

Billings School District 2

INSTRUCTION

Diagnostic Tests and Survey of Students

The purpose of this policy is to assist and guide the design, choice, and administration of surveys in the District. Specifically, this policy seeks to assure the use of surveys which serve a legitimate purpose in gathering information in order to improve District curriculum, policies and procedures, organization, and climate. Furthermore, this policy attempts to assure that the choice and administration of surveys honors the students' and their families' right to privacy.

This policy encourages only the careful and prudent use of surveys. It also encourages collaborative review of any survey or survey item in order to avoid surveys or items that may be of questionable or doubtful taste, effect, and/or usefulness.

Definitions and Criteria

A diagnostic test is any evaluation procedure used selectively with an individual student and does not include basic tests administered to all students in a school, grade, or class.

A survey is a written method (such as a questionnaire) of obtaining information not directly related to the skills, knowledge, understanding and/or attitudes that are the objectives of planned instruction. (Ability and achievement tests, whether standardized, norm-referenced, curriculum-referenced, written or oral, etc., are not considered to be surveys.)

Surveys addressed by this policy are those originating and administered at the level of a classroom (teacher initiated), an academic (subject matter) department, a grade level, a school, an organizational level (e.g., elementary, middle school, high school), or the District. Surveys may originate within the District or from external sources such as the Office of Public Instruction, State of Montana, U.S. Office of Education, etc.

Surveys may be either psychosocial or instruction/program-related in their purpose.

Psychosocial surveys are defined as those surveys with the primary purpose of obtaining information about:

1. political affiliation
2. potentially embarrassing psychological state
3. sexual behavior
4. anti-social, high-risk, or self-incriminating behavior
5. family structure, life-styles, values, or behaviors
6. privileged communication (e.g. with physicians, attorneys, clergy, counselors, etc.)
7. family income or

8. emotional disposition

Instructional/program-related surveys are those surveys with the primary purpose of evaluating or describing the effectiveness of instruction, curriculum, and/or of organization (classroom, building, district), climate, and operations. Specifically, instruction/program-related surveys have the primary purpose of obtaining information about:

1. Effectiveness of organization, policies, procedures, rules, etc.
2. Attitudinal or behavioral response to organization, policies, etc.
3. Attitudinal or behavioral response to instructional approach or curriculum
4. Attitudinal or behavioral response to the climate of a classroom, school, subject-area department, program, etc. This may include factors such as people involved (e.g. response to interest of teachers, involvement of administrators, etc.) or
5. Preferences for suggestions to improve or modify specific aspects of the classroom, school, subject-area, district, etc.

NOTE: Instructional/program-related surveys containing items that also seek information about topics included under Psychosocial Surveys will be treated as Psychosocial Surveys.

Review and Approval

All surveys (whether Instructional/Program or Psychosocial) must be reviewed and approved before they are administered. Classroom surveys will be reviewed by peer teachers (grade level, subject area, etc.) and their administrator (usually principal). Departmental or grade-level surveys will be reviewed by peer teachers and their administrator. Building-level surveys will be reviewed by representative teachers and the building administrator.

Surveys to be used at an organizational level (e.g. K-6, 7-8, 9-12, etc.) will be reviewed by peer administrators and the appropriate Central Office administrator.

District-wide surveys will be reviewed by building administrators and Central Office administrators, with final approval by the Board of Trustees.

All surveys (except District-wide) will be made available for parental review at least three weeks before administration of the survey. District-wide surveys will be available for public review for at least three weeks before the date of Board approval. (This is to allow public comment to the Board.)

Parental Consent

Parents will have an opt-out consent option for psychosocial surveys. An opt-out option will be provided for instruction/ program-related surveys.

The request to opt-out must be signed by a parent or legal guardian and returned to the

designated school authority. If the request is not returned, the survey will be administered to that child.

Parents will be notified of a planned survey three weeks prior to its administration. Notification will include a statement of the purpose and use of the survey, as well as information about the availability of reports of survey results.

Parental approval is necessary before administering an individual intelligence test or a diagnostic test.

Administration of Surveys

The survey shall be given in a discreet and confidential manner. Discussion by students and teachers of survey questions after the fact is to be avoided.

Results

Survey results shall be made available upon request within a reasonable period of time after survey compilation.

<u>Legal References:</u>	20 U.S.C. § 1232h	Protection of pupil rights
	10.55.603, ARM	Curriculum Development and Assessment
	10.56.101, ARM	Student Assessment

Policy History:

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