

SCHOOL DISTRICT - COMMUNITY RELATIONS

Series 1000

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ALLERGY POLICY

The Mount Vernon School District is committed to providing a safe and nurturing environment for students. The Mount Vernon Board of Education understands the prevalence of life threatening allergies among school populations and proactively endorses the concept of being allergy aware and allergy smart. Recognizing that the risk of accidental exposure to allergens can be reduced in the school setting, Mount Vernon School District is committed to working in cooperation with parents, students, and physicians, to minimize risks and provide a safe educational environment for all students.

Furthermore, it is understood that allergic reactions can be unpredictable and that school personnel must be proficient at recognizing and reacting to an incident. The focus of allergy management shall be on awareness, education, communication, prevention, and emergency response.

The goals for allergy management include:

1. To establish procedures for identifying, managing, and ensuring continuity of care for students with life-threatening allergies across all grade levels from Early Childhood through grade 12.
2. To maintain the health and protect the safety of children who have life-threatening allergies in ways that are developmentally appropriate, promote self-advocacy and competence in self-care, maintain confidentiality and provide appropriate educational opportunities.
3. To ensure that interventions and individual health care plans for students with life-threatening allergies are based on medically accurate information and evidence-based practices and are shared with staff trained in recognizing and responding to allergic reactions.

In accordance with applicable law, it is the policy of the district to provide all students, through necessary accommodations where required, the opportunity to participate in all school programs and activities, as can be reasonably expected. Accordingly, the superintendent shall direct district building administrators and staff, to act affirmatively and work closely with parents to assure that the needs of children with documented allergies are taken into consideration in planning for district programs. The district school nurses will review practices annually and make recommendations for updates based on current medical practices.

References:

- Food Allergy Research & Education (FARE): <http://www.foodallergy.org/>
- National Association of School Nurses (NASN): <http://www.nasn.org/ToolsResources/FoodAllergyandAnaphylaxis>
- National School Board Association(NSBA): <http://www.nsba.org/Board-Leadership/SchoolHealth/Food-Allergy-Schools> and <http://www.nsba.org/foodallergyguide.pdf>

Approved 9/9/2013

Reviewed 7/8/2019

Revised 9/9/2013

LIBRARY MATERIALS SELECTION

Selection Policy Mount Vernon Community School District

Part 1: Selection of Learning Resources

I. Statement of Policy

A. The policy of the Board of Directors of Mount Vernon Community School District is to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

I. Objectives of Selection

A. For the purposes of this statement of policy, the term "learning resources" will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning/performance purposes. Learning resources include textbooks, other books, supplementary reading (print and non-print), music and informational materials, agencies and organizations, charts, community resource people, dioramas, DVDs, filmstrips, flash cards, games, globes, kits, maps, models, periodicals, pictures, realia, slides, sound recordings, transparencies, and videocassettes.

B. The primary objective of learning resources is to support, enrich, and help implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal, and the presentation of different points of view.

C. To this end, the School Board of Mount Vernon Community Schools affirms that it is the responsibility of its professional staff:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served;
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
3. To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgments in their daily lives;
4. To provide materials representative of the many religious, ethnic, and cultural groups that contribute to our national heritage and the world community;
5. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

II. Responsibility for Selection of Learning Resources

A. The School Board, subject to its responsibility for the operation of the Mount Vernon Community School District, delegates the responsibility for the selection of learning resources to the professional staff employed by the school system.

B. While selection of learning resources involves many people (administrators, teachers, students, or community persons) the responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the principal and professional personnel.

III. Criteria for Selection of Learning Resources

A. The following criteria will be used as they apply:

1. Learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.
2. Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.
3. Learning resources shall meet high standards of quality in: artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability and technical quality
4. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
5. Learning resources shall be selected to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgments in their daily lives.
6. Learning resources shall provide information on various of controversial issues so that users may develop under guidance the practice of critical analysis.

IV. Procedures for Selection of Learning Resources

A. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. Among sources to be consulted are:

1. Bibliographies (latest edition available, including supplements):

American Historical Fiction
American Association of Choral Directors
Basic Book Collection for Elementary Grades
The Best in Children's Books
Children and Books
Children's Catalog
Elementary School Library Collection

Junior High School Catalog
Reference Books for School Libraries
Subject Guide to Children's Books in Print
2. Current reviewing media:
Booklist
Bulletin of the Center for Children's Books
Horn Book
Kirkus Reviews
Mailbox Bookbag
School Library Journal
School Library Media Activities Monthly
TeacherLibrarian

Other sources will be consulted as appropriate. Whenever possible, the actual resource will be examined.

B. Recommendations for purchase involve administrators, teachers, students, district personnel and/or community persons, as appropriate.

C. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

D. Selection is an ongoing process that should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value

Part 2: Procedures for Dealing with Challenged Materials

I. Statement of Policy

Any resident or employee of the school district may formally challenge learning resources used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

II. Request for Informal Reconsideration

A. The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.

1. The principal or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.

2. The principal or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.

3. If the questioner wishes to file a formal challenge, a copy of the district Selection of Learning Resources policy and a Request for Reconsideration Form shall be handed or mailed to the party registering the complaint by the principal.

III. Request for Formal Reconsideration

A. Preliminary Procedures

1. Each school will keep on hand and make available Request for Reconsideration of Learning Resources forms. All formal objections to learning resources must be made on these forms.
2. The Request for Reconsideration of Learning Resources form shall be signed by the questioner and filed with the principal or someone so designated by the principal.
3. The superintendent shall be informed of the formal complaint received.
4. The request for reconsideration shall be referred to a reconsideration committee at the school level for reevaluation of the resource.
5. Requests for reconsideration of materials in district collections shall be referred to the school resource center consultative committee for reevaluation of the resource. This committee may involve additional personnel as appropriate.

B. The Reconsideration Committee

1. Upon receipt of a request for formal reconsideration of a learning resource, the principal shall:
 - a. Appoint a reconsideration committee including the following membership, as appropriate: One member of the school teaching staff chosen by the building principal; One member of the school teaching staff chosen by the building staff; Two parents chosen by school administration; Two students (when appropriate)
 - b. Name a convener of the reconsideration committee.
 - c. Arrange for a reconsideration committee meeting within ten (10) working days after the complaint is received.
2. The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.
3. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the district's Selection Policy.

C. Resolution

1. The reconsideration committee shall:
 - a. Examine the challenged resource;
 - b. Determine professional acceptance by reading critical reviews of the resource;
 - c. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;
 - d. Discuss the challenged resource in the context of the educational program;
 - e. Discuss the challenged item with the individual questioner when appropriate;
 - f. Prepare a written report.
2. The written report shall be discussed with the individual questioner if requested.
3. A copy of the written report shall be retained by the school principal, with copies forwarded to the superintendent. A minority report also may be filed.
4. The decision of the reconsideration committee is binding for the individual school.

5. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the reconsideration committee to the School Board as the final review panel.

D. Guiding Principles

1. Any resident or employee of the school district may raise objection to learning resources used in a school's educational program, despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting learning resources.

2. The principal should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the School Board.

3. No parent has the right to determine reading, viewing, or listening matter for students other than his or her own children.

4. Mount Vernon Community School District supports the Library Bill of Rights, adopted by the American Library Association. When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.

5. Access to challenged material shall not be restricted during the reconsideration process.

6. The major criterion for the final decision is the appropriateness of the material for its intended educational use.

7. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.

Legal Reference: Iowa Code §§279.8, 280.3, .14, 301 (1989).

670 Iowa Admin. Code 3.5(20), .5(21).

281 Iowa Admin. Code 12.5(22) (new standards).

Approved 9/19/1988

Reviewed 7/8/2019

Revised 5/11/2009

EMERGENCY SCHOOL CLOSINGS

The Superintendent of Schools shall have the authority to close schools or modify school schedules because of extreme weather or other emergency conditions for the length of time the emergency exists, and shall make provisions to publicly announce such closings via available mass communication media as soon as possible after the decision to close.

Approved 2/9/1970

Reviewed 7/8/2019

Revised 2/9/1970

FISCAL MANAGEMENT

The District is committed to the following fiscal management goals.

1. **Solvency Ratio.** Maintaining an undesignated, unreserved general fund balance that is at least 10% of that year's annual revenue. The current year's projected balance will be provided by the School Board Treasurer before establishing the succeeding year's cash reserve levy and before staffing and other spending decisions are finalized.

A solvency ratio of at least 10% enables the district to achieve higher credit ratings from rating agencies for long-term debt issues, avoids the need to pay interest expense for short-term borrowings in the general fund, and allows the district to better manage significant funding fluctuations such as State of Iowa funding reductions.

2. **Unspent Authority.** Maintaining unspent authority (balance) of not less than 10% of that year's annual expenditures. Unspent authority is the amount of the total spending authority (authorized budget) not expended during the fiscal year which includes the unexpended total spending authority carried forward from previous years. The current year's projected balance will be provided by the School Board Treasurer before staffing and other spending decisions are finalized for the succeeding year.

3. **Facilities and Grounds Financial Funds.** The School Board has a goal of maintaining a facilities and grounds financial funds reserve of \$200,000 or more, reviewed periodically to account for inflation. These reserves should be maintained independently of an annual budget for facilities and grounds maintenance. Funding for facilities and grounds construction and maintenance typically comes from three revenue sources: property taxes in the form of the physical plant and equipment levy (PPEL), the statewide sales tax, and voter-approved general obligation bonds.

Maintaining adequate facilities and grounds financial reserves minimizes the possibility that emergency or high priority projects will draw money from the General Fund. While it is preferable to hold the facilities and grounds reserves in cash in order to insure availability, the reserves may also be comprised of reliable future funding streams, such as tax revenue expected in the near future and/or borrowing potential against expected future revenues. The current

year's projected balance will be provided by the School Board Treasurer before spending decisions are finalized for the succeeding year.

The district will measure attainment of these goals as of June 30, but only after completion of the Certified Annual Report.

Approved 11/8/2010

Reviewed 7/8/2019

Revised 4/11/2011

MATERNITY

Leaves of absence for pregnancy may be granted upon request to the Board of Education for a maximum of two years. Such leaves of absence shall be without pay.

Employees will be entitled to comparable positions if they become vacant during their two year leave of absence.

Approved 6/11/1984

Reviewed 7/8/2019

Revised 6/11/1984

PROFESSIONAL LEAVES

The School Board may grant leaves without pay for periods up to one year. The purpose of such leaves would be advanced study, travel, or other pursuits of benefit to the school district as well as the teachers. Teachers granted leaves would not advance on the salary schedule during their leave, but would be assured of a return to their position. Written requests for leaves should be submitted to the Superintendent.

Approved 6/25/1973

Reviewed 7/8/2019

Revised 6/25/1973

FAMILY MEDICAL LEAVE

Non-certified and certified personnel may be granted leave of absence with full pay for immediate family illness or disability (spouse, children, mother and father) at ten days per year.

Approved 2/9/1970

Reviewed 7/8/2019

Revised 9/9/2019

SOCIAL EVENTS

All social events shall be under the control and supervision of professional school personnel. Approval for an event shall be secured from the principal of the building involved before any public announcement is made. Hours, behavior, and activities related to social events shall be reasonable and proper as determined by the administration. Students who have been guilty of misconduct may be denied permission to attend social functions.

Approved 2/9/2015

Reviewed 7/8/2019

Revised 2/9/1970

NAMING NEW SCHOOL BUILDINGS, SPACES OR EVENTS

Naming New School Buildings

The Superintendent will publicize and seek suggested names from parents, students, staff and community members. The Facility Committee will review the entire list of suggestions and narrow the list to those that may be considered. The Facility Committee will make a recommendation to the Board for final determination.

New Building Plaques

For construction of new buildings the plaques will include names of the Superintendent, Board members and officers (president, vice president, secretary and treasurer) active at the time of the School Board's approval to construct the building.

Naming of Spaces or Rooms or Artwork – Employees and Volunteers

An administrator with support of staff, students and parents may recommend that a space or room or artwork be named in honor or memory of a former employee(s) or volunteer(s). The recommendation should include how the individual or individuals meet the following criteria:

1. Minimum of 20 years service in the district and not an employee or volunteer in the last two years.
2. Extraordinary impact on students and/or student achievement
3. Extraordinary impact on staff
4. Extraordinary impact on athletics, arts or activities
5. Extraordinary impact on the school as whole

The recommendation should include the proposed design and location of the signage or plaque and any artwork with estimated costs and installation. Every effort will be made by the district to retain the signage or plaque in the event the space or room is repurposed. The Facility Committee will make a recommendation to the Board for final determination.

Naming of Events or Activities – Employees and volunteers

An administrator with support of staff, students and parents may recommend that an event or activity be named in honor or memory of a former employee(s) or volunteer(s). The recommendation should include how the individual or individuals meet the following criteria:

1. Minimum of 20 years service in the district and not an employee or volunteer in the last two years.

2. Extraordinary impact on students and/or student achievement
3. Extraordinary impact on staff
4. Extraordinary impact on athletics, arts or activities
5. Extraordinary impact on the school as whole

The recommendation should include the proposed name of the event. The Facility Committee will make a recommendation to the Board for final determination.

Other Options

The district recognizes that many staff members, volunteers, and community members make extraordinary contributions that may warrant or generate a desire to commemorate their contributions. The district strongly suggests that other alternatives that have a benefit to our students and without a recognition plaque or plate. Recognition of the donation would normally be done through the school newsletter or the local newspaper. These items may include but not limited to the following:

- Establishing a scholarship with the Mount Vernon Community School District Foundation
- Landscaping improvements such as trees, stepping stones, benches
- An item which may benefit our students in the classroom, athletics, or fine arts
- Establishing a special purpose fund with the Mount Vernon Community School District Foundation

High School Hall of Fames

The Board recognizes that the Alumni Association and High School Hall of Fame committees may annually bring recommendations for additions to their respective Halls of Fame to the High School Principal and Superintendent for their approval.

Mount Vernon Community School District Foundation

The Board recognizes that the Mount Vernon Community School District Foundation has an established donor recognition policy including thank you letters to donors, published donor lists, the donor wall at the high school building to recognize donors to the Foundation, and in some situations the naming of building spaces related to a major donations or capital campaigns.

Approved 11/13/2017

Reviewed 7/8/2019

Revised 11/13/2017

CURRICULUM REVIEW AND REVISION PROCESS

The Mount Vernon Community School District believes that a guaranteed and viable curriculum in all subject areas is of paramount importance in providing its students with a quality learning experience. The District also realizes the importance of reviewing and revising its curriculum in all disciplines on a regular basis to insure its instructional practices remain consistent with state and national standards, while also being responsive to changes in best practices in curriculum and instruction. With this in mind, the District has established the following curriculum review process for all curricular areas:

Steps in the Curriculum Review and Revision Process

1. Analyze state and national standards - Year 1
2. Review national, state and local test data as well as survey data - Year 1
3. Develop benchmark assessments - Year 2
4. Develop scope and sequence and curriculum map - Year 2
5. Complete textbook review - Year 2
6. Pilot units with piloted texts - Year 3
7. Board of Education review of curriculum - Year 3
8. Train entire team (department) on use of new curriculum - Year 3
9. Implement new curriculum and monitor implementation - Years 4 through 8

The Superintendent and the Teacher Leadership and Compensation (TLC) Instructional Specialist will be responsible for oversight of the review and revision process, and curriculum review committees will be established in each discipline to complete this work. These committees will include staff members from the elementary, middle and high school levels, and will also include parents and community members as committee members.

While the steps of the process serve as an outline for curriculum committee to follow, there is flexibility in amending the steps as needed for any of the curricular areas.

Approved 10/08/2018

Reviewed 7/8/2019

Revised 10/08/2018

Protocols for Hiring Certified and Non-Certified Staff

The Mount Vernon Community School District is committed to hiring the best people who are dedicated to serving students with, who are a good fit with the District, and who exemplify traits identified in the District's Mission, Vision, Commitments and Goals. With this in mind, the District will use the following protocols when recruiting and choosing new staff members:

Steps in the Hiring Process:

1. Position becomes available following Board approved resignation or approval of new position, unless it is determined that the position is no longer necessary or a reprioritization of resources is needed
2. Principal discusses position with Superintendent who speaks with Board President about the potential position
3. Superintendent gives permission to post position - Posting begins with a posting of five business days (may be internal and external or internal only to begin)
4. Principal works with Superintendent to determine the interview process for that position
5. Packet of information regarding the district, including information related to salary and benefits, will be presented in advance to all candidates who are being interviewed
6. Interview process is completed including reference checks (minimum of two)
7. Recommendation to hire is made to Superintendent; District Office contacts candidate to discuss final salary and benefits
8. Superintendent and Principal makes final offer to candidate who accepts or rejects position
9. Board of Education approves hire

In preparation for the anticipated hiring of new staff, the District will engage in the following process to determine anticipated positions needed in relationship to the District's current financial reality:

October: Hold School Board work session or discussion at a regular Board meeting to review current financial reality of the district and staffing needs for the future

January: District administrators provide preliminary staffing plan to the Management Committee for its review and discussion

February: District administrators engage in follow-up conversation with Management Committee

February: Management Committee reports to School Board regarding staffing recommendations

March: School Board votes on recommended staffing plan with hiring process to follow

The steps outlined in this policy provide a framework for the District to follow, but circumstances including the timing of a particular hiring may call for a deviation from the steps as outlined.

Approved 10/08/2018

Reviewed 7/8/2019

Revised 10/08/2018

District Assessments

The Mount Vernon Community School District will use high-quality academic assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary. The District's School Improvement Advisory Council (SIAC) will also review student performance data and provide recommendations to the Board on a yearly basis based on its data analysis.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments. Any requests to be exempt from such testing must be submitted to the superintendent at least one month prior to the administration of the assessments. The superintendent, TLC Instructional Specialist, and building principal will review the exemption request to determine if it has merit and is allowable according to state and/or national guidelines.

District Assessment Program

The purposes of engaging in an assessment program include the following:

1. Student Achievement – To provide information to students, parents and teachers that allows for the monitoring of academic progress.
2. Student Support – To provide the school and teachers with valuable data that allows the school to implement effective intervention strategies for students as necessary.

3. Instructional Change – To provide data that will assist the district in reviewing its curriculum and instructional programs to determine if changes are necessary to improve the curriculum and/or instructional programs.
4. School and District Evaluation – To provide indicators of the progress of the district and individual schools toward established goals.

Required Assessments

The Iowa Department of Education uses the following assessments as federal accountability measures required under the Every Student Succeeds Act, and as state accountability measures under Chapter 12 of Iowa Administrative Code. Each assessment has unique publishers and contractors. Additionally, each federally mandated assessment has websites and/or portals to communicate information, share manuals, calendars, and other resources for test coordinators, technology coordinators, test administrators, parents, and students. During annual training, districts should ensure that all staff is familiar and has access to these sites:

Dynamic Learning Maps (DLM)

Publisher: The Dynamic Learning Maps® (DLM®) Alternate Assessment System Consortium Contractor: ATLAS (Accessible Teaching Learning & Assessment Systems) at the University of Kansas, a part of the Achievement and Assessment Institute, in partnership with the Center for Literacy and Disability Studies at the University of North Carolina, Chapel Hill

<https://educateiowa.gov/pk-12/special-education/assessment-testing/iowa-alternateassessment-1-iaa>

English Language Proficiency for the 21st Century (ELPA21)

Publisher: ELPA21 Consortium at CRESST, University of California at Los Angeles Contractor: American Institutes of Research (AIR)

<https://iowaelpa21.portal.airast.org/>

<https://sites.google.com/a/iowa.gov/iowa-elpa21-assessment-supports/>

Iowa Statewide Assessment of Student Progress (ISASP)

Publisher: Iowa Testing Programs at University of Iowa Contractor: Pearson Education, Inc.

<http://iowa.pearsonaccessnext.com/>

National Assessment of Educational Progress (NAEP)

Publisher: National Center for Education Statistics (NCES) within the U.S. Department of Education and the Institute of Education Sciences (IES)
Contractors: AIR; Business Intelligence, Inc., CRP, Inc.; ETS; Fulcrum IT; Pearson Education, Inc.; Tribal Tech; Westat; and State Education Agencies
Iowa Supports

<https://educateiowa.gov/pk-12/no-child-left-behind/naep>

Notice Regarding Assessment Program

The district shall post on the district's website information on assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available.

When possible, the district will provide parents/guardians information on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand.

Access to Local Assessments by Students Not Enrolled in the District

The district will upon request allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in the assessments identified in this policy.

Approved 4/08/2019

Reviewed 7/08/2019

Revised 4/08/2019

Assessment Test Security

*Information included in this policy is adapted from the State of Iowa Test Security Manual.

Purpose: Test security is important to Iowa schools to maintain the integrity of the test and the data it provides, protect test content, and uphold professional ethics. The integrity and fairness of tests as well as the validity of any inferences or decisions based on the results of the tests at the state, federal, local, and individual student level depend on maintaining the security of all test items and testing materials. Test security requires the cooperation of the contractors, state personnel, teachers, administrators, supervisors, Area Education Agencies (AEA) consultants, students, and others involved in student testing. The need to maintain test security permeates all aspects of testing from developing the test materials to maintaining the technology, uploading student personal information, receiving and distributing test materials, administering and monitoring student testing sessions, shipping testing materials, scoring tests, analyzing data, and reporting student results. Whether testing online or in a paper format, all tests, answer documents, and ancillary materials must be secure and handled appropriately. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

Ethics Requirements: Iowa Administrative Code 282-25 (Iowa's Code of Ethics) requires certified educators to uphold the ethical practices for test administration and security. Iowa Administrative Code 282-25.3 (3) (f) states "Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel, including improper administration of any standardized tests, including, but not limited to, changing test answers, providing test answers, copying or teaching identified test items, or using inappropriate accommodations or modifications for such tests." Iowa Administrative Code 282-25 also requires protection of student information. Iowa Administrative Code 282-25.3(6) Standard VI covers unethical practice toward other members of the profession, parents, students, and the community. Section (h) states "Intentionally disclosing confidential information including, but not limited to, unauthorized sharing of information concerning student academic or

disciplinary records, health and medical information, assessment or testing results, or family income. Licensees shall comply with state and federal laws and local school board policies relating to the confidentiality of student records, unless disclosure is required or permitted by law." Student education records are official and confidential documents and protected by the Family Educational Rights and Privacy Act (FERPA). FERPA, also known as the Buckley Amendment, defines education records as all records that schools or education agencies maintain about students.

Requirements of Test Proctors: Each school, district, and AEA must ensure that all appropriate staff has training and knowledge of these appropriate assessment security practices and must monitor the practices of all staff to ensure compliance. Test Administrators/proctors must be Iowa certified educators to administer tests. Para educators and other support staff may not administer state or federally mandated assessments. Certified staff are held accountable by Iowa Administrative Code. Superintendents and principals annually sign an assurance document attesting to having provided training to all test administrators and ensuring the security of the tests. If District/Building Test Coordinators are responsible for overseeing test administrator training, it is recommended that all District Test Coordinators also sign a test assurance document for their district. Districts, schools, and AEAs are encouraged to have all test coordinators and test administrators sign a confidentiality agreement and an affirmation statement that they have completed the required training, are aware of the district/agency test security policy, understand role related procedures, and understand role related practices. Annual training has been developed and is offered for each federally mandated test and most state mandated tests in Iowa. All test administrators must be trained to proctor a specific test. Specific test security information is included in the training materials or content. The training is updated annually to provide information on changes in protocols or practices. Some trainings require test administrators/proctors to complete a certification process and provide the certificate to the district or building test coordinator. This should be kept on file for access if requested by the Bureau of Educational Examiners (BOEE).

Maintaining Security of Test: For paper testing, more emphasis is placed on maintaining security during the delivery, distribution, and standardized administration of the test. If paper testing is used, all testing materials will be securely stored at the District Office and distributed to Building Test

Coordinators the day prior to testing. Online testing requires secure browsers for administering the test, secure student login credentialing to access the tests, test administrator authorization, secure passwords, and monitoring both student testing sessions and social media during administration to avoid cheating and theft. All are designed to maintain the integrity of the test before, during, or after testing. ELPA21 provides Guidance for Social Media ELPA21 Assessment Monitoring. Only the District Test Coordinator, The District Technology Coordinator, and Building Test Coordinators will have access to the student codes for testing. The District Coordinator will print and distribute test tickets to the Building Test Coordinators for distribution to Proctors. The test tickets will then be returned to the District Test Coordinator who is responsible for destroying them. Any sharing of student identification will follow guidelines outlined in the Federal Education Right to Privacy Act (FERPA).

Whether administering the tests with paper and pencil or online, many test administration practices remain the same. Students should be provided a distraction-free, secure testing environment, including posting a notice on the room door to prohibit distractions. No student access to textbooks, unauthorized reference materials, personal cell phones, cameras, portable music players, image/sound capturing devices, or social media sites may be allowed in the testing area. All content related materials on walls should be covered or removed. Students should also be provided with training regarding their role in test security. Test coordinators and administrators should monitor testing sessions and inform the Iowa Department of Education of any test irregularities or breaches immediately.

Preparations Prior to Testing: Before students begin testing, the secure browser should be uploaded and tested on each testing device. Test Administrators should access the online platform to ensure each student's personal information is accurate as well as ensuring the student's accessibility and accommodation features are appropriately identified. Test Administrators should also familiarize themselves with the online test administration platform and the online reporting platform. It is recommended that practice tests be administered within two weeks of the testing session to allow students to become familiar with the test types and online features of the testing platform. During testing the test administrator should monitor test security for irregular testing incidents or any student behaviors that would compromise a student's test performance or the

integrity of the tests. Any network software that allows the teacher/test administrator/proctor to view in real time what is on a student's monitor should be turned off, but monitoring protocols within the test administration platform should be used to monitor student movement through the test. Students' test monitors should be set up to avoid visual access by other students.

Incident Reporting: Irregular testing incidences are behaviors or events that occur which may give a student an unfair advantage or may compromise the integrity of the test during administration. The Iowa Department of Education recognizes that there may be different levels of severity of irregular testing incidences: (1) improprieties, (2) irregularities, and (3) breaches.

1. **Improprieties** are incidents or unusual circumstances that have a low impact on the individual or group of students and have a low risk of possibly affecting student performance, test security, or test validity. Examples may include student(s) making distracting noises or gestures during the test, student(s) leaving the room without authorization; medical emergencies; or disruptions such as non-scheduled fire drill, power outages, or weather-related event causing students to leave the room. The Iowa Administrative Consultant for Assessment, 515-281-3333 should be notified within five school days of the incidence.

2. **Irregularities** are incidences or unusual circumstances that may impact the performance of a student or group of students and may possibly affect student performance or interpretation of those scores. Irregularities typically do not have state-wide or nation-wide implications. Examples may include student cheating or providing answers to another student; student accessing the Internet, unauthorized electronic equipment (e.g., smartphone, camera, smart watch), or another unauthorized software during the test administration; allowing student(s) to use a calculator during a test prohibiting its use; non-trained personnel administering the test; related instructional materials left on the walls in the testing room; testing administrators giving incorrect instructions that are corrected prior to students testing; a test administrator providing his/her password to other authorized users; a test administrator coaching or providing non-approved assistance to students (e.g., verbal clues, pointing, nodding head, leading think-alouds, asking students to point to the correct answer, or requiring

students to answer all questions); providing students with non-allowable materials; allowing accommodations not in the student's IEP or 504 Plan; a technology error that could have compromised the validity of the student or group of students performance. Test Irregularities should immediately be reported to the Iowa Administrative Consultant for Assessment and the Deputy Director in the Division of Learning and Results, 515-281-3333.

3. **Breaches** are incidences or circumstances that compromise the integrity of the test, typically by exposing test materials. Breaches can affect all students and schools, statewide or nationally, participating in the test. Examples may include educator modifying student responses or records; posting items or test materials on social media; allowing students to take test items or scratch paper out of the classroom; copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason; secure test materials being shared with the media; and allowing media or other unauthorized person to observe a secure test administration. Breaches must be reported immediately to the Iowa Administrative Consultant for Assessment and the Deputy Director in the Division of Learning and Results, 515-281-3333.

Incident Investigation and Remediation: The State of Iowa ensures integrity of test results. If a test irregularity occurs, the District Test Coordinator completes the Testing Incident Report Form. If the incident is a testing irregularity or a testing breach, the District Test Coordinator or Superintendent immediately calls or sends an email message to the Iowa Department of Education Director, 515-281-3436, and the Deputy Director of the Division of Learning and Results, 515-281-3333. Improprieties are logged. Irregularities and breaches are staffed with assessment personnel and legal staff, and a course of action is decided upon to investigate any allegations. If an investigation results in findings, a document is prepared and a formal complaint is filed with the Board of Educational Examiners (BOEE). After BOEE conducts their own investigation, they render a decision about personnel issues, and then send the case back to the Iowa Department of Education to address consequences for the school or district. If a county attorney's office is notified of possible criminal actions, those investigations must be resolved before the BOEE process begins.

Consequences for Violations: Any staff member found to be in violation of any of the ethical and legal guidelines related to the implementation of

any of the required assessments will face disciplinary action including any or all of the following: Verbal reprimand, written reprimand, short or long term suspension from employment, termination of employment.

Annual Notification: This Test Security Policy will be shared on a yearly basis with all staff assigned to any duties in the implementation of the District's assessment programs.

Approved 4/08/2019
Reviewed 7/08/2019
Revised 4/08/2019

Volunteers for the Mount Vernon Community School District

The physical and emotional safety of everyone is of paramount importance, and thus the district has put into place training protocols and background checks to insure the safety of all students and staff. Volunteers who meet one of the following criteria will be required to review the volunteer expectations on a yearly basis, and prior to volunteering in the district will be required to complete a volunteer enrollment form and a background check:

1. The volunteer will have direct contact with students including working with students in a classroom setting or serving as a volunteer coach or activity sponsor. This does not include supporting events like class parties, athletic events, or school dances where staff supervision is in place. Parents attending classroom parties or other student activities are not required to complete the volunteer protocols.
2. The volunteer has a regular and ongoing assignment at a school, such as working in a library or assisting in a classroom on a regular basis.
3. The volunteer will be off campus with students, such as serving as a chaperone on field trips.
4. The volunteer is a mentor or tutor to a student.
5. The volunteer works in a school office conducting clerical work.
6. The volunteer facilitates a before or after school club of some kind.

Should the background check raise any concerns, the potential volunteer will be contacted, and confidential discussion will be completed. Suspicions raised through a background check will not automatically preclude someone from volunteering in the district.

The following requirements must be satisfied to volunteer in the Mount Vernon Community School District:

1. Potential volunteers must complete a yearly review of the district's volunteer expectations (will be provided to everyone on the volunteer list on a yearly basis)

2. Potential volunteers must complete the volunteer enrollment form (this only needs to be completed one time)
3. Potential volunteers must consent to the completion of a background check (this only needs to be completed one time unless circumstances lead the district to request any additional background checks)

All volunteers in the district will be held to the following expectations:

1. Volunteers will be responsible and safe and always put kids first
2. Volunteers will follow the directions of the staff member in charge
3. Volunteers will respect and maintain confidentiality
4. Volunteers will not share information about what they see with students with anyone else
5. Volunteers will maintain a high level of professionalism
6. Volunteers will ask for help when needed
7. Volunteers will maintain their commitment as much as possible, and communicate clearly when unable to meet the commitment
8. Volunteers will be positive role models
9. Volunteers will refrain from using cell phones while volunteering
10. Volunteers will not engage in Social Networking about students and staff

Serving as a Volunteer in the Mount Vernon Community School District

Thank you for choosing to volunteer in the Mount Vernon Community School District. A school district is only as good as its people, and we are fortunate to have a great group of volunteers to support our students and staff. The physical and emotional safety of everyone is of paramount importance, and thus the district has put into place training protocols and background checks to insure the safety of all students and staff. Volunteers who meet one of the following criteria will be asked to review our volunteer expectations on a yearly basis, and prior to volunteering in the district will be asked to complete a volunteer enrollment form and a background check:

1. The volunteer will have direct contact with students including working with students in a classroom setting or serving as a volunteer coach or activity sponsor. This does not include supporting events like class parties, athletic events, or school dances where staff supervision is in place. Parents attending classroom parties or other student activities are not required to complete the volunteer protocols.
2. The volunteer has a regular and ongoing assignment at a school, such as working in a library or assisting in a classroom on a regular basis.
3. The volunteer will be off campus with students, such as serving as a chaperone on field trips.
4. The volunteer is a mentor or tutor to a student.
5. The volunteer works in a school office conducting clerical work.
6. The volunteer facilitates a before or after school club of some kind.

Should your background check raise any concerns, we will contact you immediately and discuss the issue with you confidentially. Suspicions raised through a background check will not automatically preclude you from volunteering in the district. Once you have completed the paperwork to volunteer, we will expedite the completion of our review as quickly as possible so that you may begin volunteering as quickly as possible.

In summary, here are the requirements that need to be satisfied to volunteer in the Mount Vernon Community School District:

1. Complete a yearly review of the district's volunteer expectations (will be provided to everyone on the volunteer list on a yearly basis)
2. Complete the volunteer enrollment form (this only needs to be completed one time)
3. Complete the background check (this only needs to be completed one time unless circumstances lead the district to request any additional background checks)

Thank you for serving our great students, and for doing your part to keep everyone safe!

Volunteer Expectations

Mount Vernon Community School District

By volunteering in the Mount Vernon Community School District you are fulfilling an important role in support of our students and staff. Volunteer opportunities include, but are not limited to the following:

1. Classroom activities
2. Field trips
3. Clerical work for teachers and staff
4. Assisting teachers in classroom/ lesson prep
5. Storytelling
6. Tutoring

It is important to remember to always do the following:

1. Be responsible and safe and always put kids first
2. Follow the directions of the staff member in charge
3. Respect and maintain confidentiality
4. Do not share information about what you see with students with anyone else
5. Maintain a high level of professionalism
6. Ask for help when needed
7. Maintain your commitment as much as possible, and communicate clearly when you are unable to meet your commitment
8. Be a positive role model
9. Refrain from using your cell phone while volunteering
10. Social Networking about students and staff is not appropriate

Thanks again for all you do for our students and staff!

Volunteer Enrollment Form

Mount Vernon Community School District

Please return this form to the District Office (525 Palisades Rd SW, Mount Vernon, IA 52314) at your convenience. Forms must be submitted at least five days prior to serving in a volunteer capacity.

Personal Information

Name: _____

Address: _____

Phone: _____ Email: _____

Volunteer Profile

At what school(s) would you like to volunteer?

_____ WE _____ MVMS _____ MVHS _____ MV Alternative
School/Transition Center

In what capacity are you volunteering?

_____ Parent or Guardian Volunteer

_____ Corporate/Professional Volunteer - Organization: _____

_____ Community Volunteer - Organization: _____

_____ College/ Graduate Student - School: _____

_____ Athletic Coach or Activity Sponsor - Sponsor/Team:

Emergency Contact Information: In case of emergency the district should contact:

Name: _____

Relation: _____ Phone: _____

Please initial statement to verify your commitment to the volunteer expectations:

_____ I have reviewed the volunteer expectations for the district.

_____ I authorize the Mount Vernon Community School District to complete a background check prior to my serving as a volunteer in the district.

Signature

Date

Approved 4/08/2019
Reviewed 7/08/2019
Revised 4/08/2019