409.2E2 EXPANDED FAMILY AND MEDICAL LEAVE REQUEST FOR UNDER THE FAMILIES FIRST CORONAVIRUS RESPONSE ACT (FFCRA) .....	24
603.2.01 ACCOUNTABILITY TEST INTEGRITY/TEST PREPARATION.....	5

## 603 INSTRUCTIONAL CURRICULUM

### 603.1 BASIC INSTRUCTION PROGRAM

The basic instruction program will include the courses required for each grade level by the State Department of Education. The instructional approach will be nonsexist gender fair and multicultural.

The basic instruction program of students enrolled in kindergarten is designed to develop healthy emotional and social habits, language arts and communication skills, the capacity to complete individual tasks, character education and the ability to protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development.

The basic instruction program of students enrolled in grades one (1) through six (6) will include English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art.

The basic instruction program of students enrolled in grades seven (7) and eight (8) will include English-language arts, social studies, mathematics, science, health, human growth and development, family and consumer, career, technology education, physical education, music, and visual art.

The basic instruction program of students enrolled in grades nine through twelve will include English-language arts (8 units), social studies (6 units), mathematics (6 units), science (6 units), health (1 unit), physical education (1 unit), fine arts (3 units), foreign language (4 units), financial literacy (1/2 unit) and vocational education (12 units).

The board may, in its discretion, offer additional courses in the instruction program for any grade level.

Each instruction program is carefully planned for optimal benefit taking into consideration the financial condition of the school district and other factors deemed relevant by the board or superintendent. Each instruction program's plan should describe the program, its goals, the effective materials, the activities and the method for student evaluation.

It is the responsibility of the superintendent to develop administrative regulations stating the required courses and optional courses for preschool, transitional kindergarten, kindergarten, grades one through six, grades seven and eight, and grades nine through twelve.

***NOTE: This policy reflects the educational standards set forth by the Iowa Department of Education.***

***The financial literacy requirement is effective for the 2021 graduation class.***

***Computer science must be offered for grades nine through twelve in the school year beginning July 1, 2022 (2022-23); while computer science must be offered during at least one grade level in grades one through eight beginning July 1, 2023.***

***Districts must develop and implement a kindergarten through grade twelve computer science plan by July 1, 2022.***

Legal Reference: 20 U.S.C. § 1232h.  
34 C.F.R. Pt. 98.  
Iowa Code §§ 216.9; 256.11; 279.8; 280.3-.14.  
281 I.A.C. 12.5, 11.

Cross Reference: 102 Equal Educational Opportunity

103 Long-Range Needs Assessment  
505 Student Scholastic Achievement  
602 Curriculum Development  
603 Instructional Curriculum

Approved 8/14/95

Reviewed 12/11/17

Revised 12/11/17

## 603.2 SUMMER SCHOOL INSTRUCTION

The Central Lyon CSD recognizes the importance of ongoing learning opportunities for students. As such, the district shall offer summer school instruction in accordance with the following:

~~Beginning in the summer of 2017, the district shall offer, unless a waiver from this requirement is granted by the Iowa Department of Education, an intensive summer literacy program for students assessed as exhibiting a substantial deficiency in reading. The applicable legal requirements for the intensive summer literacy program, including, but not limited to those relating to criteria and notification, shall be followed.~~

The board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. Upon receiving a request for summer school, the board will weigh the benefit to the students and the school district as well as the school district's budget and availability of licensed employees to conduct summer school.

If a child who is eligible for special education has been determined to need extended school year services as necessary to receive a free appropriate public education, as determined according to state and federal law, such services shall be provided as described in the child's individualized education program.

~~It is the responsibility of~~ In additional instances as provided by law.

The superintendent ~~to~~ may develop administrative regulations regarding this policy.

Legal Reference: Iowa Code §§ 279.8; 280.3; 282.6.  
281 I.A.C 41.106.

Cross Reference: 410.2 Summer School Licensed Employees  
505.2 Student Promotion – Retention – Acceleration  
603 Instructional Curriculum  
711.4 Summer School Transportation

Approved 8/14/95

Reviewed 12/11/17

Revised 12/11/17

## 603.2.01 ~~ACCOUNTABILITY TEST INTEGRITY/TEST PREPARATION~~

~~The Central Lyon School District is committed to ensuring the integrity of the information obtained from the use of educational assessments. This policy is intended to apply to two assessments in particular; the assessment used to meet the reporting requirement under the No Child Left Behind Act and the assessment used to meet the reporting requirements for the Annual Progress Report to the Iowa Department of Education.~~

~~The purpose of this policy is to identify procedures that can ensure assessment results are truly representative of the achievement of students in our district. It is also our intent to create awareness of the potential negative impact that inappropriate assessment practices might produce, to outline processes to be followed, and to identify the potential consequences of violating the policy. If test scores become questionable because of inappropriate practices in either preparing students or in administering tests, the meaning of the scores will be distorted and their value for their original purpose will be diminished or lost.~~

### ~~APPOINTMENT OF DISTRICT TEST COORDINATOR~~

~~The district shall appoint a District Test Coordinator, who may in turn delegate responsibility for testing-related functions to one or more Building Test Coordinators. The District Test Coordinator for the EL/MS Building is the Success Coordinator and the High School Guidance Counselor will be the District Test Coordinator for the High School Building. The District Test Coordinator is responsible for storing materials from Iowa Testing Programs in a secure area with restricted access both prior to and after the testing period.~~

### ~~TEST PREPARATION~~

~~As a function of educating students, staff may prepare students for assessments by providing instruction in the content areas to be assessed. Staff may also prepare students for assessments by teaching general test-taking skills that are applicable to any test or test format.~~

~~Staff shall not conduct reviews or drills that use actual test items or identical format items of the accountability assessments, use copies of tests from previous years, or review test-specific curriculum content with students at any time.~~

### ~~ADMINISTRATION OF TESTS~~

~~In the administration of standardized tests, it is a violation of test security to do any of the following:~~

- ~~1. Provide inappropriate test preparation such as any of the following:
  - a. Copy, reproduce, or use in any manner any portion of any secure test booklet, for any reason.
  - b. Share an actual test instrument in any form.
  - c. Use test preparation materials or strategies developed specifically for Annual Progress Reporting, or
  - d. the Annual Yearly Progress Report.~~
- ~~2. Deviate from the test administration procedures specified in the test examiner's manual.~~
- ~~3. Provide inappropriate assistance to students during the test administration.~~
- ~~4. Make test answers available to students.~~
- ~~5. Change or fill in answers on student answer documents.~~
- ~~6. Provide inaccurate data on student answer documents.~~
- ~~7. Engage in any practice to artificially raise student scores without actually improving underlying student achievement.~~
- ~~8. Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this policy.~~

~~After testing is completed, test booklets are to be returned according to procedures established by the District Test Coordinator.~~

#### ~~CONSEQUENCES OF POLICY VIOLATIONS~~

~~If a violation of this policy occurs, as determined by the Superintendent following an investigation of allegations of irregularities, the Superintendent shall determine whether the integrity of the testing program has been jeopardized, whether some or all of the test results are invalidated, and whether a teacher or administrator has violated the Code of Ethics of the Iowa Board of Educational Examiners as found at 282 Iowa Administrative Code chapter 25.~~

~~Reports of students cheating on assessments shall be submitted to the building principal for investigation and disciplinary procedures.~~

~~A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board policy. If the staff member is a licensee of the Board of Educational Examiners, the Superintendent shall make a timely report to that Board.~~

~~If the Superintendent believes that assessment results are invalid, the Superintendent shall make a timely report to the Iowa Department of Education.~~

Approved 11/14/05

Reviewed 12/11/17

Revised 11/14/05

### 603.3 SPECIAL EDUCATION

The board recognizes some students have different educational needs than other students. The board will provide a free appropriate public education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law. Students requiring special education will attend general education classes, participate in nonacademic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student is written in the student's Individualized Education Program (IEP).

Special education students are required to meet the requirements stated in board policy (505.5 – Graduation Requirements) or in their IEPs for graduation. It is the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

Children from birth through age 2 and children age 3 through age 5 are provided comprehensive special education services within the public education system. The school district will work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age 2. This is done to ensure a smooth transition of children entitled to early childhood special education services.

***NOTE: Beginning with the class of 2022, graduation requirements for special education students will include successful completion of four years of English, three years of math, three years of social studies and three years of science. Modifications and accommodations may be specified in the student's Individualized Education Program (IEP). This is a mandatory policy and reflects state and federal law. For more detailed discussion of this issue, see IASB's Policy Primers, Vol. 20 #7 – Dec. 4, 2008 and 13 #3-Jan. 22, 2001.***

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).  
Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).  
Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).  
20 U.S.C. §§1400 *et seq.*  
34 C.F.R. Pt. 300 *et seq.*  
Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8.  
281 I.A.C. 41.109; 41.404

Cross Reference: 503 Student Discipline  
505.5 Graduation Requirements  
506 Student Records  
507.2 Administration of Medication to Students  
507.8 Student Special Health Services  
601.1 School Calendar  
603 Instructional Curriculum

Approved 8/14/95

Reviewed 12/11/17

Revised 10/14/13



#### 603.4 MULTICULTURAL/GENDER FAIR EDUCATION

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, ~~socioeconomic status~~ creed, color, sex, marital status, national origin, sexual orientation, gender identity or disability.

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans, American Indians, European-Americans, and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

***NOTE: This is a mandatory policy and reflects the educational standards. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 19 #10- June 8, 2007.***

Legal Reference: Iowa Code §§ 216.9; 256.11.  
281 I.A.C. 12.5(8).

Cross Reference: 102 Equal Educational Opportunity  
600 Goals and Objectives of the Education Program

Approved 8/14/07

Reviewed 12/11/17

Revised 12/10/07

## 603.5 HEALTH EDUCATION

Students in grade levels kindergarten (K) one through twelve (12) shall will receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; emotional and social health; health resources; prevention and control of disease; and communicable diseases, including sexually transmitted diseases and acquired immune deficiency syndrome; and current crucial health issues. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

The areas stated above shall be are included in health education and the instruction shall be are adapted at each grade level to aid understanding by the students.

Parents who object to health education instruction in human growth and development may file a written request that the student be excused from the instruction. The written request shall will include a proposed alternate activity or study acceptable to the superintendent. The superintendent shall will have the final authority to determine the alternate activity or study.

**NOTE: This is a mandatory policy and reflects the educational standards.**

Legal Reference: Iowa Code §§ 256.11; 279.8; 280.3-.14.  
281 I.A.C. 12.5.

Cross Reference: 502 Student Rights and Responsibilities  
603 Instructional Curriculum  
607 Instructional Services

Approved 8/14/95

Reviewed 12/11/17

Revised 7/15/02

603.5E1 HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Phone #: \_\_\_\_\_

Please list the curricular objective(s) from which you wish to have your child excused and the class or grade in which each is taught. An example is provided for you to follow.

	<u>Objective</u>	<u>Class / Grade</u>
Ex.	To understand the consequences of responsible and irresponsible sexual behavior.	Health Education / 6
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

I have reviewed the Human Growth and Development program goals, objectives, and materials and wish my child to be excused from class when these objectives are taught. I understand my child will incur no penalty but may/shall will be required to complete an alternative assignment that relates to the class and is consistent with assignments required of all students in the class.

Signed: \_\_\_\_\_  
(Parent or Guardian)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
(School Administrator)

Date: \_\_\_\_\_

## 603.6 PHYSICAL EDUCATION

Students in grades one (1) through twelve (12) ~~shall be~~ are required to participate in physical education courses unless they are excused by the principal of their attendance center.

Students may be excused from physical education courses if the student presents a written statement from a doctor stating that such activities could be injurious to the health of the student or the student has been exempted because of a conflict with the student's religious beliefs.

Students in grades 9-12 may also be excused from physical education courses if:

- the student is enrolled in academic courses not otherwise available, or
- the student has obtained a physical education waiver for a {semester} because the student is actively involved in an athletic program.

Twelfth (12) grade students may also be excused from physical education courses if the student is enrolled in a cooperative, work study or other educational program authorized by the school which requires the student's absence from school.

Students who will not participate in physical education must have a written request or statement from their parents.

***NOTE: This is a mandatory policy and reflects the educational standards.***

Legal Reference: Iowa Code § 256.11  
281 I.A.C. 12.5.

Cross Reference: 504 Student Activities  
603 Instructional Curriculum

Approved 8/14/95

Reviewed 12/11/17

Revised 8/14/95

## 603.7 CAREER EDUCATION

Preparing students for careers is one goal of the education program. Career education will be written into the education program for grades kindergarten through twelve (K-12). This education shall will include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

It shall be is the responsibility of the superintendent to assist licensed employees in finding ways to provide career education in the education program. Special attention should be given to courses of vocational education nature. The board, in its review of the curriculum, shall will review the means in which career education is combined with other instructional programs.

***NOTE: This is a mandatory policy and reflects the educational standards.***

Legal Reference: Iowa Code §§ 256.11, .11A; 280.9.  
281 I.A.C. 12.5(7).

Cross Reference: 603 Instructional Curriculum

Approved 8/14/95

Reviewed 12/11/17

Revised 7/15/02

## 603.8 TEACHING ABOUT RELIGION

The school district is required to keep the practice of religion out of the school curriculum. The board recognizes the key role religion has played in the history of the world and authorizes the study of religious history and traditions as part of the curriculum. Preferential or derogatory treatment of a single religion shall will not take place.

It shall be is the responsibility of the superintendent to ensure the study of religion in the schools in keeping with the following guidelines:

- the proposed activity must have a secular purpose;
- the primary objective of the activity must not be one that advances or inhibits religion; and
- the activity must not foster excessive governmental entanglement with religion.

**NOTE: This policy and the accompanying regulation reflect the law on teaching religion in the public schools.**

Legal Reference: U.S. Const. amend. I.  
Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Lemon v. Kurtzman, 403 U.S. 602 (1971).  
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985  
Iowa Code §§ 279.8; 280.6.

Cross Reference: 603 Instructional Curriculum  
604.5 Religious-Based Exclusion from a School Program  
606.2 School Ceremonies and Observances

Approved 8/14/95

Reviewed 12/11/17

Revised 8/14/95

## 603.8R1 TEACHING ABOUT RELIGION REGULATION - RELIGIOUS HOLIDAYS

The historical and contemporary significance of religious holidays may be included in the education program provided that the instruction is presented in an unbiased and objective manner. The selection of holidays to be studied shall will take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities shall will be educationally sound and sensitive to religious differences and shall will be selected carefully to avoid the excessive or unproductive use of school time. Teachers shall will be especially careful in planning activities that are to take place immediately preceding or on a religious holiday.

Music, art, literature and drama having religious themes (including traditional carols, seasonal songs and classical music) shall will be permitted if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes shall be is only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances shall be is selected on the basis of its independent educational merit and shall will seek to give exposure to a variety of religious customs, beliefs and forms of expression. Holiday programs, parties or performances shall will not become religious celebrations or be used as a forum for religious worship, such as the devotional reading of sacred writings or the recitations of prayers.

The use of religious symbols (e.g. a cross, menorah, crescent, Star of David, lotus blossom, nativity scene or other symbol that is part of a religious ceremony) shall be are permitted as a teaching aid, but only when such symbols are used temporarily and objectively to give information about a heritage associated with a particular religion. The Christmas tree, Santa Claus, Easter eggs, Easter bunnies and Halloween decorations are secular, seasonal symbols and as such can be displayed in a seasonal context.

Expressions of belief or nonbelief initiated by individual students shall be is permitted in composition, art forms, music, speech and debate. However, teachers may not require projects or activities which are indoctrinational indoctrinate or force students to contradict their personal religious beliefs or nonbeliefs.

## 603.9 ACADEMIC FREEDOM

The board believes students should have an opportunity to reach their own decisions and beliefs about conflicting points of view. Academic freedom is the opportunity of licensed employees and students to study, investigate, present, interpret, and discuss facts and ideas relevant to the subject matter of the classroom and appropriate to and in good taste with the maturity and intellectual and emotional capacities of the students.

It shall be the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom or through teaching methods. Teachers are not discouraged from expressing personal opinions as long as students are aware it is a personal opinion and students are allowed to reach their own conclusions independently.

It shall be the responsibility of the principal to ensure academic freedom is allowed but not abused in the classroom.

***NOTE: This is not a mandatory policy, but it is strongly recommended. The policy and accompanying regulation reflect current law on the subject.***

Legal Reference: Iowa Code §§ 279.8; 280.3, .6.

Cross Reference: 502 Student Rights and Responsibilities  
603 Instructional Curriculum  
903.5 Distribution of Materials

Approved 8/14/95

Reviewed 12/11/17

Revised 8/14/95



## 603.9R1 TEACHING CONTROVERSIAL ISSUES

A "controversial issue" is a topic of significant academic inquiry about which substantial groups of citizens of this community, this state or this nation hold sincere, conflicting points of view.

It is the belief of the board that controversial issues should be fairly presented in a spirit of honest academic freedom so that students may recognize the validity of other points of view but can also learn to formulate their own opinions based upon dispassionate, objective, unbiased study and discussion of the facts related to the controversy.

It shall be the responsibility of the instructor to present full and fair opportunity and means for students to study, consider and discuss all sides of controversial issues including, but not limited to, political philosophies.

It shall be the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within the limits of good taste and to allow the student to express personal opinions without jeopardizing the student's relationship with the teacher.

It shall be the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any kind through any classroom or school device; however, an instructor shall will not be prohibited from expressing a personal opinion as long as students are encouraged to reach their own decisions independently.

The board encourages full discussion of controversial issues in a spirit of academic freedom that shows students that they have the right to disagree with the opinions of others but that they also have the responsibility to base the disagreement on facts and to respect the right of others to hold conflicting opinions.

## 603.10 GLOBAL EDUCATION

Because of our growing interdependence with other nations in the world, global education shall be incorporated into the education program for grades kindergarten through twelve (K-12) so that students have the opportunity to acquire a perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world. Global education, in the education program, is the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems—social, cultural, racial, economic, linguistic, technological, and ecological.

Legal Reference: Iowa Code §§ 256.11  
281 I.A.C. 12.5(11).

Cross Reference: 602 Curriculum Development  
603 Instructional Curriculum

Approved 8/14/95

Reviewed 12/11/17

Revised 8/14/95

## 603.11 CITIZENSHIP

Being a citizen of the United States, of Iowa and of the Central Lyon school district community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to participate in their country, state and Central Lyon school district community in a manner that entitles them to keep these rights and privileges.

As part of the education program, students shall will have an opportunity to learn about their rights, privileges, and responsibilities as citizens of this country, state and Central Lyon school district community. As part of this learning opportunity students shall be are instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district community.

***NOTE: This is a mandatory policy.***

Legal Reference: Iowa Code §§ 256.11  
281 I.A.C. 12.3(6), 12.5(3)(b)-(5)(b).

Cross Reference: 101 Educational Philosophy of the School District  
502 Student Rights and Responsibilities  
503 Student Discipline

Approved 8/14/95

Reviewed 12/11/17

Revised 8/14/95



**Note: This type of emergency paid sick leave is only available through passage of the federal Families First Coronavirus Response Act and will expire on December 31, 2020. After that date, this exhibit should be removed from policy 409.2, as the benefit will no longer be available to employees.**

409.2E1 EMERGENCY PAID SICK LEAVE REQUEST FORM UNDER THE FAMILIES FIRST CORONAVIRUS RESPONSE ACT (FFCRA)

Name: \_\_\_\_\_

Anticipated Begin Date: \_\_\_\_\_

Expected Return to Work Date: \_\_\_\_\_

**Employee Request for Leave at Full Pay**

Employees satisfying one of the three standards noted below are eligible for two weeks of leave capped at 80 hours paid at the employee's full regular compensation rate. For a part-time employee it is the number of hours equal to the average number of hours that the employee works over a typical two-week period. Please select the applicable reason and follow the related instructions.

I am unable to work or telework for the following reasons:

- ☐ I am quarantined pursuant to Federal, State, or local government order.
- ☐ I am quarantined on the advice of a health care provider due to COVID-19 concerns.
- ☐ I am experiencing COVID-19 symptoms and seeking a medical diagnosis.

*Please attach the applicable government order or documentation from medical provider corresponding to the item(s) selected. If you are experiencing symptoms and seeking a medical diagnosis, please identify your symptoms and the date of your medical appointment.*

**Employee Request for Leave at 2/3 Pay**

Employees satisfying one of the three standards noted below are eligible for two weeks of leave capped at 80 hours paid at the 2/3 of the employee's regular compensation rate. For a part-time employee it is the number of hours equal to the average number of hours that the employee works over a typical two-week period. Please select the applicable reason and follow the related instructions.

I am unable to work or telework for the following reasons:

- ☐ I need to care for an individual subject to quarantine pursuant to Federal, State, or local government order or advice of a health care provider due to COVID-19. I represent that no other person will be providing care for the individual during the period for which the I am receiving Emergency Paid Sick Leave.

*Please attach the applicable government order or documentation from medical provider.*

- ☐ I am experiencing a substantially similar condition as specified by the Secretary of Health and Human Services, in consultation with the Secretaries of the Treasury and Labor.

*Please attach the applicable government order or documentation from medical provider.*

~~\_\_\_\_\_ I am unable to work or telework because I need to care for my child under age 18 because my child's elementary or secondary school, childcare provider, or child's place of care has been closed or is unavailable due to COVID-19. During this period of unavailability or closure, I represent that no other person will be providing care for my child during the period for which I am receiving Emergency Paid Sick Leave.~~

~~If the age of one or more of the children is between 14 and 18, the following special circumstances exist requiring me to care for the child during daylight hours:~~

~~Please attach notice or documentation related to the unavailability of the school, daycare, place of care or person providing care to the child. The District reserves the right to request confirmation regarding the nature of the closure or unavailability.~~

~~If you are requesting 2/3 paid leave in conjunction with Expanded Family Medical Leave to care for a child under the age of 18 affected by school or care closure due to COVID-19, please complete the "Expanded Family and Medical Leave Request Form" to submit with this form.~~

~~I acknowledge that the above information is true to the best of my knowledge.~~

Signed \_\_\_\_\_

Date \_\_\_\_\_

**Note: This type of emergency paid sick leave is only available through passage of the federal Families First Coronavirus Response Act and will expire on December 31, 2020. After that date, this exhibit should be removed from policy 409.2, as the benefit will no longer be available to employees.**

**Note: This type of emergency paid sick leave is only available through passage of the federal Families First Coronavirus Response Act and will expire on December 31, 2020. After that date, this exhibit should be removed from policy 409.2, as the benefit will no longer be available to employees.**

~~409.2E2 EXPANDED FAMILY AND MEDICAL LEAVE REQUEST FOR UNDER THE FAMILIES FIRST  
CORONAVIRUS RESPONSE ACT (FFCRA)~~

Name: \_\_\_\_\_

Anticipated Begin Date: \_\_\_\_\_

Expected Return to Work Date: \_\_\_\_\_

Employees may be entitled to expanded family medical leave in accordance with the Families First Coronavirus Response Act (FFCRA) if the employee satisfies eligibility standards.

**Reason for Leave**

Employees satisfying the standards below are eligible for 12 weeks\* of leave. The first two weeks of the leave are unpaid unless the employee selects available options in the next box. The remaining 10 weeks of leave are paid at 2/3 of the employee's regular compensation rate unless other options are selected on this form. Please select the applicable reason and follow the related instructions.

I, \_\_\_\_\_, request family and medical leave because I am unable to work or telework because I need to care for my child(ren) under 18 because my child(ren)'s elementary or secondary school, childcare provider, or child's place of care has been closed or is unavailable due to COVID-19. During this period of unavailability or closure, I represent that no other person will be providing care for my child during the period for which I am receiving expanded family medical leave benefits.

If the age of one or more of the children is between 14 and 18, the following special circumstances exist requiring me to care for the child during daylight hours:

*Please attach notice or documentation related to the unavailability of the school, daycare, place of care or person providing care to the child. The District reserves the right to request confirmation regarding the nature of the closure or unavailability.*

*\*An employee who qualifies for and utilizes the Emergency Paid Sick Leave provisions of the FFCRA, is entitled to an additional 10 weeks of Emergency FMLA.*

**Substitution of Paid Leave for the First Ten Days of Expanded Family Medical Leave**

In accordance with the FFCRA, the first ten days of expanded family medical leave is unpaid, however you may be eligible to use Emergency Paid Sick Leave provided through the FFCRA to cover this period at 2/3 of full pay. In the event you have already used Emergency Paid Sick Leave, you are permitted to use available District-provided paid leave to cover this period at full pay. Please indicate if you would like to use paid leave during the first 10 days of your absence and how many hours you plan to use. Requested leave is subject to availability based on confirmation by the School District. If requesting Emergency Paid Sick Leave, please complete and submit an "Emergency Paid Sick Leave Request Form."

\_\_\_ Emergency Sick Leave \_\_\_ Sick Leave \_\_\_ Personal Leave

**Supplement 2/3 Pay with Accrued District Leave**

Employees may choose to supplement the 2/3 pay provided through expanded family medical leave with accrued District leave to earn full compensation. Please indicate if you would like to use paid leave during your expanded

~~family medical leave to supplement your 2/3 expanded family medical leave compensation. Requested leave is subject to availability based on confirmation by the District.~~

~~\_\_\_ Emergency Sick Leave \_\_\_ Sick Leave \_\_\_ Personal Leave~~

~~After completing the first 10 days of expanded family medical leave, an employee may choose to take 10 weeks of continuous leave under expanded family medical leave for the reason indicated above. Continuous leave means the employee will not complete any District duties during this period but will be compensated based on the options selected above.~~

~~An employee may also choose to take 10 weeks of intermittent leave only with the District's permission. Intermittent leave means an employee will complete some District duties on a modified schedule as approved by the employee's supervisor. When using intermittent leave, the employee will receive full regular pay for hours worked and 2/3 of regular pay during periods on expanded family medical leave unless supplemented in a manner noted above.~~

~~I am requesting (choose one):~~

~~\_\_\_ continuous leave~~

~~\_\_\_ intermittent leave~~

~~If your need for leave is intermittent, please describe the requested schedule for your intermittent leave:~~

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~~I acknowledge that the above information is true to the best of my knowledge.~~

~~Signed \_\_\_\_\_~~

~~Date \_\_\_\_\_~~

***Note: This type of emergency paid sick leave is only available through passage of the federal Families First Coronavirus Response Act and will expire on December 31, 2020. After that date, this exhibit should be removed from policy 409.2, as the benefit will no longer be available to employees.***