

CHAPTER 5

5.7 Guidance Services

5.7.1 Counseling

Pupils are encouraged to use available counseling services for assistance in the areas of the social, educational, vocational, and civic and personal problems and adjustments.

5.7.2 Testing

Testing services are available for pupils in grades kindergarten through twelve inclusive in the areas of, but not limited to, readiness, achievement, mental abilities, aptitude, interest, behavior, and scholastic ability. Special testing is available for use when deemed desirable and necessary.

Testing results should be utilized by pupils, parents or guardians, teachers, counselors, and administrators to enhance development of the child.

5.7.3 Testing - Code of Ethics

Marshall County Schools will adhere to the following test security and administration guidelines:

Test Security

1. County and school personnel responsible for the testing program will develop appropriate procedures to ensure maximum test security.
2. Before test administration, materials are to be carefully counted and distributed according to instructions provided with the test. After testing, all test booklets and answer sheets will be accounted for and returned to the county office. A serial number is printed on each test booklet to assist in inventory. A copy of the inventory of test booklet will be provided to the West Virginia Department of Education.
3. Test material will be stored in a secure location at each school and the county office prior to and following test administration.
4. Any breach of security, loss of materials, or other deviation from acceptable security procedures must be reported immediately to the principal, county test coordinator and the county school superintendent.

5. Access to test booklets is restricted to the test administration period. Test booklets or questions are not to be copied or paraphrased.
6. School personnel responsible for the testing program must be properly instructed in test administration procedures.

Test Administration

1. Administrators of standardized tests must rigorously follow the appropriate administrative procedures. Responsibilities include establishing a positive environment.
2. Pupils and parents are to be: 1) given proper notification before testing 2) provided information on the purposes of the test and uses of the test results, and 3) encouraged to follow test preparation procedures.
3. Pupils should be taught general test-taking skills rather than taught specific content. Disseminating of test materials indicating reproduction or modification is a violation of the code.
4. The testing environment is to be reasonably comfortable and well-lit. There should be minimal opportunity for distraction. All materials to be used by pupils should be readable and understandable. Testing sessions must be monitored to ensure pupils' comfort, as well as to maintain proper administrative procedures.

Specific Areas of Concern:

(A) Intentional Teaching of the Test

Specific test items shall not be intentionally taught. This restriction includes any manner of intentionally teaching test items during the school day or through homework assignments ranging from teachers remembering a single test item from an in-service session through manually or mechanically copying the actual test item. Intentionally changing a word, a phrase, or a sentence in a test item and utilizing it in any manner during the instructional process is a violation of the code. The intentional utilization of any test item from any form of the test in any manner is a violation of the Code of Ethics.

(B) Adopted textbooks, Practice Tests and Reinforcement Materials

All pupils should have access to test taking materials purchased by the county. A recommended list of those materials deemed appropriate should be provided to county test coordinators.

(C) Testing Procedures

The only assistance given by the test administrator shall be in the mechanics of taking the test, such as making sure that all pupils understand the directions for taking the test or helping a pupil find the proper location on the answer sheet; however, no assistance shall be provided that will inadvertently indicate an answer, such as pointing out the reasoning behind an item or referring to class work. Indicating a correct response in any manner is a violation of the code.

(D) The teacher or proctor should follow test giving directions exactly as indicated in examiner's manual. Paraphrasing in any manner is a violation of the Code.

Suggested Guidelines and Considerations

- (A) All principals, counselors, and test administrators have read and understand the West Virginia Testing Code of Ethics.
- (B) Recommend Implementation of a four day testing cycle for norm-referenced tests is recommended where/when appropriate.
- (C) Principals, counselors, and test administrators are aware of being accountable for the number of students tested.
- (D) The results of test analysis should be utilized for instructional improvement.
- (E) Test booklets should be distributed to test administrators as close to the day of testing as possible.
- (F) Damaged test booklets should be returned to county test coordinator to be destroyed.
- (G) Interpretation of test results should be available to pupils and parents.
- (H) School and county staff should periodically receive staff development in testing procedures; including test security, test administration, test interpretation and test results utilization.

School - Based Certification

1. Each school will certify at the end of each testing cycle that the Code of Ethics have been followed in each school.

5.7.4 Comprehensive Developmental Guidance Program

Marshall County Schools shall develop and implement a K-12 Comprehensive Developmental Guidance Program to serve the needs of all pupils in the school system.

5.7.4.1 Application

All schools shall implement the Marshall County Schools K-12 Comprehensive Developmental Guidance Program designed to assist pupils with the identification and realization of educational, career, and social goals.

5.7.4.2 Services

The Marshall County Schools K-12 comprehensive Developmental Guidance Program is based on the following services:

Orientation

A series of activities designed to help pupils who are in a new environment to become acquainted with the school, to know the staff and physical plant, to understand the structure of courses and requirements, to know school customs and activities, to become acquainted with one another, and to develop a sense of purpose and of belonging.

Assessment

The organizing and collecting and managing of cumulative records, testing information, and other procedures and techniques of assessing individual growth and performance. This service includes interpretation of assessment data to be available for pupils, teachers, parents, and administrators to assist in decision-making.

Information

Collecting and disseminating accurate and current information that will assist pupils to make intelligent choices about school schedules, four-year plans, post secondary education programs, and occupations.

Counseling

Individual or group interactions which employ techniques to assist pupils in working out solutions to academic, personal, and social problems.

Consultation

Interaction with parents, teachers, other educators, and community agencies regarding strategies to help pupils.

Educational Planning

A process of providing pupils the assistance needed to select courses in the middle or junior high school years and to formulate their four-year educational plans that will enable them to make a successful transition from high school to post-secondary education or employment.

Placement

Organized procedures for locating appropriate employment or further training for pupils.

Follow-up

A systematic plan for maintaining contact with former students and obtaining data for evaluating the effectiveness of the guidance program.

5.7.4.3 Implementation

School counselors, who are educators that hold a valid school counseling certificate, shall deliver the program with assistance from teachers, principals, other school staff, parents, and the community.

School counselors spend at least 75% of their time in a direct counseling relationship with pupils through the services identified in section 5.7.4.2 of this policy.

School counselors devote no more than 25% of the work day to administrative activities and those administrative activities must be counselor related.