

*Teacher
Handbook*

2017-2018

INTRODUCTION

The Junior/Senior High School Faculty of the Louisa-Muscatine Community School District will strive to be the best. The relentless pursuit of increased learning will be the constant behind the decisions that we make and in all that we do. Organization and structure will serve as accelerators of our goals.

The information in the Junior/Senior High School Faculty Handbook will provide answers to specific areas of interest for faculty members and will assist you in your role as a teacher and leader. The Faculty Handbook was not written with the intent of it being a "stand alone" document. The Faculty Handbook supplements the information provided for students in the Student Handbook and the Student Course Guide. Many items in this handbook are not re-written but are referenced to the location in the Student Handbook.

Information concerning employee leaves, evaluations, benefits, etc., is generalized in this handbook. For more specific information, please refer to the Master Contract or the Personnel Handbook.

NON-DISCRIMINATION POLICY STATEMENT

It is the policy of the Louisa-Muscatine Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of race, color, national origin, gender (sex), sexual orientation, gender identity, marital status, socioeconomic status (program only), age (employment only), disability, religion, or creed, in its educational programs, activities, or its employment and personnel policies. Affirmative steps are taken to integrate students in attendance centers, programs and classes on the basis of race, color, national origin, gender (sex), sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, or creed.

This agency shall provide program activities, a curriculum, and instructional resources that will reflect the racial and cultural diversity present in the United States and the variety of careers, roles, and lifestyles open to both men and women in our society. One of the objectives of the agency's programs, curriculum, services, and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of race, color, national origin, gender (sex), sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, or creed. The curriculum, programs, and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society. It is the policy of this agency to affirmatively recruit women and men, members of diverse racial/ethnic groups, and persons with disabilities for job categories where they are under-represented. A fair and supportive environment will be provided for all students and employees.

Regardless of their race, color, national origin, gender (sex), sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, or creed, inappropriate statement or actions made from one employee to another, from an employee to a student or vice versa, and from one student to another is a violation of this policy.

Inquiries or grievances related to this policy may be directed to **Amy Lantigua - Equity Coordinator**, L-M School District, 14478 170th St., Letts, IA 52754, or to the Director of the Iowa Civil Rights Commission in Des Moines, the Director of the Region VII Office of the United States Equal Employment Opportunity Commission, or the Director of the Regional VII Office of Civil Rights, United States Department of Education in Kansas City, Missouri. Inquiries may also be directed to the Director, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319.

GRIEVANCE PROCEDURE

Students, parents of students, employees, and applicants for employment in the district shall have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One-Principal, Immediate Supervisor or Personnel Contact Person
(Informal and Optional-may be bypassed by the grievant)

Employees with a complaint of discrimination based upon their gender, race, national origin, religion, age, marital status or disability are encouraged to first discuss it with their principal or immediate supervisor, with the objective of resolving the matter informally. A student, parent of a student or an applicant for employment with a complaint of discrimination based upon their gender, race, national origin, religion, age, marital status or disability are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.

Level Two-The Equity Coordinator

If the grievance is not resolved at level one and the grievant wishes to pursue the grievance, they may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be obtained from the Educational Equity Coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at level two must be within fifteen (15) working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Equity Coordinator. A minor may be accompanied at that meeting by a parent or guardian. The Equity Coordinator shall investigate the complaint and attempt to resolve it. A written report from the Equity Coordinator regarding action taken will be sent to the involved parties within fifteen (15) days after the receipt of the complaint.

Level Three-The Grievance Committee

If the complaint is not resolved at level two, the grievant may appeal it to level three by presenting a written appeal to the Superintendent within ten (10) working days after the grievant receives the report from the Equity Coordinator. The grievant may request a meeting with the Superintendent. The Superintendent may request a meeting with the grievant to discuss the appeal. The Superintendent will render a decision within ten (10) working days after the receipt of the written appeal.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the Federal Office of Civil Rights, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation of rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

The **Educational Equity Coordinator is:** Curriculum Director, L-M Community Schools, 14478 170th Street, Letts, Iowa 52754. Phone: 319-726-3541 or 319-726-3645 ext. 354. Office Hours: 8:00 AM-3: 50 PM.

PHYSICAL RESTRAINT

Physical restraint may be used when its use is deemed essential for the purposes of self-defense, the preservation of order, to quell a disturbance threatening others, to protect school district property, or for the protection of others located on the school district property.

CHILD ABUSE

Faculty should be aware that the law requires the following in regard to child abuse:

1. That certified school employees such as teachers, administrators, counselors, and social workers are mandated to report whenever the reporter believes a child has been injured as a result of abuse. This report should be made immediately to the building principal.
2. Persons making a report in good faith are immune from all civil or criminal liability.
3. Child abuse is defined in Chapter 235A, Section 2 of the Code of Iowa, as harm or threatened harm occurring through:
 - a. Any non-accidental physical injury, or injury which is at variance with the history given of it, suffered by a child as a result of the acts or omissions of the child's parents, guardians, or other persons responsible for the care of the child.
 - b. Neglect
 - c. Sexual abuse
4. Child is defined as "any person under the age of 18 years".

ABUSE OF STUDENTS BY SCHOOL EMPLOYEES

Abuse may fall into either of the following categories:

1. "Physical abuse" means non-accidental physical injury to the student as a result of actions of a school employee. Physical abuse may occur as a result of intentional infliction of injury or excessive, unnecessary, or unreasonable use of force.
2. "Sexual abuse" means any sexual offense as defined by Iowa Code Chapter 709 or Iowa Code Section 728.12 (1) The term also encompasses acts of the school employee that encourage the student to engage in prostitution as defined by Iowa law, as well as inappropriate, intentional sexual behavior by the school employee toward a student.

The following people have been appointed by Louisa-Muscatine Board of Education to be Designated Investigators to investigate allegations or reports of abuse of students by school employees:

Investigator: Kathy Will 319-726-3634 or 319-726-3421

Alternates: Aimee Wedeking 319-726-3634; Chris Parkhurst 319-726-3421

Any person who has knowledge of an incident of abuse of a student committed by a school employee may file a report with the designated investigator or alternate.

FAIR USE GUIDELINES FOR EDUCATIONAL MULTIMEDIA

(Prepared by Kay Rewerts, Technology Staff Development)

Time Limitations

Educators may use their own multimedia programs for a period of up to two years after completion of the finished multimedia project.

Motion Media

Up to 10 % or 3 minutes, whichever is less, in the aggregate of a copyrighted motion media work may be reproduced or otherwise incorporated as part of a multimedia program produced by an educator or student for educational purposes.

Text Material

Up to 10% or 1000 words, whichever is less, in the aggregate of a copyrighted work consisting of text material may be reproduced or otherwise incorporated as part of a multimedia program produced by an educator or student for educational purposes.

Music

Up to 10% of an individual copyrighted musical composition, or up to 10% of a copyrighted musical composition embodied on a sound recording may be reproduced or otherwise incorporated as part of a multimedia program produced by an educator or student for educational purposes. Using more than 30 seconds of an individual copyrighted musical composition shall require permission.

Data

Up to 105 of the cells in a database or a total of 2500 cells may be used.

Illustrations and Photographs

A photograph or illustration may be used in its entirety but no more than 5 images of an artist or photographer may be incorporated into any one-multimedia program. When using photographs and illustrations from a published collective work, not more than 10% or 15 images, whichever is less, may be used.

Other Considerations

Proper attribution and credit with citations to sources must be noted for all copyrighted works included in all multimedia programs. Include on the opening screen of a multimedia program and any accompanying print material a notice that certain materials are included under fair use exemption of the U.S. Copyright Law and have been prepared with the multimedia fair use guidelines and are restricted from further use.

RESALE & FUNDRAISING

1) *Is this resale item(s) for the benefit of the team?*

"Team" items are items that are purchased for the team, not an individual.

a. Procedure

*Poll the players to arrive at the number of items needed.

*Contact a vendor for a firm quote (in writing). This quote will include ALL CHARGES including the set up fee, extra cost for larger sizes, AND shipping.

*Collect the amount needed from each player, deposit the funds with the office with an accurate description and place the order with the vendor using a school purchase order.

*The quote should be placed with the business office copy of the purchase order.

2) *Is this resale item(s) for personal use (coaches' shirts)?*

Personal items (coaches' shirts, sweats, coats) CANNOT be ordered through school accounts.

a. Procedure

* Remind vendor that this is a personal order - instruct them to bill you directly.

3) *Is this resale item(s) for the purpose of raising funds?*

Fundraising Items (selling items for the purpose of raising funds for the team or group) - cannot benefit an individual.

a. Procedure

* Fundraiser is approved by the proper administrator.

*Fundraiser report of expectations is filed with administrator.

* Purchase Order (stating items ordered for fundraiser) is processed and sent to the vendor.

* Orders are taken, money collected, counted and turned in on a timely basis.

* The Post Fundraising Report is filed with administrator.

TELEPHONE EXTENSION/E-MAIL ADDRESS

SEE PAGES 1 AND 2 OF STUDENT HANDBOOK

DUTIES AND RESPONSIBILITIES OF ADVISORS, SPONSORS AND CHAPERONES

As a sponsor, you should:

1. Attend all scheduled meetings and/or practices of classes, organizations, or activities of which you are a sponsor. You are to remain with your students until they have left the school grounds.
2. Serve in an advisory capacity to classes, organizations, or activities of which you are a sponsor.
3. Clear all fund raising projects with the principal or activities director. Money received through these activities will be used to benefit the group, not the individual. Money is to be receipted to the office daily.
4. See that all activities are cleared in advance with the building principal or activities director as stated in board policy. Serve as chaperone for school activities your group sponsors.
5. Periodically check with the treasurer of the class, organization, or activity of which you are a sponsor to see that their balance on hand corresponds with that

recorded in the central office. Anything ordered on approval must have a purchase order.

6. If your group is sponsoring a concession stand at a school activity, sponsors must be present to supervise. It is the sponsoring group's responsibility to see that grounds and buildings are returned to their original condition.

7. Bus Chaperones -- see that all students practice good behavior while on the bus and during the activity. Also, act as supervisor while serving as chaperone during the activity. See that all students return to the bus after completion of the activity.

8. Insure that the date of your activity has been placed on the calendar in the office and that you submit a transportation request to the principal or activities director.

9. It is the responsibility of the advisors, chaperones and sponsors to know the district's good conduct rule and advise students involved in the activity under their agreement of that rule.

10. Sponsors and chaperones are not to leave until all students have left the grounds after practice or returning from events.

DANCE CHAPERONES

Homecoming Dance: Bonnichsen, Dickinson, Milder, Sievert
Prom: Peterson, Gerst, Genz, Herrig

JH Winter Dance: During school day (All JH Staff)
JH Spring Dance:

ADDITIONAL DUTIES

During the year you will be expected to sign-up for at least one additional duty (i.e. ticket taking). When you are assigned additional duty, you should arrive 60 minutes prior to the beginning of that activity. Start-up money for ticket taking can be picked up from the administrator on duty.

FRIDAY IN-SERVICES

Professional development will occur each Friday throughout the school year. The Friday in-services will run from 2:30-3:30 p.m. Faculty members serving as coaches or sponsors for any team, group or organization will not be allowed to leave the meetings before 3:30 p.m. for practice.

Faculty and staff are strongly encouraged to not request a leave of absence the day of an in-service. This time is critical in becoming a Professional Learning Community and in reaching our district and building goals.

GRADES

During the school year, students will be given report cards four times. If a student's class progress drops significantly or when the student is risking failure in the class, the faculty member will notify the parents.

In addition, each teacher is required to have written grading procedures established for each subject taught. A copy of these procedures should be posted on the bulletin board and one copy turned in to your supervising principal. Students must be notified of the grading procedures and/or any changes you make in them.

There will be a Universal Grading Scale throughout the building. A = 90% - 100%, B = 80% - 89.9%, C = 70% - 79.9%, D = 60% - 69.9%, F = 59.9% and below.

Students should be assigned a grade of "Incomplete" only if extenuating circumstances exist and completion of work requires more than three days.

POWERSCHOOL GRADING

Grades will be **required** to be updated in PowerSchool weekly every Monday by 8:00 AM.

TERM EXAMS

SEE PAGE 12 IN THE STUDENT HANDBOOK

STUDENT ABSENCES

SEE PAGE 17 IN THE STUDENT HANDBOOK

Attendance will be submitted through the student information system during the first 5 minutes of each period. If a student is late to class, it is the teacher's responsibility to change the absence to present or tardy. Office staff will be responsible for notifying administration when students reach the limits set forth in the student handbook.

Students are considered Tardy if they arrive to your class within 10 minutes of the class start time without an excused pass from the office or another staff member. If they arrive after the first 10 minutes without a legitimate pass from the office or another staff member, the student is considered Unexcused Absent and should be marked in PowerSchool accordingly. You are able to submit and re-submit your attendance in PowerSchool as long as it is the same day. If you need to change a student's attendance record after that day, please contact the office to do so.

ADMITS AND 1st PERIOD TARDY POLICY

Following any absence, students must report to the office for an admit (stamp in their planner) before he/she attends any of the classes he/she was absent from. Students should not be admitted to class without an admit (stamp in their planner).

If a student is tardy to 1st period, they are to stop in the office immediately upon their arrival to school to sign in. If a student comes to class without a pass from the main office, send them to the office immediately.

DISCIPLINE

We believe the achievement of self-discipline in students is an important goal of our school and community. A fair and consistent disciplinary system is an integral part of a successful school. Our goal is to create a safe and comfortable learning environment for everyone. Disciplinary measures will attempt to serve as a deterrent and/or to modify inappropriate behavior and encourage positive behavior. Students are responsible and accountable for their behavior.

Three Levels of Discipline

Level I (mild) infractions are minor misbehaviors that can be adequately corrected at the time they occur. They do not require documentation. A staff member observing a Level I infraction corrects the student in the setting.

Level II (moderate) infractions are misbehaviors that do not require immediate administrative involvement, but do require documentation and/or a detention. **A staff member assigning a detention must notify a parent of the student's behavior and detention by the end of the next school day.**

Level III (severe) infractions are serious misbehaviors that require immediate administrative involvement and a disciplinary referral form. A staff member observing a Level III infraction sends the student to the office or calls for help to remove the student and completes a referral form that goes to the office. Students will be sent back to the classroom if the proper paperwork isn't received in the office within 5 minutes of the incident. Building administration will assign consequences for Level III infractions.

Level III Types of Behavior

- * Any illegal behavior
- * Physically dangerous behavior
- * Act of defiance
- * Flagrant disrespect
- * Racial or gender-based teasing

SUB FOLDER

Make sure your Orange Sub Folder is updated weekly and kept in an obvious spot. Sub folders should include class lists and seating charts, classroom rules/expectations, discipline referrals, classroom and building procedures, Falcon Cards, district phone list, a master schedule, any other special instructions (including duties).

The expectation is that lesson plans should be available and easily accessible when leaving the building each night. ***In case of emergencies, teachers need to email lesson plans to the office (Tanya) by 7:30 a.m.***

TEACHER TIMES

The workday for teachers is from 7:30 a.m. to 3:30 p.m. Teachers will be allowed to leave early as stated in the LMEA Master Contract. **Teachers who have received permission to leave for any reason need to sign-out in the office.**

PLC times

Professional learning community time will take place from 7:30 AM-8:00 AM on every Wednesday morning, as well as every Friday from 2:30-3:30, during the 2017-18 school year.

CONFERENCES- STUDENT-PARENT-TEACHER

Conferences will be held from 4:30 – 8:00 p.m. on **October 10th and 12th, as well as February 27th and March 1st.**

Conferences are considered work days and count toward the 192 contract days.

EMPLOYEE ABSENCE

If you are ill, please notify the following at home between **6:00 a.m. and 6:45 a.m.:**
Teachers and Associates- Mr. Parkhurst (319-759-2064)

LEAVE POLICIES

Each day you are absent, you are to complete a leave form. If it's a planned absence, please give as much advance notice as possible. If it's an unplanned absence, please fill out the leave form as soon as you return. These must be filled out and turned into your supervising principal's mailbox.

Sick Leave: Personnel shall be granted leave of absence for personal illness or injury with full pay at a rate of ten days for the first year cumulative to 105 days. (2nd year: 11 days, etc. up to 15 days per year)

Funeral: Certified personnel shall be granted leave of absence at full pay for funerals as stated in the Louisa-Muscatine Certified Staff Master Contract.

Jury Duty: See Board Policy #414.6.

Emergency/Personal Leave: Before any emergency/personal leave will be granted, a form from the office must be completed before, or immediately following the day of absence. A total of two personal days are permitted each year and may accumulate to four days. The personal leave request should be handed in at least three days before the date requested (except in case of emergency).

FIELD TRIPS

The principal must approve all field trips. A Field Trip Request Form must be completed and turned in to the principal at least one week prior to the requested trip. Upon approval, sponsoring teachers are responsible for insuring that all necessary paper work is completed prior to leaving on the trip. Transportation requests, field trip forms and parental permission forms may be picked up from the high school secretary. The students should complete the forms one week prior to the field trip. Once these forms are completed, they should be turned in to the sponsoring teacher, who will keep the forms. A list of students participating in the field trip is to be turned in to the high school secretaries, as well as emailed to all teachers. No field trips will be approved for the last 2 weeks of any grading period. **If the field trip is within 25 miles of school, no field trip or parental permission form will be required.**

Bus Drivers should be given an itinerary for the day. Buses are to return no later than 2:45 p.m. on day trips unless otherwise modified by the Supervisor of Transportation. Activity sponsors are responsible for making sure students behave appropriately on the bus during activity/field trips.

Teachers should make an effort not to schedule field trips during the month of May unless the trip can be conducted during the regularly scheduled class period.

TRANSPORTATION REQUESTS

Requests to use school transportation (attend meetings, field trips, etc.) should be completed one week prior to needing the transportation using a Transportation Request form. Place completed Transportation Request forms in your supervising principal's mailbox.

GUEST SPEAKERS

If you are having a guest speaker present to discuss a particular topic, please notify your supervising principal and the secretaries of your intent. It is important that the office knows who is in the building and to whom to refer our guests. All guests must sign in and out of the office. This information is also helpful when completing state reports.

PRINTING PROCEDURES

Please complete your copying before or after school or during your prep, if at all possible. If you have any problems with the copier while you are using it, please notify the closest secretary immediately.

PURCHASING

Funds are available for purchasing needed materials. All purchases must be approved PRIOR to ordering. Requests for reimbursements may be denied. Purchase orders are to be completed and turned in to your supervising principal before the business office assigns PO numbers. Orders arriving without proper purchasing procedures will be refused and returned to the vendor upon delivery. All deliveries will be opened and checked in by the secretaries before being delivered to your classroom.

IEP/504

Students with Individual Education Plans and 504 Plans have specific goals, accommodations and modifications that all staff must follow by law. Special education staff will work in cooperation with teachers to ensure that these plans are recognized and adhered to.

FACULTY ATTIRE

Teachers should dress in a professional manner. Clothing should be neat, clean and in good taste. For certified employees denim blue jeans, shorts, sweatshirts, t-shirts and cut-offs are not considered appropriate professional attire, unless certain prior approved situations exist.

SIGNS/NOTICES

All signs/notices to be posted in the hall must be approved by the office before posting. Signs/notices should be placed on walls using masking tape. Please do not post signs on wood doors. Remove all signs you posted once the event has occurred.

FACULTY EVALUATION

The purpose of faculty evaluation is for the improvement of instruction and to check accountability of district standards.

Process

- 1) Tier I-New Teachers will receive a minimum of two formal observations per year during each of their first two years of employment. A summative evaluation will be completed at the end of the second year.
- 2) Tier II-Tenured Teachers will be formally evaluated at least once every three years and a summative Career Performance Review will be submitted to the superintendent by the end of the third year. Teachers may receive additional evaluations if deemed necessary by the administrator.

Professional staff on Tier II will be involved in developing, implementing, and assessing Individual Career Development Plans.

- 3) Tier III-Staff Assistance is designed to provide clear intervention and remediation for experienced staff members whose job performance has been determined not to meet the Iowa Teaching Standards and Criteria expectations.

EMERGENCY SITUATIONS

Fire drill locations and severe weather locations are to be posted in your classroom close to the room exit. Periodically review with your students, the procedures and locations students in your classroom will use. Each faculty member must identify a student and alternate who is responsible for assisting students who are physically disabled or handicapped. Students selected to assist should be permitted to practice evacuating a handicapped student at a time other than the drills.

Each faculty member should have an Emergency Response Flip Chart that details actions to take in other emergency situations. Please familiarize yourself with that document at the beginning of the year.

FIRE DRILL INSTRUCTIONS

The fire alarm will be a voice that says “There has been a fire reported in the building.....”

Upon hearing the alarm, observe the following rules:

1. Instructors shall see that all windows are closed before evacuating the building and close the doors behind you. Before leaving the room, windows should be closed, curtains should be pulled, lights should be turned off, and teachers should take their grade books so they can account for students.
2. Although each classroom has windows that can be used for exits under emergency conditions, do not use these windows for that purpose unless directed to do so by the instructor. The determination on when to use the windows is based on there being no other safe exit.
3. Students shall walk to the nearest hall exit in evacuating the building. If that route is blocked, go to the next closest exit. Students should walk away from the building on the sidewalks. If it becomes necessary to clear the sidewalks, you will receive further instructions from school or fire personnel.
4. Do not go onto the driveway to parking lots, as the fire trucks may need these areas.
5. All personnel shall evacuate the building when the alarm sounds.

General guidelines:

If you do not have a class during a drill or an emergency, exit the building as quickly as possible. Go to the assigned area for your classroom and provide assistance to the teachers.

The importance of going to assigned areas for students AND employees is that we can quickly account for everyone's safety. If people fail to go to the designated area and cannot be accounted for, many critical minutes may be lost trying to find the person.

SEVERE WEATHER PLAN

PLAN OF ACTION FOR POSSIBLE WEATHER OR TORNADO:

1. **INITIAL ALERT:** When notice of a severe weather watch is received a person named by the superintendent or principal will be placed in a position to observe the approaching storm for the purpose of keeping the administration informed of its progress. In the absence of both administrators, the office personnel will contact a faculty member to take charge.
2. **ACTION ALERT:** If and when it appears that the approaching storm requires evasive or protective measures, the following actions will be taken immediately:
 - A. **WARNING GIVEN**
 1. Normally the announcement of a tornado alert will be given over the inter-communications system to all rooms.
 2. In the event that electricity outages exist making the intercom system ineffective, runners will be sent to each of the classes and departments giving the alert.

- B. **MOVING TO A SAFE LOCATION:** Personnel shall immediately move to the areas in the building which have been designated as most safe by a representative of the Area School Branch, Civil Defense which is posted in each room. Students should sit facing the wall with head bowed between upraised knees.
- C. Personnel who have not been covered by the rooms listed on the map should go to one of the designated rooms.
- D. Everyone shall stay in the designated rooms until an "all clear" is given by the administration or authorized faculty member.
- E. If a tornado alert is in effect at school dismissal time, a decision will be made as to whether to keep the students in the building until the weather improves in preference to sending them to the bus.
- F. Entire classrooms are to go to the area designated. During severe weather conditions, males and females will not be separated when using restrooms and locker rooms for protection. Administration will designate alternate areas if overcrowding occurs.

IOWA ASSESSMENT TESTING GUIDELINES

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 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 these guidelines.

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

CONSEQUENCES OF POLICY VIOLATIONS:

If a violation of these guidelines occur, 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.