

## **K-12 ASSESSMENT & SURVEY PROGRAM**

A comprehensive testing program is established and maintained to evaluate the education program of the school district and to assist in providing guidance or counseling services to students and their families

Assessments, diagnostic, formative, and summative, provide an important gauge by which to measure educational progress and growth. High quality assessment is based on the following principles:

- The primary purpose of assessment is to improve student learning
- Assessment practices must be fair and equitable for all students
- Communication about assessments must be ongoing, clear and meaningful to all parties
- Both parents and students are involved in the assessment process
- Regular assessment is used for program evaluation and accountability
- Assessment practices must be regularly reviewed and refined

No student is required, as part of any applicable program, funded by the United States Department of Education, to submit to a survey, analysis or evaluation that reveals information concerning:

- political affiliations or beliefs of the student or student's parent or guardian;
- mental or psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized, privileged and analogous relationships, such as those of lawyers, physicians and ministers;
- religious practices, affiliations or beliefs of the student or student's parent or guardian; or
- income,(other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program);

without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

Prior to an employee or contractor of the district providing information on a student enrolled in the district on any survey related to the social or emotional abilities, competencies or characteristics of the student; the district will provide the parent/guardian of the student detailed information related to the survey and obtain written consent of the parent/guardian of the student. This includes the person who created the survey, the person who sponsors the survey, how the information generated by the survey is used and how information generated by the survey is stored. This requirement will not prohibit a district employee from answering questions related to a student enrolled in the district as part of developing or implementing an individualized education program for the student.

It is the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

It is the responsibility of the board to review and approve the evaluation and testing program.

Approved 11.13.2023

Reviewed 10.09.2023

Revised

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Legal Reference: (Code of Iowa): No Child Left Behind, Title II, Sec. 1061, P.L. 107-110 (2002).  
Goals 2000: EducateAmerica Act, Pub. L. No. 103-227, 108. Stat. 125 (1994). 20 U.S.C. §  
1232h (1994). Iowa Code §§ 280.3; 256B; 280.3; 256B; 282.1,.3, .6 (2001). 281 I.A.C. 12.5  
(13), .5 (21).