

INDEPENDENT SCHOOL DISTRICT 273
School Board Regular Meeting, Monday, August 12, 2019, 7:00 PM
Room 349, Edina Community Center

AGENDA

I. Determination of Quorum and Call to Order	
II. Approve Minutes	
A. July 15, 2019 Work Session	3
B. July 15, 2019 Regular Meeting	6
C. July 25, 2019 Work Session	10
III. Recognition	
A. EHS Boy's Golf Team	
IV. Hearings from Members of the Audience	
V. Consent	
A. Personnel Recommendations	13
B. Expenditures Payable, July, 2019	18
C. Proposed Board/Superintendent Interim Goals	38
D. Medical Adviser for 2019-20	40
E. Student Support Services Agreements	
1. Accurate Home Care	41
2. Bayada	45
3. Fraser	61
4. Pediatech Nursing	68
5. Toneworks	74
F. Gifts	
1. Lake Harriet Lodge #277 and Minnesota Masonic Charities	77
2. Tradition Security Grant	78
VI. Discussion	
A. Calendar Parameters, 20-21 and 21-22	79
Presenter: Bryan Bass, Randy Smasal	
B. Board Committees, Liaisons and Reps, 2019-20	83
Presenter: Leny Wallen-Friedman	
VII. Action	
A. Board Control of Extracurricular Activities	86
Presenter: John Toop	
B. Election of School Board Members and Calling of General Election	87
Presenter: John Toop	
C. Mental Health and Wellness Agreement with City of Edina	99
Presenter: Jeff Jorgensen	
D. Policy Updates - 203, 413, 414, 415, 522, 611	102
Presenter: Board Policy Committee	
VIII. Information	

A. Health Services Report, 2018-19 Presenter: Mary Heiman	150
B. AP Exams Summary, 2019 Presenter: Deb Richards	157
C. District Assessment Plan, 2019-20 Presenter: Donna Roper	170
D. Student Rights and Responsibilities Handbook, 2019-20	173
E. Upcoming School Board Meetings	204
F. Articles provided by School Board Member	
1. Educators' Perspectives on Common Core Implementation	205
2. Mathematics Curriculum Effects on Student Achievement	261
IX. Announcements	
A. Leadership Updates	
B. Committee Reports	
X. Adjournment	

*Persons who wish to address the Board are requested to complete and submit an appropriate form to the Board Secretary prior to the designated hearing time. When recognized, the person shall identify him/herself and the group represented, if any. The person shall then state the reason for addressing the Board and shall be limited in time at the discretion of the Board Chair. Individual employees of the School District or representatives of employee organizations shall have utilized administrative procedures before making a request to address the Board. All comments must be in accordance with Board policies.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF JULY 15, 2019

WORK SESSION
5:00 P.M.

Edina Community Center
5701 Normandale Road
Room 351

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg
Mr. Amir Gharbi
Ms. Ellen Jones
Mr. Owen Michaelson
Ms. Sarah Patzloff (participated remotely)
Mr. Leny Wallen-Friedman

ABSENT:

Mr. Matthew Fox

PRESIDING OFFICER: Chair Leny Wallen-Friedman

5:00 – 6:55 PM
7:30 – 10:30 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. John W. Schultz, Superintendent
Andrew Beaton, Principal, Edina High School

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Mr. Leny Wallen-Friedman, Chair

Ms. Sarah Patzloff, Clerk

(Official Publication)
MINUTES OF THE SCHOOL BOARD WORK SESSION
DISTRICT 273 EDINA, MINNESOTA
JULY 15, 2019

5:00 PM Chair Wallen-Friedman called to order the work session of the School Board.
Members present: Allenburg, Gharbi, Jones, Michaelson, Patzloff (participated remotely),
Wallen-Friedman. Staff present: Schultz, Beaton, Dylan Hackbarth.

DISCUSSION

- A. Policies 618 and 620
- B. Interim Goals
- C. Transportation

The meeting was recessed at 6:50 PM, resumed at 7:30 PM, and adjourned at 10:30 PM. The minutes and resolutions are on file at the district office, 5701 Normandale Road, and are open to public inspection.

Mr. Leny Wallen-Friedman, Chair

Ms. Sarah Patzloff, Clerk

OFFICIAL MINUTES OF THE SCHOOL BOARD'S WORK SESSION
OF JULY 15, 2019

5:00 PM Chair Wallen-Friedman called to order the work session of the School Board. Members present: Allenburg, Gharbi, Jones, Michaelson, Patzloff (participated remotely), Wallen-Friedman. Staff present: Schultz, Beaton, Dylan Hackbarth.

DISCUSSION

Policies 618 and 620: Principal Beaton and Edina High School counselor Hackbarth provided the rationale behind and suggested language clarifications for policies 618 and 620.

Interim Goals: The Board discussed possible interim goals.

At 6:50 PM, Chair Wallen-Friedman called a recess to attend the regular School Board meeting. At 7:30 PM Chair Wallen-Friedman recalled the work session to order.

Transportation: The Board discussed whether to discuss going forward with changes to transportation policy 717 that were approved by the Board on July 16, 2018.

Interim Goals: The Board resumed their discussion of possible interim goals.

At 10:30 PM, hearing no objection, Chair Wallen-Friedman adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE REGULAR MEETING OF JULY 15, 2019

REGULAR MEETING
7:00 PM

Edina Community Center
5701 Normandale Road
Room 349

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg
Mr. Amir Gharbi
Ms. Ellen Jones
Mr. Owen Michaelson
Ms. Sarah Patzloff (attended remotely)
Mr. Leny Wallen-Friedman

Mr. Matthew Fox

PRESIDING OFFICER: Chair Leny Wallen-Friedman

7:02 – 7:21 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. John W. Schultz, Superintendent
Bryan Bass, Assistant Superintendent
John Toop, Director of Business Services

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Mr. Leny Wallen-Friedman, Chair

Ms. Sarah Patzloff, Clerk

(Official Publication)
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA
JULY 15, 2019

7:02 PM Chair Wallen-Friedman called to order the regular meeting of the School Board. Members present: Allenburg, Gharbi, Jones, Michaelson, Patzloff (attended remotely), Wallen-Friedman. Staff present: Schultz, Bass, Toop.

APPROVAL OF MINUTES BY UNANIMOUS VOTE

RECOGNITION

A. ~~EHS Boy's Golf Team~~

HEARINGS FROM MEMBERS OF THE AUDIENCE

CONSENT ITEMS APPROVED BY UNANIMOUS VOTE

- A. Personnel Recommendations
- B. Expenditures Payable – June 2019
- C. Construction Quote – ECC Exterior Lighting
- D. Musical Instruments and Equipment
- E. Edina Inclement Weather e-Learning Plan
- F. Memberships
 - 1. AMSD, 2019-20
 - 2. MSBA, 2019-20
 - 3. MSHSL, 2019-20
- G. LAC Membership
- H. Commendation – EHS Boys Golf Team
- I. Gift – FACE Grant to ND

REPORTS AND DISCUSSION

- A. Policy Updates: 203, 413, 414, 415, 522, 611
Presenter: Board Policy Committee

INFORMATION

- A. Policy Appendix Updates: 707, App. II
- B. Staff Recognition
- C. Upcoming School Board Meetings

The meeting adjourned at 7:21 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Mr. Leny Wallen-Friedman, Chair

Ms. Sarah Patzloff, Clerk

OFFICIAL MINUTES OF THE SCHOOL BOARD'S JULY 15, 2019 REGULAR MEETING

7:02 PM Chair Wallen-Friedman called to order the regular meeting of the School Board. Members present: Allenburg, Gharbi, Jones, Michaelson, Patzloff (attended remotely), Wallen-Friedman. Staff present: Schultz, Bass, Toop. Chair Wallen-Friedman welcomed new EPS Directors Bass and Toop to their first Edina School Board meeting.

APPROVAL OF MINUTES BY UNANIMOUS VOTE

Member Allenburg moved and Member Michaelson seconded to approve the minutes of the June 17, 2019 Work Session; the June 17, 2019 Regular Meeting; and the June 26, 2019 Special Meeting. All members voted Aye.

RECOGNITION

Members of the EHS Boy's Golf Team were participating in a golf tournament out of town, so recognition of their state championship was postponed.

HEARINGS FROM MEMBERS OF THE AUDIENCE

Carolyn Jackson spoke about the City of Edina Quality of Life survey results and community feedback on Edina. Becky Peterson requested that implementation of the changes within the District's transportation policy be delayed for another year in order to be addressed at another work session. Shane Hawes and Kathy Olson addressed the impact of the new middle school start time on the Masters Swimmer program, requesting a return to the program's previous start time. Chair Wallen-Friedman read from the staff recognition resolution.

CONSENT ITEMS APPROVED BY UNANIMOUS ROLL CALL VOTE

Member Michaelson moved and Member Allenburg seconded to approve the consent agenda. Due to Member Patzloff attending remotely, the Board recognized the need to vote by roll call. All members voted Aye by roll call vote. The resolutions were:

- A. Personnel Recommendations
- B. Expenditures Payable – June 2019
- C. Construction Quote – ECC Exterior Lighting
- D. Musical Instruments and Equipment
- E. Edina Inclement Weather e-Learning Plan
- F. Memberships
 - 1. AMSD, 2019-20
 - 2. MSBA, 2019-20
 - 3. MSHSL, 2019-20
- G. LAC Membership
- H. Commendation – EHS Boys Golf Team
- I. Gift – FACE Grant to ND

Chair Wallen-Friedman then called a second time for approval of the minutes of the June 17, 2019 Work Session; the June 17, 2019 Regular Meeting; and the June 26, 2019

Special Meeting. Member Michaelson moved and Member Allenburg seconded to approve the motion. All members voted Aye by roll call vote.

DISCUSSION

Policy Updates: Member Gharbi described the committee's review of Policies 203 – Operation of the School Board; 413 – Harassment and Violence Prohibition, Students and Employees; 414 – Mandated Reporting of Child Neglect or Physical or Sexual Abused; 415 – Mandated Reporting of Maltreatment of Vulnerable Adults; 522 – Sex Nondiscrimination; and 611 – Home Schooling.

Comments: Member Patzloff requested clarification on Policy 522's use of the word gender. With respect to Policy 611, Member Allenburg asked about procedures relating to shared-time programs. Superintendent Schultz will follow up on district practice and statute language.

Superintendent Schultz recognized the corporate grant given to the Edina Public Schools by the Walser Foundation for the Meal Fund.

At 7:21 PM, there being no objection, Chair Wallen-Friedman adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF JULY 25, 2019

WORK SESSION
4:30 P.M.

Edina Community Center
5701 Normandale Road
Room 350

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg
Mr. Matthew Fox (participated remotely)
Mr. Amir Gharbi
Ms. Ellen Jones
Mr. Owen Michaelson
Ms. Sarah Patzloff
Mr. Leny Wallen-Friedman

ABSENT:

PRESIDING OFFICER: Chair Leny Wallen-Friedman

4:30 – 9:30 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. John W. Schultz, Superintendent
John Toop, Director of Business Services
David White, Transportation Supervisor

CERTIFIED CORRECT:

Mr. Leny Wallen-Friedman, Chair

CERTIFIED CORRECT:

Ms. Sarah Patzloff, Clerk

(Official Publication)
MINUTES OF THE SCHOOL BOARD WORK SESSION
DISTRICT 273 EDINA, MINNESOTA
JULY 25, 2019

4:30 PM Chair Wallen-Friedman called to order the work session of the School Board. Members present: Allenburg, Fox (participated remotely), Gharbi, Jones, Michaelson, Patzloff, Wallen-Friedman. Staff present: Schultz, Toop, White. Facilitator: Mirja Hansen, MBA, Ed.D.

DISCUSSION

- A. Transportation Policy 713
- B. Strategic Plan

The meeting adjourned at 9:30 PM. The minutes and resolutions are on file at the district office, 5701 Normandale Road, and are open to public inspection.

Mr. Leny Wallen-Friedman, Chair

Ms. Sarah Patzloff, Clerk

OFFICIAL MINUTES OF THE SCHOOL BOARD'S WORK SESSION
OF JULY 25, 2019

4:30 PM Chair Wallen-Friedman called to order the work session of the School Board. Members present: Allenburg, Fox (participated remotely), Gharbi, Jones, Michaelson, Patzloff, Wallen-Friedman. Staff present: Schultz, Toop, White. Facilitator: Mirja Hansen, MBA, Ed.D.

DISCUSSION

Transportation Policy 713: Superintendent Schultz, Director Toop and Supervisor White provided information regarding possible changes to policy 713. After discussion, the Board directed administration to bring Policy 713 to the policy committee.

Strategic Plan: The Board continued their discussion on strategic plan priorities.

At 9:30 PM, hearing no objection, Chair Wallen-Friedman adjourned the meeting.



Board Meeting Date: 8/12/2019

TITLE: Personnel Recommendations

TYPE: Consent

PRESENTER(S): Bryan Bass

BACKGROUND: Personnel recommendations are made monthly. Conditional offers of employment are subject to successful completion of a criminal background check.

RECOMMENDATION: Approve the attached personnel recommendations.

PRIMARY ISSUE(S) TO CONSIDER: Personnel recommendations.

ATTACHMENTS:

1. Personnel Recommendations (next page)

LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Assignment</u>	<u>Salary</u>	<u>Date</u>
AHMED, JENNIFER	ECSE Teacher ELC	\$55,403	8/12/19
AKINS, MADISON	Special Education Edina High School	\$50,642	8/12/19
ANDERSON, JORDAN	Special Education Concord	\$55,515	8/12/19
BENDER, KIMBERLY	Physical Education Valley View	\$86,493	8/12/19
CURTIS, EMILY	EL Normandale/Concord	\$61,963	8/12/19
DEYOUNG, MARK	Assistant Principal Concord	\$111,505	8/7/19
LEE, MADELINE	Grade 1 Cornelia	\$42,037	8/12/19
LOWE, ERIK	Interim Assistant Principal Valley View	\$123,321	7/16/19
OLSON, ABBY	Special Education South View	\$39,281	8/12/19
ONKEN, EMILY	School Psychologist Edina High School	\$53,650	8/12/19
PLAFCAN, NICOLE	School Counselor Edina High School	\$71,282	8/12/19
ROOT, KELSEY	Special Education Highlands	\$42,247	8/12/19
ST. ORES, ERIN	Speech Language Pathologist .9 Creek Valley	\$66,181	8/12/19
VAUGHAN, CHRISTOPHER	Multi-Lingual Teacher Highlands	\$70,400	8/12/19

These conditional offers of employment are subject to successful completion of a criminal background check.

B. REQUEST FOR LEAVE OF ABSENCE WITHOUT PAY

<u>Name</u>	<u>Current Status</u>	<u>Type</u>	<u>Date</u>
DOLD, CHRISTINE .1	Vocal Music Valley View	Supt Discr	2019-20 SY
DOOLEY, KIP	Media Specialist Highlands	Supt Discr	9/13/19-9/19/19; 5/18/20-5/22/20
WILLEMS, HEATHER	Kindergarten Creek Valley	Parental Leave	10/1/19-6/3/20

C. RESIGNATIONS

<u>Name</u>	<u>Assignment</u>	<u>Reason</u>	<u>Date</u>
HJELDEN, JACQUELINE	Continuous Progressive Teacher Highlands	Personal	7/23/19
COSTELLO-TENNYSON, SUSAN	Strategic Planner DO	Personal	9/2/19

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Assignment</u>	<u>Salary</u>	<u>Date</u>
EVANS, VALERIE	Accounts Payable Specialist DO	\$4,012/month Step 5	8/05/19
HANNAN, MARK	Educational Associate Creek Valley	\$15.63/hr Step 1	8/26/19
HECK, BRADEN	Educational Associate South View	\$17.78/hr Step 3	8/26/19
JENSEN, SUE	Bus Driver Transportation	\$17.24/hr Class VII Step 1	8/26/19
KINNEY, GABRIEL	Educational Associate Creek Valley	\$17.78/hr Step 3	8/26/19
MANASRA, ZAHEA	Educational Associate South View	\$16.71/hr Step 2	8/26/19
OWENS, PAMELA	Educational Associate Creek Valley	\$18.50/hr Step 5	8/26/19
SARTOR, MEGAN	Clerical 9 Month High School	\$28,746/yr Step 3	8/26/19
SCHMIDT, PHILIP	Bus Driver Transportation	\$18.47/hr Class VII Step 3	8/26/19

STEINBACH, PAMELA	Educational Associate Countryside	\$15.63/hr Step 1	8/26/19
TRAINIS, SUSAN	Bus Driver Transportation	\$18.47/hr Class VII Step 3	7/22/19
TRAINIS, JAMES	Bus Driver Transportation	\$18.47/hr Class VII Step 3	8/26/19
WILLSON, CORTNEY	Educational Associate South View	\$19.90/hr Step 5	8/26/19

These conditional offers of employment are subject to successful completion of a criminal background check.

B. RESIGNATIONS

<u>Name</u>	<u>Assignment</u>	<u>Reason</u>	<u>Date</u>
BEASLEY, AMBY	Instructional Assistant Highlands	Personal	7/16/19
CHACKO, CHRISTOPHER	Educational Associate Countryside	Personal	7/11/19
HUANCA, DAVID	Bus Driver Transportation	Retire	7/10/19
JAROSAK, SHANNON	Supervisor or Human Resources DO	Personal	8/9/19
JOHNSON, LUKE	Bus Driver Transportation	Personal	9/3/19
KAISER, ROBERT	Educational Associate CC	Personal	7/30/19
LACROIX, SHEILA	Instructional Assistant Cornelia	Personal	8/5/19
McGRANE, KATHLEEN	Instructional Assistant Highlands	Personal	7/16/19
PLAFCAN, NICOLE	Education Associate High Schools	Personal	7/19/19
TOWNES, EVINN	Health Service Associate South View	Personal	7/23/19

C. LEAVE OF ABSENCE WITHOUT PAY

<u>Name</u>	<u>Assignment</u>	<u>Reason</u>	<u>Date</u>
NELSON, JANE	Due Process Specialist South View	Reduced Schedule (.1 FTE)	7/1/19

COMMUNITY EDUCATION SERVICES STAFF

A. **RESIGNATIONS**

<u>Name</u>	<u>Assignment</u>	<u>Reason</u>	<u>Date</u>
FRANCOIS, RODNEY	Youth Program Manager	Personal	8/15/19
ORMSBY, NANCY	Rec Leader	Retire	8/14/19
STOLPESTAC, BLAKE	Rec Leader	Personal	8/20/19



Board Meeting Date: 8/12/2019

TITLE: Expenditures Payable 7-30-19

TYPE: Consent

PRESENTER(S): John Toop, Director of Business Services

BACKGROUND:

01	General Fund	\$ 3,350,047.00
02	Food Service Fund	480.00
04	Community Service Fund	107,282.61
06	Construction- Long Term Facility Maintenance Technology	819,060.60
07	Debt Redemption Fund	0.00
12	Construction- 2015 Building Bond	0.00
20	Internal Service – Dental Self Insurance	<u>0.00</u>
	Total Expenditures	<u>\$ 4,276,870.21</u>

RECOMMENDATION: It is recommended that the Board approve the payment of expenditures as appended.

PRIMARY ISSUE(S) TO CONSIDER: None

ATTACHMENTS:

1. July Check Register

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 1
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	370764	07/03/19	14652	BAUER BUILT INC	01009760720000	403	TIRES	0.00	395.65
A101.00	370764	07/03/19	14652	BAUER BUILT INC	01009760720000	403	TIRES	0.00	2,339.60
A101.00	370764	07/03/19	14652	BAUER BUILT INC	01009760720000	403	CREDIT	0.00	-289.06
A101.00	370764	07/03/19	14652	BAUER BUILT INC	01009760720000	403	CREDIT	0.00	-100.00
TOTAL CHECK								0.00	2,346.19
A101.00	370769	07/03/19	01170	CAROLINA BIOLOGICAL	01020260000000	430	316572 FROG SPERM	0.00	68.40
A101.00	370769	07/03/19	01170	CAROLINA BIOLOGICAL	01020260000000	430	301520 PINE OVULE	0.00	40.00
A101.00	370769	07/03/19	01170	CAROLINA BIOLOGICAL	01020260000000	430	ESTIMATED SHIPPING/	0.00	13.56
TOTAL CHECK								0.00	121.96
A101.00	370770	07/03/19	27874	CENTER FOR THE COLL	01005203302000	460	BW2E GR. 3 CLASS PK	0.00	810.00
A101.00	370777	07/03/19	26773	COMBINED INSURANCE	01	L215.25	EMPLOYEE WITHHOLDIN	0.00	3,152.36
A101.00	370779	07/03/19	17793	CPI-CRISIS PREVENTI	01005420419000	820	ANNUAL MEM FEE	0.00	150.00
A101.00	370779	07/03/19	17793	CPI-CRISIS PREVENTI	01005420419000	820	ANNUAL MEM FEE	0.00	150.00
TOTAL CHECK								0.00	300.00
A101.00	370780	07/03/19	16774	CSPA - COLUMBIA SCH	01021291000264	430	CSPA ANNUAL MEMB	0.00	269.00
A101.00	370785	07/03/19	17950	DELEGARD TOOL COMPA	01009760720000	350	TOOLS	0.00	455.21
A101.00	370785	07/03/19	17950	DELEGARD TOOL COMPA	01009760720000	350	CLAMSHELL	0.00	58.46
TOTAL CHECK								0.00	513.67
A101.00	370789	07/03/19	20505	EDUCATION LOGISTICS	01009760720000	320	GPS PACKAGE	0.00	1,378.62
A101.00	370789	07/03/19	20505	EDUCATION LOGISTICS	01009760720000	320	SOFTWARE PUPIL TRAN	0.00	4,220.76
TOTAL CHECK								0.00	5,599.38
A101.00	370790	07/03/19	22185	EDUCATIONAL INNOVAT	01020260000000	430	GB 710 GROWING SPH	0.00	6.72
A101.00	370790	07/03/19	22185	EDUCATIONAL INNOVAT	01020260000000	430	ESTIMATED SHIPPING/	0.00	7.69
TOTAL CHECK								0.00	14.41
A101.00	370792	07/03/19	25539	ENTERTAINMENT PLUS	01019291000263	430	SOUND/LIGHT FALL FE	0.00	390.00
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	FB1239 WHITE S HOL	0.00	27.38
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	AB1231 DIALYSIS TU	0.00	22.59
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	AP 7379 GLASS HAR	0.00	48.09
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	AP5081 WHITE STREA	0.00	15.71
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	AP5082 BLACK STR	0.00	16.91
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	AP7989 PTC PAPER	0.00	7.41
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	AP5391 RULLER PACK	0.00	18.20
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	AB1057 SCALPEL BLA	0.00	7.73
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	ML1298 HUMAN BLOOD	0.00	23.16
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	ML1286 CILIATED CO	0.00	32.82
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	ML1283 SQUAMOUS EP	0.00	42.29
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	GP1020 250 ML GLAS	0.00	32.48
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	GP1030 600 ML GLA	0.00	43.01
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	AB1060 STAINLESS S	0.00	34.60
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	ESTIMATED SHIPPING/	0.00	35.09
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	OB2163 FLINN SCIEN	0.00	405.99
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	AP01452 SPIRIT FIL	0.00	115.59

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 2
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION----	SALES TAX	AMOUNT
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	GP1030 600 ML BEA	0.00	21.76
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	AP4641 MIRROR FLAT	0.00	40.34
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	AP8275 RUBBER TUBI	0.00	8.43
A101.00	370794	07/03/19	02476	FLINN SCIENTIFIC IN	01020260000000	430	ESTIMATED SHIPPING/	0.00	61.83
TOTAL CHECK								0.00	1,061.41
A101.00	370797	07/03/19	02490	FOLLETT SCHOOL SOLU	01005218388000	430	MUST BE DELIVERED T	0.00	3,221.64
A101.00	370797	07/03/19	02490	FOLLETT SCHOOL SOLU	01005218388000	430	MUST BE DELIVERED T	0.00	902.88
TOTAL CHECK								0.00	4,124.52
A101.00	370803	07/03/19	09346	GRAINGER	01009760720000	350	EYE WASH	0.00	7.94
A101.00	370803	07/03/19	09346	GRAINGER	01009760720000	350	DRILL BIT	0.00	11.70
A101.00	370803	07/03/19	09346	GRAINGER	01009760720000	350	BLINID RIVET	0.00	30.52
A101.00	370803	07/03/19	09346	GRAINGER	01009760720000	350	ELECTRICAL TAPE	0.00	38.52
A101.00	370803	07/03/19	09346	GRAINGER	01009760720000	350	RIVET HAMMER	0.00	52.08
A101.00	370803	07/03/19	09346	GRAINGER	01009760720000	350	SANDING BELTS	0.00	95.46
A101.00	370803	07/03/19	09346	GRAINGER	01009760720000	350	OIL BASED LIQUIDS	0.00	111.07
TOTAL CHECK								0.00	347.29
A101.00	370823	07/03/19	30326	M.I.S.T.	01009760720000	340	M.I.S.T	0.00	55,400.00
A101.00	370823	07/03/19	30326	M.I.S.T.	01005940000000	340	M.I.S.T	0.00	311,811.05
TOTAL CHECK								0.00	367,211.05
A101.00	370824	07/03/19	14980	MASBO	01005110000000	820	MASBO19-20 ANNUAL D	0.00	110.00
A101.00	370826	07/03/19	09167	MENARDS - GOLDEN VA	01009760720000	402	SUPPLIES	0.00	27.87
A101.00	370829	07/03/19	20037	METRO ELEVATOR INC	01005810000000	305	FULL MAINTENANCE TI	0.00	1,065.08
A101.00	370832	07/03/19	22660	MIDWEST BUS PARTS I	01009760720000	402	PATCH PANELS	0.00	213.20
A101.00	370832	07/03/19	22660	MIDWEST BUS PARTS I	01009760720000	402	RUB RAILS	0.00	1,336.52
TOTAL CHECK								0.00	1,549.72
A101.00	370836	07/03/19	25610	MOTG-MINNESOTA OFFI	01009760720000	401	USAGE 5/3/19-6/2/19	0.00	2.26
A101.00	370837	07/03/19	31044	MINNSPRA-MEMBER SER	01005109000000	820	MINNSPRA MEMBER	0.00	95.00
A101.00	370838	07/03/19	26125	MN PEIP	01005203797000	291	RETIREE/COBRA	0.00	29,772.30
A101.00	370838	07/03/19	26125	MN PEIP	01	L215.20	CURRENT TEACHERS	0.00	641,991.66
TOTAL CHECK								0.00	671,763.96
A101.00	370839	07/03/19	22492	METROPOLITAN PRINCI	01005105000000	820	YRLY MEMB DUES HOLD	0.00	934.00
A101.00	370839	07/03/19	22492	METROPOLITAN PRINCI	01005105000000	820	YRLY MEMB DUES HOLD	0.00	-934.00
TOTAL CHECK								0.00	0.00
A101.00	370841	07/03/19	27482	NATIONAL INSURANCE	01005203797000	291	COBRA/RETIREE	0.00	1,708.08
A101.00	370841	07/03/19	27482	NATIONAL INSURANCE	01	L215.40	VOL AD&D EMPLOYEE W	0.00	2,734.38
A101.00	370841	07/03/19	27482	NATIONAL INSURANCE	01	L215.30	CURRENT EMP LIFE/AD	0.00	12,378.39
A101.00	370841	07/03/19	27482	NATIONAL INSURANCE	01	L215.30	LTD DISTRICT W/H	0.00	12,501.96
TOTAL CHECK								0.00	29,322.81
A101.00	370842	07/03/19	18489	NCPERS GROUP LIFE I	01	L215.40	EMPLOYEE WITHHOLDIN	0.00	32.00

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 3
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	370844	07/03/19	17215	OCCUPATIONAL MEDICI	01009760720000	350	DOT THORSEN	0.00	80.00
A101.00	370844	07/03/19	17215	OCCUPATIONAL MEDICI	01009760720000	350	DOT MARTIN	0.00	80.00
A101.00	370844	07/03/19	17215	OCCUPATIONAL MEDICI	01009760720000	350	DOT SETTERGREN	0.00	80.00
TOTAL CHECK									240.00
A101.00	370851	07/03/19	14069	PITSCO INC/SYNERGIS	01020255000000	430	W53749 TISSUE PAP	0.00	186.91
A101.00	370851	07/03/19	14069	PITSCO INC/SYNERGIS	01020255000000	430	W52100 PROPANE CAN	0.00	26.22
A101.00	370851	07/03/19	14069	PITSCO INC/SYNERGIS	01020255000000	430	W54679 FOAM POLYS	0.00	151.74
A101.00	370851	07/03/19	14069	PITSCO INC/SYNERGIS	01020255000000	430	W50181 CHIPBOARD F	0.00	9.99
A101.00	370851	07/03/19	14069	PITSCO INC/SYNERGIS	01020255000000	430	W51891 Balsa WOOD	0.00	169.32
A101.00	370851	07/03/19	14069	PITSCO INC/SYNERGIS	01020255000000	430	W35781 PRECISION S	0.00	41.29
A101.00	370851	07/03/19	14069	PITSCO INC/SYNERGIS	01020255000000	430	W56832 KITE STRING	0.00	26.05
A101.00	370851	07/03/19	14069	PITSCO INC/SYNERGIS	01020255000000	430	ESTIMATED SHIPPING/	0.00	91.73
TOTAL CHECK									703.25
A101.00	370854	07/03/19	11526	RICOH USA INC	01005850302000	535	RICHO COPIERS	0.00	2,387.06
A101.00	370854	07/03/19	11526	RICOH USA INC	01005850302000	535	RICOH MAINTENANCE	0.00	2,717.14
TOTAL CHECK									5,104.20
A101.00	370856	07/03/19	26278	MARSH & MCLENNAN AG	01005940000000	340	ACCI POLICY #MAR154	0.00	532.00
A101.00	370857	07/03/19	31649	RTD POWER WASHING I	01009760720000	350	BAY CLEANING	0.00	684.00
A101.00	370864	07/03/19	27878	SFM	01	L215.70	WORK COMP INSTALLME	0.00	458,214.00
A101.00	370864	07/03/19	27878	SFM	01	L215.70	MN SP COM FUND ASSE	0.00	17,937.00
TOTAL CHECK									476,151.00
A101.00	370865	07/03/19	22930	SIGN PRO	01009760720000	350	CUT VINYL AND LOGOS	0.00	455.13
A101.00	370866	07/03/19	24740	SOCIAL THINKING PUB	01005408740000	433	WE THINKERS! VOLUME	0.00	547.37
A101.00	370866	07/03/19	24740	SOCIAL THINKING PUB	01005408740000	433	WE THINKERS! VOLUME	0.00	103.80
A101.00	370866	07/03/19	24740	SOCIAL THINKING PUB	01005408740000	433	WE THINKERS! VOLUME	0.00	783.32
A101.00	370866	07/03/19	24740	SOCIAL THINKING PUB	01005408740000	433	THINK SOCIAL! A SOC	0.00	594.54
A101.00	370866	07/03/19	24740	SOCIAL THINKING PUB	01005408740000	433	THE ZONES OF REGULA	0.00	415.20
A101.00	370866	07/03/19	24740	SOCIAL THINKING PUB	01005408740000	433	TALKABOUT FOR CHILD	0.00	637.40
A101.00	370866	07/03/19	24740	SOCIAL THINKING PUB	01005408740000	433	SOCIAL THINKING AND	0.00	566.19
A101.00	370866	07/03/19	24740	SOCIAL THINKING PUB	01005408740000	433	FLIPP THE SWITCH: S	0.00	470.96
A101.00	370866	07/03/19	24740	SOCIAL THINKING PUB	01005408740000	433	TALKABOUT FOR TEENA	0.00	224.30
A101.00	370866	07/03/19	24740	SOCIAL THINKING PUB	01005408740000	433	SOCIAL THINKING THI	0.00	174.56
A101.00	370866	07/03/19	24740	SOCIAL THINKING PUB	01005408740000	433	A 5 IS AGAINST THE	0.00	64.98
A101.00	370866	07/03/19	24740	SOCIAL THINKING PUB	01005408740000	433	ESTIMATED SHIPPING/	0.00	458.26
TOTAL CHECK									5,040.88
A101.00	370869	07/03/19	28260	SPED FORMS INC	01005420419000	405	SPED FORMS INC	0.00	14,138.26
A101.00	370881	07/03/19	25921	TURNITIN LLC	01005211302000	460	ORIGINALITY CHECKIN	0.00	14,000.00
A101.00	370881	07/03/19	25921	TURNITIN LLC	01005211302000	460	CAMPUS FEE	0.00	695.00
TOTAL CHECK									14,695.00
A101.00	370882	07/03/19	25724	ULINE	01009760720000	350	HOOK,TICKET,HOLDER	0.00	228.88

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 4
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	370884	07/03/19	27287	USA INFLATABLES	01019291000263	430	DUNK TANK FALL FEST	0.00	2,687.55
A101.00	370906	07/10/19	31557	G&B ENVIRONMENTAL,	01528850302000	520	COUNTRYSIDE CHILLER	0.00	2,244.04
A101.00	370906	07/10/19	31557	G&B ENVIRONMENTAL,	01528850302000	520	COUNTRYSIDE CHILLER	0.00	2,244.04
A101.00	370906	07/10/19	31557	G&B ENVIRONMENTAL,	01529850302000	520	HIGHLANDS CHILLER S	0.00	2,244.05
A101.00	370906	07/10/19	31557	G&B ENVIRONMENTAL,	01529850302000	520	HIGHLANDS CHILLER S	0.00	2,244.05
TOTAL CHECK									8,976.18
A101.00	370909	07/10/19	19983	GURSTEL LAW FIRM PC	01	L215.08	IW LORI CHERNE-9289	0.00	1,040.26
A101.00	370926	07/10/19	29057	RASSIER RICHARD	01021292000000	366	7/30/19 MIILEAGE	0.00	79.00
A101.00	370926	07/10/19	29057	RASSIER RICHARD	01021292000000	366	SUMMER COACH MEET	0.00	500.00
TOTAL CHECK									579.00
A101.00	370936	07/10/19	25899	TOSHIBA BUSINESS SO	01005605302000	370	POS051590 7/1-7/31/	0.00	20.15
A101.00	370936	07/10/19	25899	TOSHIBA BUSINESS SO	01005605302000	370	ACCT SCH 7966212-00	0.00	417.30
A101.00	370936	07/10/19	25899	TOSHIBA BUSINESS SO	01005605302000	370	POS051320 7/1-7/31/	0.00	632.93
A101.00	370936	07/10/19	25899	TOSHIBA BUSINESS SO	01005605302000	370	POS051304 7/1-7/31/	0.00	1,470.59
TOTAL CHECK									2,540.97
A101.00	370942	07/10/19	24336	WINSOR LEARNING INC	01005203302000	460	PO #191020 FY(19-20	0.00	32,844.35
A101.00	370955	07/17/19	31198	ANDERSON AQUISITION	01005760714000	360	STU TRANS-BM-06/19	0.00	507.50
A101.00	370957	07/17/19	00500	ASTLEFORD INTERNATI	01009760720000	402	BELT, PAN	0.00	718.86
A101.00	370957	07/17/19	00500	ASTLEFORD INTERNATI	01009760720000	402	HPB ASSE REMAN, COR	0.00	3,185.85
TOTAL CHECK									3,904.71
A101.00	370958	07/17/19	05628	AUTO PLUS/UNI-SELEC	01009760720000	402	5 50 DISC GRN	0.00	91.55
A101.00	370958	07/17/19	05628	AUTO PLUS/UNI-SELEC	01009760720000	402	36 GRT FIBRE DIS	0.00	6.60
A101.00	370958	07/17/19	05628	AUTO PLUS/UNI-SELEC	01009760720000	402	POLE RV BLADE	0.00	132.02
TOTAL CHECK									111.17
A101.00	370963	07/17/19	15056	CENTERPOINT ENERGY	01020810000000	440	VV CENTERPOINT ENRG	0.00	1,093.56
A101.00	370963	07/17/19	15056	CENTERPOINT ENERGY	01019810000000	440	SV CENTERPOINT ENRG	0.00	1,130.06
A101.00	370963	07/17/19	15056	CENTERPOINT ENERGY	01008810000000	440	ECC CENTERPOINT ENR	0.00	168.01
TOTAL CHECK									2,391.63
A101.00	370964	07/17/19	24945	CENTURY LINK	01005620000000	320	911 DEDICATED LINES	0.00	89.00
A101.00	370965	07/17/19	15809	CONTINENTAL CLAY	01529212000000	430	LO FIRE WHITE CLAY	0.00	346.65
A101.00	370966	07/17/19	01510	CURRICULUM ASSOCIAT	01532203000000	460	QUICK-WORDS HANDBO	0.00	178.08
A101.00	370968	07/17/19	17950	DELEGARD TOOL COMPA	01009760720000	350	CABLE CRIMPER	0.00	50.49
A101.00	370969	07/17/19	01740	SCHOOL SPECIALTY IN	01532203000000	460	WORDS I USE WHEN I	0.00	280.00
A101.00	370972	07/17/19	19645	DISCOUNT STEEL INC	01009760720000	402	PARTS	0.00	461.30
A101.00	370973	07/17/19	30036	LECTURES DE FRANCE&	01005203302000	460	MATERIALS FOR NORMA	0.00	3,218.00

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 5
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	370977	07/17/19	31664	ERIK KJELLBERG	01021292000000	305	VRSTY GRLS SOFTBALL	0.00	300.00
A101.00	370979	07/17/19	31389	FEDEX	01009760720000	305	GROUNDS SERVICES	0.00	16.47
A101.00	370980	07/17/19	01190	FLEETPRIDE	01009760720000	402	FILTER FUEL ELEMENT	0.00	73.00
A101.00	370981	07/17/19	02490	FOLLETT SCHOOL SOLU	01005218388000	430	MUST BE DELIVERED T	0.00	6,459.74
A101.00	370981	07/17/19	02490	FOLLETT SCHOOL SOLU	01005218388000	430	MUST BE DELIVERED T	0.00	4,981.17
A101.00	370981	07/17/19	02490	FOLLETT SCHOOL SOLU	01005218388000	430	MUST BE DELIVERED T	0.00	5,244.45
A101.00	370981	07/17/19	02490	FOLLETT SCHOOL SOLU	01005218388000	430	MUST BE DELIVERED T	0.00	5,628.61
A101.00	370981	07/17/19	02490	FOLLETT SCHOOL SOLU	01005218388000	401	WORKBOOKS FOR COUNT	0.00	5,209.90
A101.00	370981	07/17/19	02490	FOLLETT SCHOOL SOLU	01005203302000	460	MATH IN FOCUS MATH	0.00	760.39
A101.00	370981	07/17/19	02490	FOLLETT SCHOOL SOLU	01527203000000	460	MATH IN FOCUS MATH	0.00	5,674.05
A101.00	370981	07/17/19	02490	FOLLETT SCHOOL SOLU	01529203000000	460	MATH IN FOCUS MATH	0.00	5,766.02
A101.00	370981	07/17/19	02490	FOLLETT SCHOOL SOLU	01528203000000	460	MATH IN FOCUS MATH	0.00	3,026.74
A101.00	370981	07/17/19	02490	FOLLETT SCHOOL SOLU	01532203000000	460	MATH IN FOCUS MATH	0.00	5,239.57
A101.00	370981	07/17/19	02490	FOLLETT SCHOOL SOLU	01526203000000	460	MATH IN FOCUS MATH	0.00	4,959.10
TOTAL CHECK								0.00	52,949.74
A101.00	370985	07/17/19	31666	GARAGE DOOR PLUS	01529850302000	530	NEW GARAGE DOOR/OPE	0.00	1,404.00
A101.00	370986	07/17/19	18200	GENERAL SECURITY SE	01005810000000	305	DW INT MON	0.00	338.59
A101.00	370987	07/17/19	30097	GONOODLE	015282030000096	433	SCHOOL SUBSCRIPTION	0.00	1,250.00
A101.00	370989	07/17/19	27788	GREATAMERICA FINANC	01008105000000	329	MONTHLY POST JULY 1	0.00	184.95
A101.00	370992	07/17/19	03263	HOGLUND BUS AND TRU	01009760720000	350	BOLT BUMPED 36	0.00	86.50
A101.00	370992	07/17/19	03263	HOGLUND BUS AND TRU	01005760302000	548	5 NEW SCHOOL BUSES	0.00	338,796.25
TOTAL CHECK								0.00	338,882.75
A101.00	370999	07/17/19	03720	JERRY'S HARDWARE	01020810000810	401	CUSTODIAL SUPPLIES	0.00	17.46
A101.00	371005	07/17/19	04024	LAKESHORE LEARNING	01532203000000	430	JUMBO PENCILS #MN6	0.00	137.92
A101.00	371005	07/17/19	04024	LAKESHORE LEARNING	01532203000000	430	SAFETY NAME TAGS	0.00	212.69
A101.00	371005	07/17/19	04024	LAKESHORE LEARNING	01532203000000	430	REFILL PACK FOR SAF	0.00	11.44
A101.00	371005	07/17/19	04024	LAKESHORE LEARNING	01532203000000	430	1.5 " RULED CHART P	0.00	239.01
A101.00	371005	07/17/19	04024	LAKESHORE LEARNING	01532203000000	430	SMILING CAKE BIRTHD	0.00	59.75
TOTAL CHECK								0.00	660.81
A101.00	371007	07/17/19	30108	LECTURES DE FRANCE	01005203302000	460	MATH MATERIALS FOR	0.00	1,992.60
A101.00	371007	07/17/19	30108	LECTURES DE FRANCE	01533203000000	430	MATH MATERIALS FOR	0.00	2,750.00
TOTAL CHECK								0.00	4,742.60
A101.00	371009	07/17/19	26066	MAC TOOLS DISTRIBUT	01009760720000	350	TOOLS	0.00	188.98
A101.00	371010	07/17/19	31088	MATSON HOLDING,INC	01009760720000	350	TOOLS	0.00	118.00
A101.00	371010	07/17/19	31088	MATSON HOLDING,INC	01009760720000	350	TOOLS	0.00	538.49
TOTAL CHECK								0.00	656.49
A101.00	371011	07/17/19	30024	MENARDS - EDEN PRAI	01526810000820	401	GARDEN HOSE	0.00	161.46
A101.00	371011	07/17/19	30024	MENARDS - EDEN PRAI	01526810000000	350	WALL REPAIR SUPPLIE	0.00	47.41

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 6
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION----	SALES TAX	AMOUNT
TOTAL CHECK								0.00	208.87
A101.00	371013	07/17/19	04595	MESPA	01005105000000	820	MESPA & NAESP ANNUA	0.00	924.00
A101.00	371014	07/17/19	22660	MIDWEST BUS PARTS I	01009760720000	402	HINGE PLATED BRACKE	0.00	117.30
A101.00	371016	07/17/19	10755	MN DEPT OF LABOR AN	01005810000000	305	ELEVATOR ANNUAL ECC	0.00	100.00
A101.00	371016	07/17/19	10755	MN DEPT OF LABOR AN	01005810000000	305	ELEV ANNUAL SVMS	0.00	200.00
TOTAL CHECK								0.00	300.00
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	01532203000096	430	ON LINE ORDER	0.00	955.00
A101.00	371024	07/17/19	31667	PAVEMENT RESOURCES	01020865384000	520	VVMS REP-SPRAY INJE	0.00	4,350.00
A101.00	371029	07/17/19	15331	PRAIRIE ELECTRIC CO	01019865370000	520	SVMS FLRSCT FIX	0.00	2,518.00
A101.00	371030	07/17/19	06953	PREMIUM WATERS INC	01008105000000	401	HOT/COLD COUNTER TO	0.00	29.95
A101.00	371031	07/17/19	26941	PRODOCON INC	01005810000000	305	MONTHLY & WKLY WTR	0.00	3,322.42
A101.00	371032	07/17/19	15873	REALLY GOOD STUFF I	01527420740000	433	PO #200087	0.00	468.18
A101.00	371032	07/17/19	15873	REALLY GOOD STUFF I	01527420740000	433	PO #190832	0.00	-1.20
TOTAL CHECK								0.00	466.98
A101.00	371034	07/17/19	11526	RICOH USA INC	01005850302000	535	RICHO MAINTENANCE I	0.00	822.80
A101.00	371034	07/17/19	11526	RICOH USA INC	01005850302000	535	RICHO COP7/26-8/25/	0.00	2,387.06
TOTAL CHECK								0.00	3,209.86
A101.00	371038	07/17/19	25649	SCHOOLFINANCES.COM	01005110000000	305	RESEARCH SERIS SUBC	0.00	1,500.00
A101.00	371038	07/17/19	25649	SCHOOLFINANCES.COM	01005110000000	305	FPRM MAINT 19-20	0.00	1,500.00
TOTAL CHECK								0.00	3,000.00
A101.00	371040	07/17/19	13535	SPOK	01005810000000	320	CUSTODIAL PAGER JUL	0.00	4.60
A101.00	371042	07/17/19	27288	ST PAUL STAMP WORKS	01005110000000	401	STAFF MEETING NAME	0.00	19.01
A101.00	371042	07/17/19	27288	ST PAUL STAMP WORKS	01005110000000	401	STAFF MEETING NAME	0.00	19.01
A101.00	371042	07/17/19	27288	ST PAUL STAMP WORKS	01005110000000	401	ESTIMATED SHIPPING/	0.00	7.58
TOTAL CHECK								0.00	45.60
A101.00	371043	07/17/19	22773	SUMMIT FIRE PROTECT	01005865363000	305	ANNUAL FIRE INSPECT	0.00	521.00
A101.00	371049	07/17/19	31371	TOSHIBA FINANCIAL S	01005850302000	530	MONTHLY COPIER LEAS	0.00	344.81
A101.00	371052	07/17/19	28040	TWIN CITY TRANSPORT	01009760728000	360	JUNE TRANS HOMELESS	0.00	1,585.85
A101.00	371052	07/17/19	28040	TWIN CITY TRANSPORT	01009760723000	360	JUNE TRANSP SPED	0.00	3,438.97
TOTAL CHECK								0.00	5,024.82
A101.00	371054	07/17/19	30914	WINDOWS PLUS OF MPL	01008850302000	520	WINDOW TINT 3RD FLO	0.00	7,440.00
A101.00	371055	07/17/19	05410	XCEL ENERGY	01021810000000	330	HS XCEL ENERGY	0.00	34.55
A101.00	371056	07/24/19	24918	ALLSTREAM	01021810000000	320	EHS ALLSTREAM	0.00	609.20

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 7
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	371056	07/24/19	24918	ALLSTREAM	01005620000000	320	DO ALLSTREAM	0.00	1,327.47
A101.00	371056	07/24/19	24918	ALLSTREAM	01532810000000	320	CV ALLSTREAM	0.00	90.14
A101.00	371056	07/24/19	24918	ALLSTREAM	01526810000000	320	CONCORD ALLSTREAM	0.00	90.14
A101.00	371056	07/24/19	24918	ALLSTREAM	01527810000000	320	CORNELIA ALLSTREAM	0.00	111.25
A101.00	371056	07/24/19	24918	ALLSTREAM	01020810000000	320	VVMS ALLSTREAM	0.00	181.12
A101.00	371056	07/24/19	24918	ALLSTREAM	01019810000000	320	SVMS ALLSTREAM	0.00	2.07
A101.00	371056	07/24/19	24918	ALLSTREAM	01528810000000	320	COUNTRYSIDE ALLSTRE	0.00	3.39
A101.00	371056	07/24/19	24918	ALLSTREAM	01529810000000	320	HIGHLANDS ALLSTREAM	0.00	9.16
TOTAL CHECK								0.00	2,423.94
A101.00	371059	07/24/19	24803	APURE INC.	01019050000000	305	WATER FILTRATION SR	0.00	554.00
A101.00	371060	07/24/19	24077	ARMSTRONG HIGH SCHO	010212960000653	369	G JV XC ENTRY FEE	0.00	160.00
A101.00	371060	07/24/19	24077	ARMSTRONG HIGH SCHO	010212940000653	369	G JV XC ENTRY FEE	0.00	160.00
TOTAL CHECK								0.00	320.00
A101.00	371061	07/24/19	11013	ASCD	01019050000000	305	MEMBERSHIP RENEWAL	0.00	239.00
A101.00	371062	07/24/19	10231	ASSOCIATION FOR MID	01019050000000	305	MEMBERSHIP RENEWAL	0.00	114.97
A101.00	371063	07/24/19	00488	AMSD	01005010000000	820	MEMBERSHIP DUES 19-	0.00	10,282.00
A101.00	371064	07/24/19	13964	ATHENA AWARDS COMMI	01021292000000	820	19-20 MEMBERSHIP	0.00	100.00
A101.00	371067	07/24/19	26385	BREAKDOWN SPORTS US	010212960000669	369	BREAKDOWN VBALL FEE	0.00	85.00
A101.00	371069	07/24/19	01012	BSN SPORTS, LLC	010212940000654	430	FOOTBALL GIRDLES	0.00	1,080.00
A101.00	371069	07/24/19	01012	BSN SPORTS, LLC	010212940000654	430	FOOTBALL GIRDLES OR	0.00	1,445.90
A101.00	371069	07/24/19	01012	BSN SPORTS, LLC	010212940000654	430	FOOTBALLS WITH DECO	0.00	2,310.94
TOTAL CHECK								0.00	4,836.84
A101.00	371071	07/24/19	15056	CENTERPOINT ENERGY	01019810000000	440	SV CENTERPOINT ENER	0.00	403.06
A101.00	371071	07/24/19	15056	CENTERPOINT ENERGY	01008810000000	440	ECC CENTERPOINT ENE	0.00	526.76
A101.00	371071	07/24/19	15056	CENTERPOINT ENERGY	01526810000000	440	CONCORD CENTERPOINT	0.00	642.85
TOTAL CHECK								0.00	1,572.67
A101.00	371072	07/24/19	24945	CENTURY LINK	01005620000000	320	DMTS MONTHLY SRVC C	0.00	132.06
A101.00	371072	07/24/19	24945	CENTURY LINK	01532810000000	320	CV MON SVC CHARGE	0.00	159.23
TOTAL CHECK								0.00	291.29
A101.00	371074	07/24/19	01321	CITY OF EDINA	01008810000000	331	COMMUNITY CNTR WATE	0.00	3,358.85
A101.00	371074	07/24/19	01321	CITY OF EDINA	01019810000000	331	SVMS/ND ATH FIELD W	0.00	7,892.79
TOTAL CHECK								0.00	11,251.64
A101.00	371079	07/24/19	21360	EDEN PRAIRIE HIGH S	010212940000653	369	JV B XC ENTRY FEE	0.00	100.00
A101.00	371082	07/24/19	31666	GARAGE DOOR PLUS	01532850302000	520	NEW GARAGE DOOR&OPE	0.00	1,404.00
A101.00	371084	V 07/24/19	30885	GEORGIANNA WHITE	01005204414000	366	ART TOUR	0.00	-33.00
A101.00	371084	V 07/24/19	30885	GEORGIANNA WHITE	01005204414000	366	UBER RIDES	0.00	-70.57
A101.00	371084	V 07/24/19	30885	GEORGIANNA WHITE	01005204414000	366	DAILY FOOD EXPENSES	0.00	-240.00
A101.00	371084	07/24/19	30885	GEORGIANNA WHITE	01005204414000	366	ART TOUR	0.00	33.00

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 8
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT	
A101.00	371084	07/24/19	30885	GEORGIANNA WHITE	01005204414000	366	UBER RIDES	0.00	70.57	
A101.00	371084	07/24/19	30885	GEORGIANNA WHITE	01005204414000	366	DAILY FOOD EXPENSES	0.00	240.00	
TOTAL CHECK									0.00	0.00
A101.00	371085	07/24/19	27788	GREATAMERICA FINANC	010190500000000	305	POSTAGE METER RENTA	0.00	201.95	
A101.00	371087	07/24/19	17719	HOPKINS PUBLIC SCHO	01021294000653	369	B XC ENTRY FEE	0.00	150.00	
A101.00	371090	07/24/19	03720	JERRY'S HARDWARE	015288100000000	350	FIX RAILING AT CS	0.00	12.68	
A101.00	371090	07/24/19	03720	JERRY'S HARDWARE	01021810000810	401	SUPPLIES	0.00	39.13	
A101.00	371090	07/24/19	03720	JERRY'S HARDWARE	01532810000810	401	MISC BUILD SUPPLIES	0.00	49.06	
A101.00	371090	07/24/19	03720	JERRY'S HARDWARE	01529810000810	401	SUPPLIES	0.00	89.99	
A101.00	371090	07/24/19	03720	JERRY'S HARDWARE	01021810000810	401	SUPPLIES CREDIT	0.00	-39.13	
A101.00	371090	07/24/19	03720	JERRY'S HARDWARE	010218100000000	350	BLDG REPAIR MATERIA	0.00	3.20	
A101.00	371090	07/24/19	03720	JERRY'S HARDWARE	01529810000810	401	SUPPLIES	0.00	5.97	
TOTAL CHECK									0.00	160.90
A101.00	371093	07/24/19	22989	LAKEVILLE NORTH HIG	01021296000653	369	G XC ENTRY FEE	0.00	125.00	
A101.00	371094	07/24/19	23677	LAKEVILLE SOUTH HIG	01021294000655	369	B GOLF ENTRY FEE	0.00	450.00	
A101.00	371096	07/24/19	14189	LOUIS DEGIDIO SERVI	010218100000000	350	STEAM BOILER REPAIR	0.00	714.53	
A101.00	371099	07/24/19	14980	MASBO	010051100000000	366	MASBO 2019 LEVY CER	0.00	50.00	
A101.00	371100	07/24/19	09167	MENARDS - GOLDEN VA	01528810000810	401	GROUNDS TOOLS	0.00	375.33	
A101.00	371101	07/24/19	30024	MENARDS - EDEN PRAI	01529810000810	401	SUPPLIES	0.00	104.96	
A101.00	371102	07/24/19	24523	MESSERLI & KRAMER P	01	L215.08	IW-STEVEN KETTER 05	0.00	224.26	
A101.00	371102	07/24/19	24523	MESSERLI & KRAMER P	01	L215.08	IW-STEVEN KETTER 05	0.00	361.37	
TOTAL CHECK									0.00	585.63
A101.00	371103	07/24/19	20037	METRO ELEVATOR INC	010218100000000	350	ELEVATOR DOOR REPAI	0.00	206.25	
A101.00	371104	07/24/19	18737	METRO SALES INC	010212920000000	305	QRTLY COPIER CONTRA	0.00	457.00	
A101.00	371104	07/24/19	18737	METRO SALES INC	010212920000000	305	COPIER RENTAL FEE	0.00	103.00	
TOTAL CHECK									0.00	560.00
A101.00	371105	07/24/19	15692	MSBA -- MINNESOTA S	010050100000000	820	ASSOC DUES&POLICY S	0.00	14,164.00	
A101.00	371110	07/24/19	20814	NSPA-NATIONAL SCHOL	01021291000296	430	ZEPHYRUS ANN RENEWA	0.00	129.00	
A101.00	371111	07/24/19	29053	OFFISOURCE INC	01529850302000	520	2 BLINDS RM 31,33&4	0.00	3,740.00	
A101.00	371112	07/24/19	05833	POSTMASTER	010051090000000	329	BTS POSTCARD-POSTAG	0.00	1,000.00	
A101.00	371113	07/24/19	15331	PRAIRIE ELECTRIC CO	010218100000000	350	REPLC DEFCTVE SWITC	0.00	1,830.00	
A101.00	371113	07/24/19	15331	PRAIRIE ELECTRIC CO	010218100000000	350	REMOVAL OBSOLETE LG	0.00	135.00	
TOTAL CHECK									0.00	1,965.00
A101.00	371114	07/24/19	11873	RATWIK ROSZAK & MAL	010051100000000	307	LEGAL SERVICES	0.00	616.00	

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 9
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101.00	371114	07/24/19	11873	RATWIK ROSZAK & MAL	01005110000000	307	LEGAL SERVICES	0.00	110.00
TOTAL CHECK									726.00
A101.00	371116	07/24/19	26674	RUSSELL SECURITY RE	01526203302000	530	DOOR FIX	0.00	350.00
A101.00	371117	07/24/19	13425	SAM'S CLUB/SYNCHRON	01020211000000	430	OFFICE	0.00	32.32
A101.00	371118	07/24/19	06922	SCHOOL SERVICE EMPL	01	L215.08	UNION DUES WITHHOLD	0.00	1,770.01
A101.00	371119	07/24/19	20107	SHRED-IT USA INC	01019211000000	305	SHREDDING SERVICE	0.00	285.89
A101.00	371120	07/24/19	22930	SIGN PRO	01005810000000	305	BANNER ADVERTISEMEN	0.00	274.05
A101.00	371121	07/24/19	08656	SPS COMPANIES INC	01526810000820	401	REPAIR PARTS	0.00	143.75
A101.00	371123	07/24/19	07010	SUPREME SCHOOL SUPP	01528203000000	401	TEACHER PLANNING BO	0.00	77.00
A101.00	371123	07/24/19	07010	SUPREME SCHOOL SUPP	01528203000000	401	PRICE CHANGE FOR PL	0.00	5.00
A101.00	371123	07/24/19	07010	SUPREME SCHOOL SUPP	01528203000000	401	ESTIMATED SHIPPING/	0.00	11.33
TOTAL CHECK									93.33
A101.00	371124	07/24/19	30016	SWEDEBRO	01021850302000	520	LOADING DOCK/BREAKR	0.00	7,325.00
A101.00	371127	07/24/19	25724	ULINE	01021850302000	520	FOLDING TABLE DOLLY	0.00	1,101.47
A101.00	371129	07/24/19	26510	UNIVERSAL ATHLETIC	01021294000654	430	FOOTBALL NUMBER DEC	0.00	47.45
A101.00	371131	07/24/19	05410	XCEL ENERGY	01019810000000	330	SV XCEL ENERGY	0.00	10,906.25
A101.00	371162	07/31/19	31687	AABACA, INC	01019291000251	430	CHOIR KEYBOARD& STA	0.00	1,798.00
A101.00	371163	07/31/19	31689	ARCHWAY CONTRACTING	01005850302000	530	REPAIR GUTTERS	0.00	500.00
A101.00	371165	07/31/19	00911	CITY OF EDINA - BRA	01021292000000	305	HANGING HOCKEY BANN	0.00	611.10
A101.00	371166	07/31/19	15056	CENTERPOINT ENERGY	01527810000000	440	CENTERPOINT CORNELI	0.00	546.74
A101.00	371166	07/31/19	15056	CENTERPOINT ENERGY	01528810000000	440	CENTERPOINT COUNTRY	0.00	877.43
A101.00	371166	07/31/19	15056	CENTERPOINT ENERGY	01529810000000	440	CENTERPOINT HIGHLAN	0.00	200.43
A101.00	371166	07/31/19	15056	CENTERPOINT ENERGY	01020810000000	440	CENTERPOINT ENERGY	0.00	226.07
A101.00	371166	07/31/19	15056	CENTERPOINT ENERGY	01021810000000	440	CENTERPOINT ENERGY	0.00	446.27
A101.00	371166	07/31/19	15056	CENTERPOINT ENERGY	01532810000000	440	CENTERPOINT ENERGY	0.00	152.52
A101.00	371166	07/31/19	15056	CENTERPOINT ENERGY	01009760720000	440	CENTERPOINT BUS GAR	0.00	173.55
TOTAL CHECK									2,623.01
A101.00	371167	07/31/19	15629	CHAMPLIN PARK HIGH	01021296000653	369	XC ENTRY FEE G	0.00	200.00
A101.00	371168	07/31/19	01321	CITY OF EDINA	01005850302000	530	200 STERLING PLOW T	0.00	18,000.00
A101.00	371172	07/31/19	01740	SCHOOL SPECIALTY IN	01019211000277	430	PLANNERS	0.00	2,210.00
A101.00	371173	07/31/19	19645	DISCOUNT STEEL INC	01020810000810	401	CUSTODIAL SUPPLIES	0.00	76.25
A101.00	371174	07/31/19	21013	SHRED RIGHT	01528203000000	430	PAPER SHREDDING	0.00	82.21

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 10
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	371175	07/31/19	31680	ECHO BAY PUBLISHING	01005020000000	305	SPEAKING ENGAGEMENT	0.00	6,500.00
A101.00	371176	07/31/19	30242	FRASER CHILD AND FA	01005400000000	394	PSYCHOTHERAPY	0.00	5,698.00
A101.00	371176	07/31/19	30242	FRASER CHILD AND FA	01005400000000	394	PSYCHOTHERAPY	0.00	154.00
A101.00	371176	07/31/19	30242	FRASER CHILD AND FA	01005400000000	394	PSYCHOTHERAPY	0.00	616.00
A101.00	371176	07/31/19	30242	FRASER CHILD AND FA	01005400000000	394	PSYCHOTHERAPY	0.00	2,079.00
TOTAL CHECK								0.00	8,547.00
A101.00	371178	07/31/19	31666	GARAGE DOOR PLUS	01528850302000	530	COUNTRYSIDE GARAGE	0.00	1,404.00
A101.00	371179	07/31/19	22560	INTELLIGERE INC	01005219317000	358	INTERPRETER FOR EL	0.00	50.00
A101.00	371180	07/31/19	30885	GEORGIANNA WHITE	01005204414000	366	FD EXP/TRAVEL EXP/A	0.00	343.57
A101.00	371181	07/31/19	16079	GRAPHIC SOURCE	01021292000000	305	HOCKEY BANNERS	0.00	538.00
A101.00	371181	07/31/19	16079	GRAPHIC SOURCE	01021292000000	305	KUHLMAN WALL REPRIN	0.00	1,500.00
TOTAL CHECK								0.00	2,038.00
A101.00	371182	07/31/19	27788	GREATAMERICA FINANC	01019211000000	329	POSTAGE METER RENTA	0.00	175.95
A101.00	371183	07/31/19	21719	GREEN LIGHTS RECYCL	01528865349000	305	LGT BLB RECYCLE CS	0.00	57.75
A101.00	371183	07/31/19	21719	GREEN LIGHTS RECYCL	01008865349000	305	LGT BLB RECYCLE ECC	0.00	77.00
A101.00	371183	07/31/19	21719	GREEN LIGHTS RECYCL	01019865349000	305	LGT BLB RECYCLE SVM	0.00	150.61
TOTAL CHECK								0.00	285.36
A101.00	371184	07/31/19	15367	H&B SPECIALIZED PRO	01526865379000	520	GYM PADDING-CD ELEM	0.00	9,318.00
A101.00	371185	07/31/19	18392	HEALY AWARDS INC	01021292000000	530	ACTIVITY PASS 19-20	0.00	157.17
A101.00	371186	07/31/19	24664	HODGE PRODUCTS INC	01019211000277	430	COMBINATION LOCKS	0.00	2,044.00
A101.00	371188	07/31/19	12665	JESSEN PRESS INC	01005105000000	401	EPS EXPERIENCE-SUMM	0.00	5,955.00
A101.00	371192	07/31/19	12602	MASMS	01005810000000	366	MASMS CONF-19 SHAWN	0.00	55.00
A101.00	371193	07/31/19	31686	MAUCK AND SON	01021294000673	302	BOYS JV/VRSTY LAX	0.00	133.00
A101.00	371194	07/31/19	04485	MCGRAW-HILL SCHOOL	01005211302000	460	ALEKS STANDALONE 40	0.00	3,500.00
A101.00	371195	07/31/19	30024	MENARDS - EDEN PRAI	01008810000000	350	BUILDING SUPPLIES	0.00	5.98
A101.00	371196	07/31/19	25610	MOTG-MINNESOTA OFFI	01533050000000	401	JUNE COPY USAGE	0.00	9.15
A101.00	371196	07/31/19	25610	MOTG-MINNESOTA OFFI	01020211000000	305	PRINTERS	0.00	128.56
A101.00	371196	07/31/19	25610	MOTG-MINNESOTA OFFI	01533203000000	430	JUNE COPY USAGE	0.00	189.34
A101.00	371196	07/31/19	25610	MOTG-MINNESOTA OFFI	01528203000000	430	USAGE 6/3-7/2/19	0.00	400.99
TOTAL CHECK								0.00	728.04
A101.00	371197	07/31/19	13778	MINNESOTA STATE UNI	01005105000000	401	JOB FAIR	0.00	87.50
A101.00	371198	07/31/19	26125	MN PEIP	01005203797000	291	RETIREEES/COBRA	0.00	27,966.94
A101.00	371198	07/31/19	26125	MN PEIP	01	L215.20	CURRENT TEACHERS	0.00	643,881.70

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 11
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
TOTAL CHECK								0.00	671,848.64
A101.00	371199	07/31/19	04847	MTI DISTRIBUTING IN	01005810000820	401	GROUNDS SUPPLIES-DW	0.00	206.79
A101.00	371201	07/31/19	18489	NCPERS GROUP LIFE I	01	L215.40	EMPLOYEE WITHHOLDING	0.00	32.00
A101.00	371202	07/31/19	30120	NOREDINK CORP	01005211302000	460	NOREDINK PREM SITE	0.00	10,500.00
A101.00	371203	07/31/19	14573	NWEA -- NORTHWEST E	01005218388000	366	NWEA-LAKVILLE SYMPO	0.00	500.00
A101.00	371204	07/31/19	24673	PITNEY BOWES EASYPE	01005109000000	329	BULK MAIL POSTAGE	0.00	2,105.08
A101.00	371205	07/31/19	15331	PRAIRIE ELECTRIC CO	01019850302000	520	INSTALLED RECEPTACL	0.00	3,072.88
A101.00	371207	07/31/19	22996	RJ MECHANICAL INC	01527810000000	350	WATER HEATER MODULE	0.00	447.87
A101.00	371208	07/31/19	26568	S & J GLASS INC	01019865368000	520	SVMS 2019 WINDOW RE	0.00	94,263.75
A101.00	371208	07/31/19	26568	S & J GLASS INC	01019865368000	520	SVMS 2019 WINDOW RE	0.00	259,397.50
TOTAL CHECK								0.00	353,661.25
A101.00	371210	07/31/19	21881	SHAMROCK GROUP	01021292000000	305	KUHLMAN ICE MACHINE	0.00	226.93
A101.00	371211	07/31/19	17725	SIGNUM SIGNS AND GR	01005605335000	401	NAME PLATES & HOLDE	0.00	45.00
A101.00	371213	07/31/19	06875	STATE SUPPLY COMPAN	01527810000000	350	PRESSURE GAUGES	0.00	133.98
A101.00	371215	07/31/19	30096	SUMMIT COMPANIES	01005865363000	305	ANNIAL SPRINKLER IN	0.00	370.00
A101.00	371215	07/31/19	30096	SUMMIT COMPANIES	01005865363000	305	ANNUAL SPRINKLER IN	0.00	815.00
A101.00	371215	07/31/19	30096	SUMMIT COMPANIES	01005865363000	305	ANNUAL FIRE ALARM	0.00	1,006.00
A101.00	371215	07/31/19	30096	SUMMIT COMPANIES	01005865363000	305	ANNUAL FIRE INSPECT	0.00	2,032.00
TOTAL CHECK								0.00	4,223.00
A101.00	371217	07/31/19	30934	TEACHERS' CURRICULU	01005211302000	460	SHIPPING	0.00	456.75
A101.00	371217	07/31/19	30934	TEACHERS' CURRICULU	01005211302000	460	TEXTBOOKS FOR EHS S	0.00	9,135.00
TOTAL CHECK								0.00	9,591.75
A101.00	371220	07/31/19	25899	TOSHIBA BUSINESS SO	01005605302000	370	POS051590 7/1-7/31/	0.00	20.15
A101.00	371220	07/31/19	25899	TOSHIBA BUSINESS SO	01005605302000	370	POS051320 7/1-7/31/	0.00	632.93
A101.00	371220	07/31/19	25899	TOSHIBA BUSINESS SO	01005605302000	370	ACCT SCH 7966212-00	0.00	800.28
A101.00	371220	07/31/19	25899	TOSHIBA BUSINESS SO	01005605302000	370	POS051304 7/1-7/31/	0.00	1,470.59
TOTAL CHECK								0.00	2,923.95
A101.00	371221	07/31/19	25921	TURNITIN LLC	01005211302000	460	TURNITIN CAMPUS FEE	0.00	695.00
A101.00	371221	07/31/19	25921	TURNITIN LLC	01005211302000	460	TURNITIN FBS W/INTE	0.00	14,000.00
TOTAL CHECK								0.00	14,695.00
A101.00	371222	07/31/19	31688	TWIN CITY ROTARY LL	01019850302000	520	GRIND PREP LOCKER R	0.00	11,801.00
A101.00	371223	07/31/19	30095	UNITED RENTALS (NOR	01005865347000	305	ANNUAL HIGH LIFT IN	0.00	269.86
A101.00	371223	07/31/19	30095	UNITED RENTALS (NOR	01005865347000	305	ANNUAL HIGH LIFT IN	0.00	296.86
A101.00	371223	07/31/19	30095	UNITED RENTALS (NOR	01005865347000	305	ANNUAL HIGH LIFT IN	0.00	318.45
A101.00	371223	07/31/19	30095	UNITED RENTALS (NOR	01005865347000	305	ANNUAL HIGH LIFT IN	0.00	318.45

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 12
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	371223	07/31/19	30095	UNITED RENTALS (NOR	01005865347000	305	ANNUAL HIGH LIFT IN	0.00	329.81
A101.00	371223	07/31/19	30095	UNITED RENTALS (NOR	01005865347000	305	ANNUAL HIGH LIFT IN	0.00	329.81
A101.00	371223	07/31/19	30095	UNITED RENTALS (NOR	01005865347000	305	ANNUAL HIGH LIFT IN	0.00	336.70
A101.00	371223	07/31/19	30095	UNITED RENTALS (NOR	01005865347000	305	ANNUAL HIGH LIFT IN	0.00	340.61
A101.00	371223	07/31/19	30095	UNITED RENTALS (NOR	01005865347000	305	ANNUAL HIGH LIFT IN	0.00	340.61
TOTAL CHECK								0.00	2,881.16
A101.00	371226	07/31/19	31684	VARSTY ATHLETIC AP	01021292000000	530	CHENILE LETTERS	0.00	1,665.00
A101.00	371227	07/31/19	05410	XCEL ENERGY	01009760720000	330	XCEL ENERGY BUS GAR	0.00	361.48
A101.00	V14445	07/03/19	E20685	BRYAN E BASS	01005105000000	401	BARNES & NOBLE BOOK	0.00	28.80
A101.00	V14445	07/03/19	E20685	BRYAN E BASS	01005105000000	401	FLIGHT FOR BOOT CAM	0.00	458.60
TOTAL CHECK								0.00	487.40
A101.00	V14451	07/03/19	E20325	ELIZABETH K HOUTZ	01005640316000	366	PROF-THINKING	0.00	526.43
A101.00	V14453	07/03/19	E15485	JOHN SCHULTZ	01005020000000	366	MONTHLY AUTO ALLOWA	0.00	700.00
A101.00	V14454	07/03/19	E20611	JORDAN A JOHNSON	01005109000000	366	MILEAGE REIMB	0.00	54.93
A101.00	V14454	07/03/19	E20611	JORDAN A JOHNSON	01005109000000	320	PHONE REIMB	0.00	122.48
TOTAL CHECK								0.00	177.41
A101.00	V14488	07/17/19	E5185	RONALD G MICHALETZ	01532810000000	320	CELL PHONE REIMB	0.00	65.00
A101.00	V14494	07/24/19	E7970	GARY R AASEN	01021292000000	820	B-TENNIS MSHSCA 19-	0.00	53.50
A101.00	V14495	07/24/19	E9407	BRETT COPE	01005810000000	320	JULY PHONE	0.00	53.03
A101.00	V14496	07/24/19	E12198	ELIZABETH V CORNWEL	01020050000000	320	PHONE BILL MAR - MA	0.00	195.00
A101.00	V14497	07/24/19	E12245	MATTHEW E GABRIELSO	01021292000000	820	MSHSCA 19-20	0.00	74.75
A101.00	V14498	07/24/19	E5804	DEBRA K RICHARDS	01005211313000	366	AVID PARKING	0.00	53.09
A101.00	V14499	07/24/19	E14789	DONNA ROPER	01005630000000	320	MILEAGE REIMB	0.00	148.48
A101.00	V14499	07/24/19	E14789	DONNA ROPER	01005630000000	320	REIMB FOR CELL PHON	0.00	720.00
TOTAL CHECK								0.00	868.48
A101.00	V14500	07/24/19	E12167	AMANDA N SCHUTZ	01005211313000	366	CLRT TRAINING LVL 1	0.00	136.88
A101.00	V14501	07/24/19	10511	CARLA C STEFFEN	01021292000000	820	MSHSCA 19-20	0.00	47.50
A101.00	V14502	07/24/19	E13831	ZHUO WANG	01020211733240	360	CHINESE BUFFET QTY	0.00	518.84
A101.00	V14503	07/31/19	E14106	DANIEL N BARTLETT	01005204414000	366	TRAINING MILEAGE/FO	0.00	254.55
A101.00	V14504	07/31/19	E15486	ANDREW J BEATON	01021050000901	299	CHROMEBOOK	0.00	500.00
A101.00	V14505	07/31/19	E12198	ELIZABETH V CORNWEL	01020050000000	320	PHONE BILL	0.00	65.00
A101.00	V14507	07/31/19	E5292	SUSAN M CUCCHIARELL	01020640316000	366	CONFERENCE	0.00	108.12

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 13
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	V14508	07/31/19	E11091	SHAWN G DRAVES	01021810000000	320	CELL PHONE BILL	0.00	130.00
A101.00	V14509	07/31/19	E14239	CURT E JOHANSON	01005810000000	320	PHONE REIMB	0.00	65.00
A101.00	V14510	07/31/19	E15485	JOHN SCHULTZ	01005020000000	366	AUTO ALLOWANCE	0.00	700.00
A101.00	V14511	07/31/19	E7314	SCOTT B JOHNSON	01021292000000	820	MSHCS 19-20	0.00	37.50
A101.00	V14512	07/31/19	E14864	BRENT C KALEY	01005810000820	401	GROUND SUPPLIES	0.00	18.26
A101.00	V14512	07/31/19	E14864	BRENT C KALEY	01005810000000	320	PHONE REIMB	0.00	104.94
TOTAL CHECK								0.00	123.20
A101.00	V14513	07/31/19	E15064	DERRIN D LAMKER	01021292000000	820	MSHCA 19-20 MEMBERS	0.00	69.75
A101.00	V14514	07/31/19	E9061	CARMINE LEVOIR	01019291000263	430	STU AMBASSADOR SHIR	0.00	375.51
A101.00	V14515	07/31/19	E9421	LISA MASICA	01527050000000	320	CELL PHONE REIMB	0.00	195.00
A101.00	V14515	07/31/19	E9421	LISA MASICA	01527050000901	299	APPLE I PHONE 7	0.00	590.31
TOTAL CHECK								0.00	785.31
A101.00	V14517	07/31/19	E12203	PAMELA V MUUS	01535412740000	366	MILEAGE	0.00	23.95
A101.00	V14518	07/31/19	E5755	TIMOTHY J RODEN	01020810000000	320	CELL PHONE REIMB	0.00	65.00
A101.00	V14519	07/31/19	E10968	KATHERINE L AAFEDT	01021292000000	820	19-20 MSHSCA MEMBER	0.00	53.50
A101.00	V14520	07/31/19	E15318	JARED D SCRIBNER	01021292000000	820	MSHSCA 19-20 MEMBER	0.00	47.50
A101.00	V14521	07/31/19	E8056	KORY M SMITH	01020810000000	320	CELL PHONE REIMB	0.00	65.00
A101.00	V14522	07/31/19	E8436	LYNN L SOSNOWSKI	01021292000000	820	19-20 MSHSCA MEMBER	0.00	63.50
TOTAL CASH ACCOUNT								0.00	3,350,047.00
TOTAL FUND								0.00	3,350,047.00

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 14
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 02 - FOOD SERVICES

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	370834	07/03/19	15727	MINNESOTA DEPARTMEN	02005770707000	305	COUNTRYSIDE HOSP FE	0.00	40.00
A101.00	370834	07/03/19	15727	MINNESOTA DEPARTMEN	02005770707000	305	CREEK VALLEY HOSP F	0.00	40.00
A101.00	370834	07/03/19	15727	MINNESOTA DEPARTMEN	02005770707000	305	CYBER CAFE/SOUTH VI	0.00	40.00
A101.00	370834	07/03/19	15727	MINNESOTA DEPARTMEN	02005770707000	305	EHS HOSPITALITY FEE	0.00	40.00
A101.00	370834	07/03/19	15727	MINNESOTA DEPARTMEN	02005770707000	305	HIGHLANDS HOSP FEE	0.00	40.00
A101.00	370834	07/03/19	15727	MINNESOTA DEPARTMEN	02005770707000	305	NORMANDALE HOSP FEE	0.00	40.00
A101.00	370834	07/03/19	15727	MINNESOTA DEPARTMEN	02005770707000	305	SOUTH VIEW HOSP FEE	0.00	40.00
A101.00	370834	07/03/19	15727	MINNESOTA DEPARTMEN	02005770707000	305	VALLEY VIEW HOSP FE	0.00	40.00
A101.00	370834	07/03/19	15727	MINNESOTA DEPARTMEN	02005770707000	305	DE CAFE HOSP FEE	0.00	40.00
A101.00	370834	07/03/19	15727	MINNESOTA DEPARTMEN	02005770707000	305	VV HOSPITALITY FEE	0.00	40.00
A101.00	370834	07/03/19	15727	MINNESOTA DEPARTMEN	02005770707000	305	CONCRD HOSPITALITY	0.00	40.00
A101.00	370834	07/03/19	15727	MINNESOTA DEPARTMEN	02005770707000	305	CORNELIA HOSPITALIT	0.00	40.00
TOTAL CHECK								0.00	480.00
TOTAL CASH ACCOUNT								0.00	480.00
TOTAL FUND								0.00	480.00

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 15
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 04 - COMMUNITY SERVICE FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	370904	07/10/19	23374	EBS CAMPS INC	04005585362503	305	78-JB1, 78-ST1	0.00	1,695.75
A101.00	370940	07/10/19	20097	UPPER LAKES FOODS I	04526570321000	490	KC CARNIVAL SNACKS	0.00	188.71
A101.00	370940	07/10/19	20097	UPPER LAKES FOODS I	04527570321000	490	KC CARNIVAL SNACKS	0.00	188.71
A101.00	370940	07/10/19	20097	UPPER LAKES FOODS I	04528570321000	490	KC CARNIVAL SNACKS	0.00	188.71
A101.00	370940	07/10/19	20097	UPPER LAKES FOODS I	04529570321000	490	KC CARNIVAL SNACKS	0.00	188.72
A101.00	370940	07/10/19	20097	UPPER LAKES FOODS I	04533570321000	490	KC CARNIVAL SNACKS	0.00	188.72
A101.00	370940	07/10/19	20097	UPPER LAKES FOODS I	04532570321000	490	KC CARNIVAL SNACKS	0.00	188.72
A101.00	370940	07/10/19	20097	UPPER LAKES FOODS I	04529570321000	490	KC SNACKS	0.00	846.56
A101.00	370940	07/10/19	20097	UPPER LAKES FOODS I	04532570321000	490	KC SNACKS	0.00	846.56
A101.00	370940	07/10/19	20097	UPPER LAKES FOODS I	04528570321000	490	KC SNACKS	0.00	846.57
TOTAL CHECK								0.00	3,671.98
A101.00	370950	07/17/19	31663	AFFORDABLE INFLATAB	04526570321000	305	CARNIVAL INFLATABLE	0.00	75.00
A101.00	370950	07/17/19	31663	AFFORDABLE INFLATAB	04527570321000	305	CARNIVAL INFLATABLE	0.00	75.00
A101.00	370950	07/17/19	31663	AFFORDABLE INFLATAB	04528570321000	305	CARNIVAL INFLATABLE	0.00	75.00
A101.00	370950	07/17/19	31663	AFFORDABLE INFLATAB	04529570321000	305	CARNIVAL INFLATABLE	0.00	75.00
A101.00	370950	07/17/19	31663	AFFORDABLE INFLATAB	04532570321000	305	CARNIVAL INFLATABLE	0.00	75.00
A101.00	370950	07/17/19	31663	AFFORDABLE INFLATAB	04533570321000	305	CARNIVAL INFLATABLE	0.00	75.00
TOTAL CHECK								0.00	450.00
A101.00	370952	07/17/19	18580	ALLIANCE FRANCOISE	04008505321502	305	BEGINNER 1 FRENCH	0.00	1,190.00
A101.00	370956	07/17/19	23347	ART SPARK LLC	04005585362503	305	ART CLASSES	0.00	8,772.00
A101.00	370967	07/17/19	27150	DEBERG WILLIAM M	04005585362503	305	78-22, 78-46 ALL/WK	0.00	11,025.00
A101.00	370984	07/17/19	30056	FUN ENGINEERZ LLC	04005585362503	305	SURVIVOR ISLAND	0.00	2,200.00
A101.00	370991	07/17/19	26627	HILLS-BONCZYK SUMME	04008505321503	305	GENTLE KRIPALU YOGA	0.00	280.00
A101.00	370994	07/17/19	27194	INGINA LLC	04005585362503	305	ROBLOX/CODER SQD	0.00	4,515.00
A101.00	371002	07/17/19	24592	KIDCREATE STUDIO	04005585362503	305	MARV MSY/ROOM RULES	0.00	2,910.00
A101.00	371041	07/17/19	21250	SPORTS UNLIMITED	04005585362503	305	CHEER/SOCCER/FB	0.00	6,306.00
A101.00	371046	07/17/19	10603	THREE RIVERS PARK D	04005585362503	305	ONSITE GRP ED JULY	0.00	1,120.00
A101.00	371112	07/24/19	05833	POSTMASTER	04005505321000	305	BULK MAIL POSTAGE	0.00	2,500.00
A101.00	371169	07/31/19	31670	DARIN ANDERSON	04005585362503	305	GUEST CONDUCTOR	0.00	75.00
A101.00	371170	07/31/19	31672	DAVID BLOCK	04005585362503	305	GUEST CONDUCTOR	0.00	75.00
A101.00	371171	07/31/19	27150	DEBERG WILLIAM M	04005585362503	305	78-22,78-46 7/15-7/	0.00	8,032.50
A101.00	371177	07/31/19	30056	FUN ENGINEERZ LLC	04005585362503	305	60 SEC OR LESS 7/15	0.00	770.00
A101.00	371187	07/31/19	27194	INGINA LLC	04005585362503	305	HOVERCRFTS, LEGO BO	0.00	3,300.00
A101.00	371187	07/31/19	27194	INGINA LLC	04005585362503	305	ROCKET LNCH, BTTL B	0.00	3,790.00
TOTAL CHECK								0.00	7,090.00

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 16
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 04 - COMMUNITY SERVICE FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	371189	07/31/19	24592	KIDCREATE STUDIO	04005585362503	305	ALL ABOUT ME 7/15	0.00	970.00
A101.00	371189	07/31/19	24592	KIDCREATE STUDIO	04005585362503	305	SPRKL LOVE/HOW TO D	0.00	2,328.00
TOTAL CHECK								0.00	3,298.00
A101.00	371190	07/31/19	28991	KRENNER CHARLES	04005585362503	305	QUARTET PERFORMANCE	0.00	75.00
A101.00	371191	07/31/19	31671	MARGARET SWANSON BL	04005585362503	305	GUEST CONDUCTOR	0.00	75.00
A101.00	371197	07/31/19	13778	MINNESOTA STATE UNI	04005505321000	401	JOB FAIR	0.00	87.50
A101.00	371200	07/31/19	31673	NATSUKI KUMAGAI	04005585362503	305	78-ORCH7	0.00	100.00
A101.00	371206	07/31/19	30054	QUARTER GROUP PERFO	04005585362503	305	MUSICAL MASHUP 7/8-	0.00	1,360.00
A101.00	371209	07/31/19	93174	SAFEWAY DRIVING SCH	04005585362503	305	715-DR5/DR6	0.00	19,500.00
A101.00	371212	07/31/19	21250	SPORTS UNLIMITED	04005585362503	305	JULY 22-25	0.00	2,430.00
A101.00	371212	07/31/19	21250	SPORTS UNLIMITED	04005585362503	305	JULY 15-18	0.00	4,050.00
TOTAL CHECK								0.00	6,480.00
A101.00	371214	07/31/19	31683	STEVEN C KUMAGAI	04008505321501	305	STREET DANCE MUSIC	0.00	250.00
A101.00	371218	07/31/19	31668	THE OK FACTOR	04005585362503	305	GUEST CONDUCTOR	0.00	100.00
A101.00	371219	07/31/19	10603	THREE RIVERS PARK D	04005585362503	305	ON SITE GRP ED JULY	0.00	1,120.00
A101.00	371225	07/31/19	20097	UPPER LAKES FOODS I	04527570321000	490	KC SNACKS	0.00	845.26
A101.00	371225	07/31/19	20097	UPPER LAKES FOODS I	04526570321000	490	KC SNACKS	0.00	845.26
A101.00	371225	07/31/19	20097	UPPER LAKES FOODS I	04533570321000	490	KC SNACKS	0.00	845.26
TOTAL CHECK								0.00	2,535.78
A101.00	371228	07/31/19	22647	YOUTH ENRICHMENT LE	04005585362503	305	6/24-7/18 CAMPS	0.00	9,467.00
A101.00	V14516	07/31/19	E10534	LORI B MURPHY	04005585362503	366	MILEAGE REIMB	0.00	26.10
A101.00	V14516	07/31/19	E10534	LORI B MURPHY	04005585362502	320	PHONE REIMB	0.00	130.00
TOTAL CHECK								0.00	156.10
TOTAL CASH ACCOUNT								0.00	107,282.61
TOTAL FUND								0.00	107,282.61

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 17
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 06 - CONSTRUCTION FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	370758	07/03/19	27197	AERCOR WIRELESS INC	06005870795000	405	QUOTE DHR1903793	0.00	3,954.06
A101.00	370763	07/03/19	00402	APPLE INC	06005870795711	556	PROPOSAL 2103784622	0.00	58,800.00
A101.00	370767	07/03/19	22100	BRAINPOP LLC	06005870795000	406	BRAINPOP RENEWAL 19	0.00	17,770.50
A101.00	370783	07/03/19	26209	CYBER ACOUSTICS	06005870795711	556	QUOTE MM20190513D	0.00	2,300.00
A101.00	370787	07/03/19	21797	DRUIDE INFORMATIQUE	06005870795000	406	TYPING PAL AND TAP	0.00	2,339.20
A101.00	370791	07/03/19	26974	EN POINTE TECHNOLOG	06005870795000	405	QUOTE: 2950971	0.00	5,389.57
A101.00	370812	07/03/19	25361	ITHAKA HARBORS INC	06005870795000	406	QUOTE SQ004081	0.00	1,630.00
A101.00	370821	07/03/19	23101	LIBRARY VIDEO COMPA	06005870795000	405	SAFARI MONTAGE ANNU	0.00	16,150.00
A101.00	370821	07/03/19	23101	LIBRARY VIDEO COMPA	06005870795000	406	SAFARI MONTAGE CONT	0.00	14,155.00
TOTAL CHECK								0.00	30,305.00
A101.00	370848	07/03/19	22297	PARALLEL TECHNOLOGI	06005870795754	555	PTIQ12440	0.00	13,000.00
A101.00	370861	07/03/19	14679	SCHOLASTIC INC	06005870795000	406	ONE YEAR RENEWAL OF	0.00	7,068.00
A101.00	370863	07/03/19	28967	SEESAW LEARNING,INC	06005870795000	405	YEAR 3	0.00	5,850.00
A101.00	370867	07/03/19	27669	SOLARWINDS INC	06005870795000	405	ADDITIONAL USER LIC	0.00	3,950.00
A101.00	370874	07/03/19	17231	TIERNEY BROTHERSINC	06005870795724	556	QUOTE 156531	0.00	1,430.00
A101.00	370874	07/03/19	17231	TIERNEY BROTHERSINC	06005870795724	556	QUOTE 156531	0.00	1,245.00
TOTAL CHECK								0.00	2,675.00
A101.00	370880	07/03/19	24010	TUMBLEWEED PRESS IN	06005870795000	406	TUMBLEBOOK LIBRARY	0.00	3,450.00
A101.00	370891	07/10/19	27918	ARVIG	06005870795754	555	INTERNET 6/28-7/27/	0.00	1,657.90
A101.00	370900	07/10/19	30917	DARK KNIGHT SOLUTIO	06005870795000	305	SECURITY CONSULTING	0.00	350.00
A101.00	370920	07/10/19	14573	NWEA -- NORTHWEST E	06005870795000	405	MATH,READING,ENG,SA	0.00	56,250.00
A101.00	370954	07/17/19	27728	AMPLIFIED IT	06005870795000	405	QUOTE 00111637	0.00	1,215.00
A101.00	370954	07/17/19	27728	AMPLIFIED IT	06005870795000	405	QUOTE 00111651	0.00	2,450.00
TOTAL CHECK								0.00	3,665.00
A101.00	370962	07/17/19	18771	CDW GOVERNMENT	06005870795754	555	QUOTE KMWV715	0.00	134,800.00
A101.00	370962	07/17/19	18771	CDW GOVERNMENT	06005870795754	555	QUOTE KMWV288	0.00	12,659.72
A101.00	370962	07/17/19	18771	CDW GOVERNMENT	06005870795754	555	QUOTE KMWV288	0.00	38,073.20
A101.00	370962	07/17/19	18771	CDW GOVERNMENT	06005870795754	555	QUOTE KMWV288	0.00	68,259.45
A101.00	370962	07/17/19	18771	CDW GOVERNMENT	06005870795712	556	QUOTE KRPQ158	0.00	49,936.56
TOTAL CHECK								0.00	303,728.93
A101.00	370978	07/17/19	28542	FAST BRIDGE LEARNIN	06005870795000	406	FAST SUBSCRIPTION R	0.00	22,100.00
A101.00	370998	07/17/19	20880	IXL LEARNING	06005870795000	406	IXL WITH CLEVER INT	0.00	33,125.00

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 18
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 06 - CONSTRUCTION FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	371008	07/17/19	23101	LIBRARY VIDEO COMPA	06005870795000	405	QUOTE 21961	0.00	2,503.14
A101.00	371015	07/17/19	15817	MINITEX - UNIVERSIT	06005870795000	406	CULTURE GRAMS RENEW	0.00	7,155.79
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	3X3 CANARY YELLOW P	0.00	28.83
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	POST IT NOTES, LINE	0.00	7.89
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	SHARPIE MARKERS, PA	0.00	7.89
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	HIGHMARK PAPER TOWE	0.00	20.83
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	ANGEL SOFT TISSUES,	0.00	24.92
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	OFFICE DEPOT EXPANS	0.00	15.49
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	PENDAFLEX HANGING F	0.00	14.81
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	GREEN WORKS WIPES,	0.00	52.84
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	BROTHER TZE-231TAPE	0.00	18.75
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	BIC SOFT FEEL STICK	0.00	9.55
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	BIC SOFT FEEL STICK	0.00	6.13
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	ENERGIZER AA BATTER	0.00	22.04
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	ENERGIZER AAA BATTE	0.00	18.41
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	AKRO-MILS, SUPPLY B	0.00	34.41
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	IRIS LATCH PLASTIC	0.00	26.76
A101.00	371021	07/17/19	04661	OFFICE DEPOT INC	06005870795000	556	POST IT MESSAGE FLA	0.00	11.48
TOTAL CHECK								0.00	321.03
A101.00	371022	07/17/19	26050	OVERDRIVE INC	06005870795000	406	QUOTE Q-3137-0001-2	0.00	6,000.00
A101.00	371023	07/17/19	22297	PARALLEL TECHNOLOGI	06005870795754	555	QUOTE PTIQ12661	0.00	1,920.00
A101.00	371045	07/17/19	28713	TECHNOLOGY RESOURCE	06005870795711	556	QUOTE 12896	0.00	36,828.00
A101.00	371047	07/17/19	17231	TIERNEY BROTHERSINC	06005870795754	555	QUOTE 159272	0.00	2,085.00
A101.00	371047	07/17/19	17231	TIERNEY BROTHERSINC	06005870795000	305	QUOTE 159548	0.00	810.00
A101.00	371047	07/17/19	17231	TIERNEY BROTHERSINC	06005870795000	305	QUOTE 159548	0.00	375.00
TOTAL CHECK								0.00	3,270.00
A101.00	371051	07/17/19	31453	TRINITY 3 TECHNOLOG	06005870795712	556	VESA MOUNTS FOR TIN	0.00	16.99
A101.00	371051	07/17/19	31453	TRINITY 3 TECHNOLOG	06005870795712	556	VESA MOUNTS FOR TIN	0.00	832.51
TOTAL CHECK								0.00	849.50
A101.00	371070	07/24/19	18771	CDW GOVERNMENT	06005870795754	555	PHONE SYSTEM UPGRAD	0.00	85,141.00
A101.00	371070	07/24/19	18771	CDW GOVERNMENT	06005870795732	556	QUOTE KRSZ424	0.00	113.78
TOTAL CHECK								0.00	85,254.78
A101.00	371076	07/24/19	26209	CYBER ACOUSTICS	06005870795711	556	QUOTE MM20190708A	0.00	660.00
A101.00	371080	07/24/19	26974	EN POINTE TECHNOLOG	06005870795000	405	QUOTE 2965431	0.00	57,178.05
A101.00	371080	07/24/19	26974	EN POINTE TECHNOLOG	06005870795000	405	QUOTE 2912195	0.00	32,247.35
TOTAL CHECK								0.00	89,425.40
A101.00	371109	07/24/19	24349	NOW MICRO INC	06005870795000	305	SCCM SUPPORT ANALYS	0.00	800.00
A101.00	371164	07/31/19	28391	AVANT ASSESSMENT LL	06005870795000	461	AVANT-PLACE OPTION	0.00	56.70

SOURCEWELL TECHNOLOGY
DATE: 08/07/2019
TIME: 15:39:47

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 19
ACCTPA21

SELECTION CRITERIA: transact.yr='20' and transact.period='1' and transact.fund in ('01','02','04','06','07','12','20')
ACCOUNTING PERIOD: 2/20

FUND - 06 - CONSTRUCTION FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	371216	07/31/19	28496	SUMMIT INFORMATION	06005870795754	555	QUOTE# 002659	0.00	2,990.00
A101.00	371216	07/31/19	28496	SUMMIT INFORMATION	06005870795754	555	ESTIMATED SHIPPING/	0.00	18.10
TOTAL CHECK								0.00	3,008.10
A101.00	371224	07/31/19	15954	UNIVERSITY OF MINNE	06005870795000	461	CAREI MEMBERSHIP	0.00	1,650.00
TOTAL CASH ACCOUNT								0.00	819,060.60
TOTAL FUND								0.00	819,060.60
TOTAL REPORT								0.00	4,276,870.21



Board Meeting Date: 8/12/2019

TITLE: Proposed Interim Goals for Superintendent-School Board

TYPE: Consent

PRESENTER(S): School Board

BACKGROUND: The attached goals were discussed by the Board at their June 17 Work Session, and are offered here for final approval.

RECOMMENDATION: Approve the attached interim Superintendent and School Board goals.

PRIMARY ISSUE(S) TO CONSIDER: Interim Superintendent and School Board goals.

ATTACHMENTS:

1. Proposed Interim Superintendent and School Board goals (next page)

Proposed Superintendent/Board Interim Goals

Assessment

- District leadership will contact third party vendors to explore ways to analyze and interpret Edina student assessment results.

Personalized Learning

- Catalogue personalized learning strategies at Early Childhood, Elementary, Middle and High Schools and describe how it impacts teaching strategies.

Time

- Analyze how time is allocated during the school day in all grade levels in pK-8.
- Establish guidelines for the minimum amount of time spent in reading, mathematics and science (MCA Subjects).
- Identify the barriers for meeting the time standards, and make recommendations for modifying the schedule to eliminate or minimize the impacts of the barriers.

Communication

- Using a leadership team, develop an understanding of what collaboration between schools, families, and the broader community means, and from this, establish goals for collaboration.
- Examine and decentralize resources and systems to support communication efforts at sites and programs.
- Assess the common modes of communication used by parents, students and residents, and align communication resources and systems to ensure communication is relevant and accessible to constituents.

Intervention

- Begin the implementation of the Intervention program as defined by the goals stated in the May Board report.
- Provide periodic reports to the School Board regarding the implementation and a plan for evaluating the impact interventions are having on student achievement and teacher practice.
- Monitor to ensure consistency of the intervention program across all schools and programs.

Transportation

- Explore the costs, benefits, and feasibility of providing a fee for transportation program for district families.
- Explore changes to policy 713 regarding non-transportation zone

Professional Development

- Evaluate current professional development in assessment, literacy, and mathematics.



Board Meeting Date: 8/12/2019

TITLE: Contract for Agreement with Dr. John Bjorklund as Medical Advisor

TYPE: Consent

PRESENTERS: None

BACKGROUND: Dr. Bjorklund was appointed to this position in October 1998, and he has agreed to continue as Edina Public Schools' medical advisor for the 2019–2020 school year. Dr. Bjorklund's retainer is in the amount of \$700. This retainer covers the cost of consultations with Edina District personnel concerning employee and student evaluations on a host of health concerns.

RECOMMENDATION: Appoint Dr. John Bjorklund of Fairview Clinics Bloomington Lake as medical advisor to the school district for the 2018–2019 year, and authorize a retainer in the amount of \$700 for Dr. Bjorklund's services.

PRIMARY ISSUE(S) TO CONSIDER: Approval of medical advisor contract.



Board Meeting Date: 8/12/2019

TITLE: Agreement with Accurate Home Care, LLC

TYPE: Consent

PRESENTERS: Jeff Jorgensen

BACKGROUND: This contract with Accurate Home Care, LLC is for nursing services for an Edina student that requires direct nursing including on the school bus. All care is delivered by a Registered Nurse (RN) or Licensed Practical Nurse (LPN). The direct care allows the student to participate in his educational program as determined by the IEP team. The RN or LPN follows a MN Licensed Medical provider plan of care written for the students and only provides the interventions and assessments with the noted students.

RECOMMENDATION: Approve the attached contract with Accurate Home Care, LLC.

PRIMARY ISSUE(S) TO CONSIDER: Nursing services for an Edina student

ATTACHMENTS:

1. Contract (next page)

**Contract for Services
2019 - 2020 School Year
Agreement between Accurate Home Care LLC.
and
ISD 273, Edina Public Schools**

This agreement is between *Accurate Home Care, LLC., 9000 Quantrelle Ave NE, Suite, 200, Otsego, MN 55330, Contractor*, and **ISD 273, Edina Public Schools, 5701 Normandale Road, Edina, MN 55424**

Scope of Service

- Accurate Home Care shall provide the services described in attached addendum 1 to [REDACTED]
- Accurate Home Care shall hold appropriate licensure for provision of services.
- District requires a current copy of license for individuals providing services.
- Services are consultative with special education staff.
- Accurate Home Care shall provide a copy of Criminal Background Report for nurses providing services, upon request.

Payment

The cost of services shall be as defined in the fees section. Accurate Home Care shall submit monthly invoice to the district for services provided. Payment will be made within 35 days of receipt of detailed invoice and agency nursing notes, upon requested.

The invoice will be mailed to:

ISD 273, Edina Public Schools

Attn: Mary Heiman, Health Services (District Office)

5701 Normandale Road

Edina, MN 55424

Fees

\$112/hour with 50% discount at **\$56.00/hour** for RN Services

\$84/hour with 50% discount at **\$42.00/hour** for LPN Services

**Includes transportation time to and from school.*

Independent Contractor

For the purposes of this Contract, Accurate Home Care is an independent contractor. Nothing contained in this Contract is intended nor shall be construed in any manner to create or establish a relationship of legal co-partners, joint ventures or joint powers between the parties. No statement contained in this Contract shall be construed so as to find Accurate Home Care, its employees, agents or representatives to be employees or agents of the District. The district will make no deductions for federal Income Tax, FICA, or state Income Tax.

Hold Harmless

Accurate Home Care shall indemnify and hold District harmless for any and all damages, costs and expenses including attorney's fees which District, its officials, employees, or agents may sustain arising from any act or omission of Accurate Home Care in the execution, performance, or failure to adequately perform Accurate Home Care's obligations under this Contract.

Insurance

Accurate Home Care shall, during the life of the Contract, purchase and maintain insurance coverage with the minimum limits as follows:

1. Workers Compensation
 - A. Statutory State Coverage
 - B. Employee Liability Coverage with the following limits:

Bodily Injury by Accident	\$1,000,000 Each Accident
Bodily Injury by Disease	\$1,000,000 Each Employee
Bodily Injury by Disease	\$1,000,000 each Policy Limit
2. General Liability Insurance
 - A. Commercial Liability Policy – Occurrence (Form CG 00 01 98 or its equivalent)

Each Occurrence	\$1,000,000
Personal Injury Liability	\$1,000,000
Products/Completed Operations Aggregate	\$3,000,000
General Aggregate	\$3,000,000
3. Automobile Liability Insurance including hired/non-owned Auto.
4. Professional Liability Insurance with limits of \$1,000,000 each occurrence/\$3,000,000 aggregate.

****The school district does not represent that the required coverage and limits are adequate to protect the contractor and such coverage limits will not be deemed as a limitation of Accurate Home Care liability to district under this contract.***

Compliance

The contractor agrees to comply with all federal, state, and local laws or ordinances, and all applicable rules, regulations, and standards established by any agency of such governmental units. It shall be the obligation of Accurate Home Care to apply for, pay for and obtain all permits and/or licenses required by any governmental agency for the provision of those services contemplated herein.

All of the data created, collected, received, stored, used, maintained, or disseminated by Accurate Home Care in performing duties pursuant to this Contract is subject to the State's regulations.

Term

The contract is effective upon signature of both parties, and shall remain in effect until the end of the school year unless otherwise agreed. Contracts shall be renewed annually.

This Contract shall be reviewed and authorized by the School District Designee.

This Contract is duly executed on this _____ day of _____, 20____

School District: <i>Edina Public Schools</i>	Accurate Home Care <i>Jacobson</i>
Name: <i>Jeff L. Jorgensen</i>	Name: <i>Jackie Jacobson</i>
Title: <i>Director</i>	Title: <i>Director of operations</i>
Date: <i>8/6/19</i>	Date: <i>8/5/19</i>

Addendum 1

Expectations for Accurate Home Care Nurses Providing Care in a School Setting:

- Attend to all nursing needs of the student, assist student with educational support, foster peer relationships, encourage developmentally appropriate independence.
 - The nurse will only help the assigned student, and may not provide assistance to other students or act as a teacher's aide.
- Wear or possess AHC identification badge at all times.
- Refrain from use of personal cell phone, except in the case of emergency.
- Keep the school informed of any changes that may require modification to the school schedule, with consideration to privacy of the student.
- Be attentive to the student at all times, providing ongoing assessment intervention as the student's condition warrants throughout the school day.
- Maintain close proximity and/or visual access to the student at all times or ensure student is directly supervised by school personnel. The nurse is expected to maintain a rapid response time to provide any urgent intervention warranted by the student's condition.
 - There are no designated break times during the nurse's shift.
- Provide nursing interventions in an appropriate area to minimize disruption to the student, peers, and school personnel, while maintaining the student's dignity and right to privacy.
- Maintain student-centered professional communication with appropriate faculty and staff.
 - Provide care coordination with School Nurse, AHC Clinical Manager, Physician(s), and Responsible Party/Parties.
 - Encourage continuity of care from home to school, including school/guardian communication.
- Complete all required documentation upon completion of each shift/school day.
- Ensure that appropriate faculty and staff are aware of the student's Emergency Action Plan, including identification of modifications to the Plan specific to the school setting.
- Maintain confidentiality at all times, pursuant to HIPAA rules and professional boundaries.

Expectations for School Faculty and/or Staff:

- Provide coordination and/or direction of classroom, instruction, and educational activities.
- Develop and implement the student's daily schedule with collaboration from the nurse regarding treatments, medication administration, therapies, and other care needs.
- Communicate directly with the parent/guardian/responsible party regarding academic or behavioral concerns. The teacher/school will not use the AHC nurse or agency as a conduit between the school and the parents.
- Facilitate peer education regarding student condition as permitted by parent/guardian/responsible party.
- Maintain confidentiality at all times.
- Maintain student-centered professional communication with agency personnel.
 - Participate in care coordination with School Nurse, AHC staff, and Responsible Party/Parties.
 - Encourage continuity of care from home to school, including school/guardian communication.
- Provide lifting/transfer assistance and equipment to ensure that child is transferred safely for all required cares and therapies.



Board Meeting Date: 8/12/2019

TITLE: NURSING CARE CONTRACT WITH BAYADA HOME HEALTH CARE

TYPE: Consent

PRESENTERS: Jeff Jorgensen

BACKGROUND: The contract with Bayada Home Healthcare is for nursing services for an Edina student that requires direct nursing on the school bus and during the school day. All care is delivered by a Registered Nurse (RN) or Licensed Practical Nurse (LPN). The direct care allows the student to participate in his educational program as determined by the IEP team. The nurse follows a MN Licensed Medical provider plan of care written for the students and only provides the interventions and assessments with the noted students.

RECOMMENDATION: Approve the attached contract with Bayada Home Healthcare

PRIMARY ISSUE(S) TO CONSIDER: Nursing services for an Edina student

ATTACHMENTS:

1. Contract (next page)

CONTRACT FOR "BUS TRANSPORT" NURSING SERVICES ✓

This AGREEMENT is made and entered into this 3rd day of May, 2019, by BAYADA Home Health Care, Inc., with a service office located at 2905 Northwest Blvd, Suite 100, Plymouth, MN 55441 (hereinafter referred to as BAYADA) and Edina Public School District ISD 273, located at 5701 Normandale Road, Edina, MN 55424 (hereinafter referred to as SCHOOL).

BAYADA is a home health care agency, engaged in the business of providing nursing services and SCHOOL has identified a need for in-school nursing care of its student, (hereinafter referred to as STUDENT).

WHEREAS, it is the desire of both parties to make provision for on-site daily nursing care for STUDENT, in accordance with the terms of this Agreement.

THEREFORE, in consideration for the mutual covenants expressed herein, BAYADA and SCHOOL agree to the terms and conditions outlined herein:

I. RESPONSIBILITIES OF BAYADA

- A. Qualifications of Personnel. The Nurse supplied by BAYADA will be a Registered Nurse (RN) or Licensed Practical Nurse (LPN) who will hold a current license, registration or certification to practice in the State of Minnesota, and will provide services pursuant to the applicable state laws.
- B. Personnel Records Inspection. BAYADA will make available for inspection, upon the request of SCHOOL, the personnel files of its nurses who are caring for STUDENT. The contents of such file may include:
 - 1 . Verification of current licensure or certification as applicable; and
 - 2 Completed application for employment or resume; and
 - 3 Verified references; and
 - 4 Evidence of annual performance evaluation; and
 - 5 A criminal record check, conducted upon hire, if required by state law; and
 - 6 Evidence of at least one, annual in-service education or training in accordance with applicable state regulations.
- C. Service. BAYADA will provide an RN or LPN to care for STUDENT each day that said student rides to and from school on the bus. Nursing services will be provided subject to the availability of a qualified nurse. A three (3) hour minimum of service per day is required. Upon execution of this Agreement, SCHOOL will provide BAYADA with a schedule of the school calendar including all scheduled days off.
 - 1 BAYADA RN Clinical Manager will be responsible for initial and ongoing assessment of STUDENTS clinical needs of students while transporting to school and from school on bus. Responsibilities include:

- a. BAYADA nurses will assess the clients' needs during bus transport following the School Districts plan of care.
- b. Will collaborate with school nurse and teachers as needed to ensure best possible experience for the STUDENT.

Created on: 6/13/2019

- D. Place of Performance. BAYADA will provide services primarily on the school bus.
- E. Insurance.
 - 1 . BAYADA will maintain general liability and professional liability coverage for any negligent acts or omissions of BAYADA employees, which may give rise to liability under this Agreement.
 - 2 BAYADA will maintain Workers' Compensation insurance for its employees providing services to STUDENT.
- F. Indemnification. BAYADA agrees to indemnify and hold harmless SCHOOL from all bodily injury and/or property damage claims arising out of the sole negligence of BAYADA, acting through its directors, agents, and employees.
- G. Payment of Personnel. BAYADA, as an employer, will remain responsible for the payment of wages and other compensation, reimbursement of expenses and compliance with Federal, State and local tax withholdings, Workers' Compensation, Social Security, employment and other insurance requirements for its personnel.
- H. Policies and Procedures. BAYADA will follow the SCHOOL's policies and procedures while providing care in the SCHOOL setting.

II. RESPONSIBILITIES OF SCHOOL

- A. Payment for Services. SCHOOL will remain responsible to compensate BAYADA for services rendered pursuant to this Agreement. Section III hereunder will govern billing terms and compensation.
- B. Insurance.
 - 1.SCHOOL will maintain at its sole expense valid policies of general liability insurance, covering the negligent acts or omissions of SCHOOL acting through its directors, agents, employees or other personnel, which may give rise to liability under this Agreement.
 2. SCHOOL will maintain, at its sole expense, Workers' Compensation insurance for its employees.

- C. Indemnification. SCHOOL agrees to indemnify and hold harmless BAYADA from all bodily injury and/or property damage claims arising from any act or omission of SCHOOL, acting through its directors, agents, employees or other personnel.
- D. Employment Status. SCHOOL understands and agrees that the RN/LPN is an employee of BAYADA and SCHOOL will not attempt to solicit the RN/LPN to work privately for SCHOOL, without written authorization from BAYADA, during the term of this Agreement and for one (1) year following its termination or expiration. SCHOOL recognizes the recruiting, training and retention expenses that BAYADA encounters as an employer and acknowledges that BAYADA is not a placement or referral service. Should SCHOOL desire to hire one of BAYADA's employees, SCHOOL agrees to provide BAYADA with written notice and pay a liquidated damages fee equal to four (4) months of the specific employee's annual gross salary or \$5,000.00 whichever is greater. This fee will apply to any BAYADA employee SCHOOL wishes to hire.
- E. Compliance Program. BAYADA values honesty and confidentiality in all business interactions. In order to assure adherence to these values, BAYADA maintains a corporate compliance program, designed to detect and prevent illegal and unethical activities, including breaches of confidentiality. SCHOOL agrees to abide by this program, and understands its obligation to report questionable activities involving BAYADA's employees to the local office Director named below or to the Compliance Hotline at 1-866-665-4295.

III. BILLING AND COMPENSATION

- A. SCHOOL agrees to compensate BAYADA at a rate of \$60.00/hour for RN services or \$50.00/hour for LPN services provided under this Agreement when student to nurse ratio is 1:1. If nurse is caring for 2 students then the rates will be \$90.00/hour for RN services and \$75.00/hour for LPN services provided under this agreement. SCHOOL will also pay for all time the BAYADA employee spends on the bus or otherwise transporting the client to and from SCHOOL. A three (3) hour minimum of service per day is required.
- B. BAYADA will forward to SCHOOL an itemized bill on a weekly basis. Each weekly bill will itemize the name of the BAYADA employee providing care, the date of service, the type and length of service provided.
- C. SCHOOL agrees to pay submitted bills within thirty (30) days of receipt. Any bill not paid within the thirty (30) day period will be considered delinquent. BAYADA may charge interest, at a rate of $1\frac{1}{4}\%$ each month (15% per year) on all delinquent accounts. BAYADA will also pursue collection remedies in an attempt to resolve a delinquent account. SCHOOL agrees to reimburse BAYADA for all collection costs, including attorneys' fees and expenses.

IV. TERM AND TERMINATION

- A. This Agreement will come into effect beginning on August 26, 2019 and will remain in effect through June 7 2020. This Agreement may be extended upon the written consent of each party outlining the terms and time for extension. ✓

- B. Either party may terminate this Agreement, for any reason, upon thirty (30) days prior written notice.
- C. Either party may terminate this Agreement for cause due to the occurrence of one of the following events by giving ten (10) days prior written notice:
 - 1 . Dissolution or bankruptcy of either BAYADA or SCHOOL.
 - 2 Failure of either BAYADA or SCHOOL to maintain the insurance coverages required hereunder.
 - 3 Breach by BAYADA or SCHOOL of any of the material provisions in this Agreement.

V. ADDITIONAL TERMS

- A. Governing Law. This Agreement will be construed and governed in all respects according to the laws of the State of Minnesota.
- B. Relationship to Parties. The parties enter into this Agreement as independent contractors. Nothing contained in this Agreement will be construed to create a partnership, joint venture, agency or employment relationship between the parties.
- C. Assignment. This Agreement may not be assigned by either party, in whole or in part.
- D. Modification of Terms. No amendments or modifications to the terms of this Agreement will be binding unless evidenced in writing and signed by an authorized representative of each party hereto.
- E. Notices. Any Notice given in connection with this Agreement will be given in writing and will be delivered either by hand or by certified mail, return receipt requested, to the other party, at the party's address listed above. Any party may change its address as stated herein by giving Notice of the change of address in accordance with this Paragraph.
- F. Confidentiality. Except for acknowledging the existence of this Agreement, the parties understand and agree that the terms of this Agreement, including all payment terms, shall be kept confidential unless disclosure is required by law or the parties agree, in writing, to such disclosure. All methods and mode of conduct of business for SCHOOL and BAYADA are to be kept confidential by SCHOOL and BAYADA and not disclosed to any other party or used in part or whole without the permission of SCHOOL and/or BAYADA.
- G. Entire Agreement. This writing evidences the entire Agreement between BAYADA and SCHOOL; there are no prior written or oral promises or representations incorporated herein. Each Attachment, Fee Schedule, Exhibit or other documents referenced herein and/or attached to this Agreement are incorporated herein as if the same was set out in full in the text of this Agreement. This Agreement may be executed in two or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument. Delivery of an executed signature page of this

Agreement by facsimile or electronic (email) transmission shall be effective as delivery of a manually executed counterpart hereof.

Date: 06/25/2019

Amber Kim Director

010 //

Amber Kim

Director

Signing with authority for

BAYADA Home Health care,

Inc.

Date:

08-06-2019

Scott L. Jorgensen

Director of Student Support Services

Signing with authority for

Edina Public School District

ISD 273

**CONTRACT FOR "IN SCHOOL" NURSING SERVICES
PERTAINING TO ASHLEY G.**

This AGREEMENT is made and entered into this 17th day of June, 2019, by BAYADA Home Health Care, Inc., with a service office located at 2905 Northwest Blvd, Suite 100, Plymouth, MN 55441 (hereinafter referred to as BAYADA) and Edina Public School District ISD 273, located at 5701 Normandale Road, Edina, MN 55424 (hereinafter referred to as SCHOOL).

BAYADA is a home health care agency, engaged in the business of providing nursing services and SCHOOL has identified a need for in-school nursing care of its student, [REDACTED] (hereinafter referred to as STUDENT).

WHEREAS, it is the desire of both parties to make provision for on-site daily nursing care for STUDENT, in accordance with the terms of this Agreement.

THEREFORE, in consideration for the mutual covenants expressed herein, BAYADA and SCHOOL agree to the terms and conditions outlined herein:

I. RESPONSIBILITIES OF BAYADA

- A. Qualifications of Personnel. The Nurse supplied by BAYADA will be a Registered Nurse (RN) or Licensed Practical Nurse (LPN) who will hold a current license, registration or certification to practice in the State of Minnesota, and will provide services pursuant to the applicable state laws.
- B. Personnel Records Inspection. BAYADA will make available for inspection, upon the request of SCHOOL, the personnel files of its nurses who are caring for STUDENT. The contents of such file may include:
- 1 . Verification of current licensure or certification as applicable; and
 - 2 Completed application for employment or resume; and
 - 3 Verified references; and
 - 4 Evidence of annual performance evaluation; and
 - 5 A criminal record check, conducted upon hire, if required by state law; and
 - 6 Evidence of at least one, annual in-service education or training in accordance with applicable state regulations.
- C. Service. BAYADA will provide an RN or LPN to care for STUDENT each day that said student attends school. Nursing services will be provided subject to the availability of a qualified nurse. The services to be provided may include escorting STUDENT to and from school on the school bus and providing care to STUDENT during the school day. Upon execution of this Agreement, SCHOOL will provide BAYADA with a schedule of the school calendar including all scheduled days off.
- 1.BAYADA RN Clinical Manager will be responsible for initial and ongoing assessment of STUDENTS clinical needs while attending school. Responsibilities include:

- a. Will work with physician to develop a Plan of Care ("POC") and update the plan per BAYADA policy.
 - b. Will conduct on-site supervisory visits to monitor employees and confirm the efficacy of the Plan of Care.
-

Created on: 6/13/2019

- c. Will collaborate with school nurse and teachers as needed to ensure best possible experience for the STUDENT.
- d. Place of Performance. BAYADA will provide services primarily at schools located within SCHOOL's district or other specified location where STUDENT will be during the school day. SCHOOL acknowledges and understands that BAYADA cannot guarantee services. All services will be provided subject to the availability of a qualified nurse.
- e. Insurance.
 - 1. BAYADA will maintain general liability and professional liability coverage for any negligent acts or omissions of BAYADA employees, which may give rise to liability under this Agreement.
 - 2. BAYADA will maintain Workers' Compensation insurance for its employees providing services to STUDENT.
- f. Indemnification. BAYADA agrees to indemnify and hold harmless SCHOOL from all bodily injury and/or property damage claims arising out of the sole negligence of BAYADA, acting through its directors, agents, and employees.
- g. Payment of Personnel. BAYADA, as an employer, will remain responsible for the payment of wages and other compensation, reimbursement of expenses and compliance with Federal, State and local tax withholdings, Workers' Compensation, Social Security, employment and other insurance requirements for its personnel.
- h. Policies and Procedures. BAYADA will follow the SCHOOL's policies and procedures while providing care in the SCHOOL setting.

II. RESPONSIBILITIES OF SCHOOL

- A. Payment for Services. SCHOOL will remain responsible to compensate BAYADA for services rendered pursuant to this Agreement. Section III hereunder will govern billing terms and compensation.
- B. Insurance.

1. SCHOOL will maintain at its sole expense valid policies of general liability insurance, covering the negligent acts or omissions of SCHOOL acting through its directors, agents, employees or other personnel, which may give rise to liability under this Agreement.
-
2. SCHOOL will maintain, at its sole expense, Workers' Compensation Insurance for its employees.
- C. Indemnification. SCHOOL agrees to indemnify and hold harmless BAYADA from all bodily injury and/or property damage claims arising from any act or omission of SCHOOL, acting through its directors, agents, employees or other personnel.
- D. Employment Status. SCHOOL understands and agrees that the RN/LPN is an employee of BAYADA and SCHOOL will not attempt to solicit the RN/LPN to work privately for SCHOOL, without written authorization from BAYADA, during the term of this Agreement and for one (1) year following its termination or expiration. SCHOOL recognizes the recruiting, training and retention expenses that BAYADA encounters as an employer and acknowledges that BAYADA is not a placement or referral service. Should SCHOOL desire to hire one of BAYADA's employees, SCHOOL agrees to provide BAYADA with written notice and pay a liquidated damages fee equal to four (4) months of the specific employee's annual gross salary or \$5,000.00 whichever is greater. This fee will apply to any BAYADA employee SCHOOL wishes to hire.
- E. Compliance Program. BAYADA values honesty and confidentiality in all business interactions. In order to assure adherence to these values, BAYADA maintains a corporate compliance program, designed to detect and prevent illegal and unethical activities, including breaches of confidentiality. SCHOOL agrees to abide by this program, and understands its obligation to report questionable activities involving BAYADA's employees to the local office Director named below or to the Compliance Hotline at 1-866-665-4295.

III. BILLING AND COMPENSATION

- A. SCHOOL agrees to compensate BAYADA at a rate of \$60.00/hour for RN services or \$50.00/hour for LPN services provided under this Agreement. SCHOOL will also pay for all time the BAYADA employee spends on the bus or otherwise transporting the client to and from SCHOOL.
- B. BAYADA will forward to SCHOOL an itemized bill on a weekly basis. Each weekly bill will itemize the name of the BAYADA employee providing care, the date of service, the type and length of service provided.
- C. SCHOOL agrees to pay submitted bills within thirty (30) days of receipt. Any bill not paid within the thirty (30) day period will be considered delinquent. BAYADA may charge interest, at a rate of $1\frac{1}{4}\%$ each month (15% per year) on all delinquent accounts. BAYADA will also pursue collection remedies in an attempt to resolve a delinquent account. SCHOOL agrees to reimburse BAYADA for all collection costs, including attorneys' fees and expenses.

IV. TERM AND TERMINATION

- A. This Agreement will come into effect beginning on August 26, 2019 and will remain in effect through June 7 2020. This Agreement may be extended upon the written consent of each party outlining the terms and time for extension.
- B. Either party may terminate this Agreement, for any reason, upon thirty (30) days prior written notice.
- C. Either party may terminate this Agreement for cause due to the occurrence of one of the following events by giving ten (10) days prior written notice:
 - 1 . Dissolution or bankruptcy of either BAYADA or SCHOOL.
 - 2 Failure of either BAYADA or SCHOOL to maintain the insurance coverages required hereunder.
 - 3 Breach by BAYADA or SCHOOL of any of the material provisions in this Agreement.

V. ADDITIONAL TERMS

- A. Governing Law. This Agreement will be construed and governed in all respects according to the laws of the State of New Jersey.
- B. Relationship to Parties. The parties enter into this Agreement as independent contractors. Nothing contained in this Agreement will be construed to create a partnership, joint venture, agency or employment relationship between the parties.
- C. Assignment. This Agreement may not be assigned by either party, in whole or in part.
- D. Modification of Terms. No amendments or modifications to the terms of this Agreement will be binding unless evidenced in writing and signed by an authorized representative of each party hereto.
- E. Notices. Any Notice given in connection with this Agreement will be given in writing and will be delivered either by hand or by certified mail, return receipt requested, to the other party, at the party's address listed above. Any party may change its address as stated herein by giving Notice of the change of address in accordance with this Paragraph.
- F. Confidentialit . Except for acknowledging the existence of this Agreement, the parties understand and agree that the terms of this Agreement, including all payment terms, shall be kept confidential unless disclosure is required by law or the parties agree, in writing, to such disclosure. All methods and mode of conduct of business for SCHOOL and BAYADA are to be kept confidential by SCHOOL and BAYADA and not disclosed to any other party or used in part or whole without the permission of SCHOOL and/or BAYADA.

- G. Entire Agreement. This writing evidences the entire Agreement between BAYADA and SCHOOL; there are no prior written or oral promises or representations incorporated herein. Each Attachment, Fee Schedule, Exhibit or other documents referenced herein and/or attached to this Agreement are incorporated herein as if the same was set out in full in the text of this Agreement. This Agreement may be executed in two or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument. Delivery of an executed signature page of this Agreement by facsimile or electronic (email) transmission shall be effective as delivery of a manually executed counterpart hereof.

Date: DC /95/3019



Amber Kim

Director

Signing with authority for

BAYADA Home Health care,

Inc.

Date: 8-7-19



Jeff L. Jorgensen
Director of Student Supp. Ser.

Signing with authority for

Edina Public School District

ISD 273

**CONTRACT FOR "IN SCHOOL" NURSING SERVICES
PERTAINING TO DERMOT S.**

This AGREEMENT is made and entered into this 17th day of June, 2019, by BAYADA Home Health Care, Inc., with a service office located at 2905 Northwest Blvd, Suite 100, Plymouth, MN 55441 (hereinafter referred to as BAYADA) and Edina School District #273, located at 7000 Cornelia Drive, Edina, Minnesota 55436 (hereinafter referred to as SCHOOL).

BAYADA is a home health care agency, engaged in the business of providing nursing services and SCHOOL has identified a need for in-school nursing care of its student, DERMOT S., (hereinafter referred to as STUDENT).

WHEREAS, it is the desire of both parties to make provision for onsite daily nursing care for STUDENT, in accordance with the terms of this Agreement.

THEREFORE, in consideration for the mutual covenants expressed herein, BAYADA and SCHOOL agree to the terms and conditions outlined herein:

I. RESPONSIBILITIES OF BAYADA

- A. Qualifications of Personnel. The Nurse supplied by BAYADA will be a Registered Nurse (RN) or Licensed Practical Nurse (LPN) who will hold a current license, registration or certification to practice in the State of Minnesota, and will provide services pursuant to the applicable state laws.
- B. Personnel Records Inspection. BAYADA will make available for inspection, upon the request of SCHOOL, the personnel files of its nurses who are caring for STUDENT. The contents of such file may include:
- 1 . Verification of current licensure or certification as applicable; and
 - 2 Completed application for employment or resume; and
 - 3 Verified references; and
 - 4 Evidence of annual performance evaluation; and
 - 5 A criminal record check, conducted upon hire, if required by state law; and
 - 6 Evidence of at least one, annual in-service education or training in accordance with applicable state regulations.
- C. Service. BAYADA will provide an RN or LPN to care for STUDENT each day that said student attends school. Nursing services will be provided subject to the availability of a qualified nurse. The services to be provided may include escorting STUDENT to and from school on the school bus and providing care to STUDENT during the school day. Upon execution of this Agreement, SCHOOL will provide BAYADA with a schedule of the school calendar including all scheduled days off.
- 1 BAYADA RN Clinical Manager will be responsible for initial and ongoing assessment of STUDENTS clinical needs while attending school. Responsibilities include:

- a. Will work with physician to develop a Plan of Care ("POC") and update the plan per BAYADA policy.
- b. Will conduct on-site supervisory visits to monitor employees and confirm the efficacy of the Plan of Care.

Created on: 6/13/2019

- c. Will collaborate with school nurse and teachers as needed to ensure best possible experience for the STUDENT.
- D. Place of Performance. BAYADA will provide services primarily at schools located within SCHOOL's district or other specified location where STUDENT will be during the school day. SCHOOL acknowledges and understands that BAYADA cannot guarantee services. All services will be provided subject to the availability of a qualified nurse.
- E. Insurance.
 - 1 BAYADA will maintain general liability and professional liability coverage for any negligent acts or omissions of BAYADA employees, which may give rise to liability under this Agreement.
 - 2 BAYADA will maintain Workers' Compensation insurance for its employees providing services to STUDENT.
- F. Indemnification. BAYADA agrees to indemnify and hold harmless SCHOOL from all bodily injury and/or property damage claims arising out of the sole negligence of BAYADA, acting through its directors, agents, and employees.
- G. Payment of Personnel. BAYADA, as an employer, will remain responsible for the payment of wages and other compensation, reimbursement of expenses and compliance with Federal, State and local tax withholdings, Workers' Compensation, Social Security, employment and other insurance requirements for its personnel.
- H. Policies and Procedures. BAYADA will follow the SCHOOL's policies and procedures while providing care in the SCHOOL setting.

II. RESPONSIBILITIES OF SCHOOL

- A. Payment for Services. SCHOOL will remain responsible to compensate BAYADA for services rendered pursuant to this Agreement. Section III hereunder will govern billing terms and compensation.
- B. Insurance.
 - 1. SCHOOL will maintain at its sole expense valid policies of general liability insurance, covering the negligent acts or omissions of SCHOOL acting through its directors, agents, employees or other personnel, which may give rise to liability under this Agreement.

2. SCHOOL will maintain, at its sole expense, Workers' Compensation Insurance for its employees.
- C. Indemnification. SCHOOL agrees to indemnify and hold harmless BAYADA from all bodily injury and/or property damage claims arising from any act or omission of SCHOOL, acting through its directors, agents, employees or other personnel.
- D. Employment Status. SCHOOL understands and agrees that the RN/LPN is an employee of BAYADA and SCHOOL will not attempt to solicit the RN/LPN to work privately for SCHOOL, without written authorization from BAYADA, during the term of this Agreement and for one (1) year following its termination or expiration. SCHOOL recognizes the recruiting, training and retention expenses that BAYADA encounters as an employer and acknowledges that BAYADA is not a placement or referral service. Should SCHOOL desire to hire one of BAYADA's employees, SCHOOL agrees to provide BAYADA with written notice and pay a liquidated damages fee equal to four (4) months of the specific employee's annual gross salary or \$5,000.00 whichever is greater. This fee will apply to any BAYADA employee SCHOOL wishes to hire.
- E. Compliance Program. BAYADA values honesty and confidentiality in all business interactions. In order to assure adherence to these values, BAYADA maintains a corporate compliance program, designed to detect and prevent illegal and unethical activities, including breaches of confidentiality. SCHOOL agrees to abide by this program, and understands its obligation to report questionable activities involving BAYADA's employees to the local office Director named below or to the Compliance Hotline at 1-866-665-4295.

III. BILLING AND COMPENSATION

- A. SCHOOL agrees to compensate BAYADA at a rate of \$60.00/hour for RN services or \$50.00/hour for LPN services provided under this Agreement. SCHOOL will also pay for all time the BAYADA employee spends on the bus or otherwise transporting the client to and from SCHOOL.
- B. BAYADA will forward to SCHOOL an itemized bill on a monthly basis. Each monthly bill will itemize the name of the BAYADA employee providing care, the date of service, the type and length of service provided.
- C. SCHOOL agrees to pay submitted bills within thirty (30) days of receipt. Any bill not paid within the thirty (30) day period will be considered delinquent. BAYADA may charge interest, at a rate of 1 ¹/₄ % each month (15% per year) on all delinquent accounts. BAYADA will also pursue collection remedies in an attempt to resolve a delinquent account. SCHOOL agrees to reimburse BAYADA for all collection costs, including attorneys' fees and expenses.

IV. TERM AND TERMINATION

- A. This Agreement will come into effect beginning on August 26, 2019 and will remain in effect through June 7 2020. This Agreement may be extended upon the written consent of each party outlining the terms and time for extension.

- B. Either party may terminate this Agreement, for any reason, upon thirty (30) days prior written notice.
- C. Either party may terminate this Agreement for cause due to the occurrence of one of the following events by giving ten (10) days prior written notice:
 - 1 . Dissolution or bankruptcy of either BAYADA or SCHOOL.
 - 2 Failure of either BAYADA or SCHOOL to maintain the insurance coverages required hereunder.
 - 3 Breach by BAYADA or SCHOOL of any of the material provisions in this Agreement.

V. ADDITIONAL TERMS

- A. Governing Law. This Agreement will be construed and governed in all respects according to the laws of the State of Minnesota.
- B. Relationship to Parties. The parties enter into this Agreement as independent contractors. Nothing contained in this Agreement will be construed to create a partnership, joint venture, agency or employment relationship between the parties.
- C. Assignment. This Agreement may not be assigned by either party, in whole or in part.
- D. Modification of Terms. No amendments or modifications to the terms of this Agreement will be binding unless evidenced in writing and signed by an authorized representative of each party hereto.
- E. Notices. Any Notice given in connection with this Agreement will be given in writing and will be delivered either by hand or by certified mail, return receipt requested, to the other party, at the party's address listed above. Any party may change its address as stated herein by giving Notice of the change of address in accordance with this Paragraph.
- F. Confidentiality. Except for acknowledging the existence of this Agreement, the parties understand and agree that the terms of this Agreement, including all payment terms, shall be kept confidential unless disclosure is required by law or the parties agree, in writing, to such disclosure. All methods and mode of conduct of business for SCHOOL and BAYADA are to be kept confidential by SCHOOL and BAYADA and not disclosed to any other party or used in part or whole without the permission of SCHOOL and/or BAYADA.
- G. Entire Agreement. This writing evidences the entire Agreement between BAYADA and SCHOOL; there are no prior written or oral promises or representations incorporated herein. Each Attachment, Fee Schedule, Exhibit or other documents referenced herein and/or attached to this Agreement are incorporated herein as if the same was set out in full in the text of this Agreement. This Agreement may be executed in two or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument. Delivery of an executed signature page of this

Agreement by facsimile or electronic (email) transmission shall be effective as delivery of a manually executed counterpart hereof.

Date:

06/25/2019

Amber Kim Director

Amber Kim

Director

Signing with authority for

BAYADA Home Health care,

Inc.

Date:

08-07-2019

Jeff L. Jorgensen

Jeff L. Jorgensen
Director of Student Supp. Ser.

Signing with authority for

Edina School District #273



Board Meeting Date: 8/12/2019

TITLE: Contract for Site-Based Mental Health Clinics in Elementary Buildings, Early Childhood School Buildings, Edina High School and Middle Schools

TYPE: Consent

PRESENTERS: Jeff Jorgensen

BACKGROUND: This contract with Fraser for site-based mental health clinics in elementary and early childhood school buildings as well as high school and middle schools to improve student access to mental health services during the school day. These services will result in an expansion of the District's Mental Health and Wellness service continuum to effectively service the needs of all students with Edina Public Schools.

RECOMMENDATION: Approve the attached contract with Fraser for 2019-20 school year.

PRIMARY ISSUE(S) TO CONSIDER: Contract for site-based mental health clinics at school sites

ATTACHMENTS:

1. Contract (next page)

AGREEMENT FOR SITE-BASED MENTAL HEALTH CLINICS IN SCHOOL BUILDINGS

This Agreement for the location of a site-based mental health clinic in school buildings ("Agreement") is made and entered into August 13, 2018, **amended on February 1, 2019 (Changes Highlighted in Yellow)** by and between Independent School District No. 273, Edina Public Schools ("District") and Fraser ("Provider"). The District and the Provider are collectively referred to herein as the "Parties," and individually as a "Party."

WHEREAS, the District owns and operates **Edina High School, Valley View Middle School, South View Middle School**, Countryside Elementary School, Creek Valley Elementary School, Highlands Elementary School, Cornelia Elementary School, Concord Elementary School, Normandale Elementary School and Early Childhood Special Education ("Schools");

WHEREAS, Provider offers certain mental health therapy and treatment services to children, including children residing in and attending schools located within the District;

WHEREAS, Provider wishes to operate a site-based mental health clinic for children between the ages **of Birth to 21 years of age**;

WHEREAS, Provider wishes to operate the Program at the School; and

WHEREAS, the District desires to make space in the School available to Provider in order to facilitate Provider's access to children attending the Program.

NOW, THEREFORE, IN CONSIDERATION OF the foregoing, the mutual promises and covenants contained in this Agreement, including the relinquishment of certain legal rights, and other good and valuable consideration, the sufficiency and receipt are hereby acknowledged, the Parties agree as follows:

I. ACCESS TO DISTRICT PROPERTY AND RESPONSIBILITIES OF THE DISTRICT

- A. Facility Use.** The District shall designate one or more rooms in the School for use by the Provider in operating the Program ("Program Site"). Except as expressly provided herein, the number and location of the rooms of the Program Site shall be solely a matter of District discretion.
- B. Hours of Access.** The Program Site will be accessible by the Provider and its employees, agents, and representatives during the normal business hours of the School. In the event that the Provider or any of its employees, agents, or representatives requires access to the Program Site when the School is not open, the Provider may contact the building Principal or Site Coordinator to make arrangements to allow the Provider to access the Program Site.
- C. Furnishing Provided by the District.** The District shall furnish each room of the Program Site with a desk, one or more chairs, and a table. In addition, the District

will make available the use of a copy and fax machine as well as a dedicated phone for Provider's use. The Program Site shall be private and limited external noise for the purpose of therapy services and provided with electricity and access to the Internet, lighted, and climate controlled in the same manner as the other rooms of the School.

- D. Furnishing Provided by the Provider.** Other than the items described in Paragraph III(C) of this Agreement, the Provider shall be responsible for furnishing the Program Site with all pieces of furniture, supplies, and/or other equipment, including computer equipment, that it deems necessary or desirable.
- G. Payment for Services Provided.** Within thirty (30) calendar days after receiving the required invoice for consultative and therapeutic services, the District will pay Provider at the rate of 154 dollars (\$154.00) per hour for each hour of service under this Contract, including any time spent attending Individualized Education Plan (IEP) meetings at the request of the District. District agrees to pay for one (1) hour of consultative time for each of the ten (10) school sites each week (total of 10 hours per week) during weeks the school is open from September 2018 through May 2019, not to exceed 36 weeks total. In addition, District will pay for up to 10 hours of therapeutic services for each identified "Under Insured" or "Uninsured" student who has prior authorization from the District.

District will also provide 20,000 dollars (\$20,000.00), payable in four equal amounts of 5,000 dollars (\$5,000.00) in September, November, January and March to support startup of two (2) additional Fraser clinicians at School sites.

District will also provide 10,000 dollars (\$10,000), payable in two equal amounts of 5,000 dollars (\$5,000) in April and June for the startup of additional Fraser clinicians serving Edina High School, Valley View Middle School and South View Middle School.

The total cost of the services to the District shall not exceed \$154.00 per hour plus the startup fee of \$30,000.00. The District will not pay or reimburse Provider for any mileage costs or other expenses incurred by Provider. If early termination occurs under any provision of this Contract, the District's obligation to make payments will cease effective upon the last date that Provider delivers services.

The District will submit Contract costs for special education services to the Minnesota Department of Education for reimbursement in accordance with the Department's special education procedures. Local District funds will be used to co-fund the services as necessary.

II. PROVIDER'S OBLIGATIONS

- A. **Access to Mental Health Services.** The Provider acknowledges and agrees that Edina district students, who are in need of mental health services offered as part of the Program are able to participate in the Program or receive other mental health services from Provider.
1. **Consultation Services.** One hour of consultative services shall be provided weekly, during the school year, by the Provider to each school site. The purpose of these services is to work with building problem solving teams in an effort to improve student outcomes, consult on student programming and identify students in need of mental health services.
2. **Services to Under Insured and Uninsured Students.** Students identified by the District as "Under Insured" or "Uninsured" will have access to mental health services by the Provider at the District's expense. The prior authorization of these services is required. A formal process of identification and prior authorization will be developed by the District. Prior authorization will allow for up to ten therapeutic sessions. Additional sessions may be requested by the provider. No unauthorized services will be reimbursed with the sole exception that the services were required due to an unforeseen emergency or crisis.
- B. **Criminal Background Check.** Consistent with Minnesota Statutes section 123B.03, subdivision 1(c), the Provider must conduct a criminal background check on every individual who has access to the Program Site. The background check must be completed before the individual has access to the Program Site. Copies of the criminal background check must be made available to the District upon request.
- C. **Insurance.** At its own expense, the Provider shall maintain general liability insurance for its operations throughout the term of this Agreement. Such insurance shall be in amounts not less than the limits set forth in Minnesota Statutes, section 466.04, as amended. The District shall be named as an additional insured on Provider's policy of liability insurance. Within ten (10) business days after receiving a fully executed copy of this Agreement, the Provider shall provide the District with proof of such insurance.

III. LIABILITY

- A. **Indemnification.** The Provider hereby agrees to defend and indemnify the District, its board members, employees, agents, and representatives against any and all claims, demands, actions, administrative proceedings, causes of action, and liability, of any nature arising out of or relating to this Agreement. This indemnification specifically includes, but is not limited to, any action arising out of any allegation of the following: failure to comply with any federal or state law; or any form of inappropriate conduct by the Provider. Upon timely written notice

from the District, the Provider shall defend the District in any such action or proceeding within the purview of this Paragraph brought against the District, its employees, officers, directors, attorneys, and agents.

- B. Limitation on Indemnification.** Nothing in this Agreement shall be construed to require the Provider to indemnify, defend, save or hold harmless the District, its employees, officers, directors, and agents against any claims, demands, suits, costs, judgments or other forms of liability, actual or claimed, including attorneys' fees, for any injury resulting from the intentional or negligent misconduct of the District, its employees, officers, directors, or agents.
- C. Restriction on Settlement.** Notwithstanding any other provision in this Agreement, the Provider shall not settle or compromise any claim against the District without a signed agreement approved by the District.
- D. Effect of Termination.** The Parties agree and acknowledge that the Provider's duty to defend and indemnify the District survives the termination and/or expiration of this Agreement.

IV. DATA PRIVACY

- A. Governing Law.** The Parties understand and agree that all documents, surveillance tapes, and other recorded information created, received, and/or maintained by the District are "government data" within the meaning of the Minnesota Government Data Practices Act ("MGDPA") and that student records are also governed by the Family Educational Rights and Privacy Act ("FERPA"). The Parties further understand and agree that the MGDPA and FERPA limit the District's ability to release such data or records. Nothing in this Agreement shall be construed to provide the Provider or any of its employees, agents, independent contractors, volunteers, or other representatives with access to any data, document, surveillance tape, or other recorded information beyond that which is provided by the MGPDA and/or FERPA.
- B. District Access to Student Records.** If any District student is enrolled in the Program or otherwise receives services from the Provider as part of the student's educational program, the Provider agrees that, as part of its intake process, it will strongly encourage the student's parent or guardian to sign a written and legally sufficient authorization to allow the District and the Provider to consult regularly on the student's progress and treatment in order to improve educational outcomes and therapeutic programming.

V. DURATION AND TERMINATION

- A. Expiration.** This Agreement expires at 11:59 p.m. on June 30, 2019. This Agreement shall not automatically renew or continue. The Parties may only renew or continue this Agreement in writing, signed by both Parties.

- B. Termination With or Without Cause.** This Agreement may be terminated, with or without cause, by either Party upon thirty (30) days' notice in writing to the other Party.
- C. Termination for Cause.** The District may terminate this Agreement, for cause, if the Provider fails to perform any obligation required by this Agreement, including, but not limited to, administering appropriate background checks on any employee or volunteer accessing the Program Site, as required by this Agreement.
- D. Effect of Expiration or Termination.** Except as expressly provided in this Agreement, all obligations, rights, duties, and entitlements created by this Agreement terminate and are extinguished, without need of any further action by either Party, upon the effective date of termination or expiration of this Agreement.

VI. EQUAL EMPLOYMENT OPPORTUNITY, NONDISCRIMINATION AND CIVIL RIGHTS

The Provider agrees to provide equal opportunity to all employees and applicants for employment in accordance with applicable EEO/AA laws, directives and regulations of Federal, State and local governing bodies or agencies thereof, specifically Minnesota Statutes Chapter 363A.

No persons shall, on the grounds of race, color, religion, age, sex, disability, marital status, sexual preference, HIV status, public assistance status, creed or national origin be excluded from full employment rights in, participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program, service, or activity under the provisions of any or all applicable Federal and State laws, including the Civil Rights Act of 1964.

VII. MISCELLANEOUS

- A. Choice of Law and Severability.** This Agreement shall be governed by the laws of the State of Minnesota, without regard to its conflicts of laws provisions. If a court of competent jurisdiction determines that any part of this Agreement is void or voidable, violates any law, or is otherwise unenforceable, the remaining portions of this Agreement will remain in full force and effect, unless the remaining portions would not serve the original purpose of this Agreement.
- B. Joint Drafting.** This Agreement must be construed to have been drafted equally by the Parties.
- C. Responsibility for Costs.** With the exception of the costs assumed by the Parties pursuant to this Agreement, each Party shall be responsible for its own costs, expenses, and any attorneys' fees associated with this Agreement and any related matters, including enforcement of this Agreement.
- D. Enforcement.** Failure to insist on compliance with any term, covenant, or condition contained in this Agreement shall not be deemed a waiver of that term, covenant, or

condition, nor shall any waiver or relinquishment of any right or power contained in this Agreement at any time be deemed a waiver or relinquishment of any right or power at any other time.

- E. Voluntary Agreement.** All Parties have voluntarily signed this Agreement. No Party has been threatened, coerced, intimidated, or otherwise forced to sign this agreement by any other Party, any officer, employee, School Board member, agent, representative, or attorney of any other Party, or any other person or entity acting on behalf of any other Party.
- F. Relationship of the Parties.** The Provider does not operate any site-based mental health facilities on behalf of the District. Nothing in this Agreement shall be construed to create any partnership, joint venture, or employment relationship between the Provider, and/or its employees, officers, directors, and/or agents, and the District and/or its employees, officers, directors, and/or agents. The Parties understand and agree that this Agreement does not create any rights or obligations beyond those expressly contained herein.
- G. Complete Agreement.** This Agreement, along with the Business Associate Agreement, constitutes the entire agreement between the Parties relating to the matters addressed in this document. This Agreement supersedes any and all prior agreements between the Parties. No Party has relied upon any statements, promises or representations other than those contained in this Agreement. No changes to this Agreement shall be considered valid unless they are in writing and signed by both Parties.

By signing below, each Party specifically acknowledges that it has read this Agreement, that it has had an opportunity to review this Agreement with legal counsel, that it understands this Agreement, and that it agrees to be legally bound by all terms of this Agreement.

Fraser
2400 W. 64th Street
Minneapolis, MN 55423

Independent School District
Edina Public Schools
5701 Normandale Road
Edina, MN 55424

By: _____

Name: _____

Title: _____

Date: _____

By: _____

Name: _____

Title: _____

Date: _____



Board Meeting Date: 8/12/2019

TITLE: NURSING CARE CONTRACT WITH PEDIATECH NURSING

TYPE: Consent

PRESENTERS: Jeff Jorgensen

BACKGROUND: The contract with Pediatech Nursing is for nursing services and special education paraprofessional duties for an Edina student that requires direct services during transportation and during the school day at the Minnesota State Academy for the Blind. All care is delivered by a Registered Nurse (RN) or Licensed Practical Nurse (LPN). The direct care allows the student to participate in his educational program as determined by the IEP team. The nurse follows a MN Licensed Medical provider plan of care written for the student and only provides the interventions and assessments with the noted student.

RECOMMENDATION: Approve the attached contract with Pediatech Nursing

PRIMARY ISSUE(S) TO CONSIDER: Nursing services and special education paraprofessional duties for an Edina student

ATTACHMENTS:

1. Contracts (next pages)

Addendum 1
Agreement between Edina Public Schools and
Pediatech Nursing

This agreement is between Pediatech Nursing, 15612 Highway 7, Suite 160, Minnetonka, MN 55345, Contractor, and Edina Public Schools, 5701 Normandale Road, Edina, Mn 55424.

Services

The Contractor will provide nursing services and special education paraprofessional duties as instructed and trained, to student. The responsibility for determining the quantity and frequency of nursing services shall rest with Minnesota State Academy for the Blind.

The Contractor will provide proof of negative tuberculosis screening upon request.

The Contractor will complete any clinical documentation of cares delivered as required by the School District and consistent with nursing standards, including the third party billing documentation required by the district.

The Contractor will orient nursing staff to the Vulnerable Children and Adult Act, infection control and universal precautions, and client nursing care plan.

The Minnesota State Academy for the Blind will schedule and furnish Contractor nursing staff with appropriate orientation for the school setting.

The School District will notify provider in a timely manner of any changes in the time schedule or hours of service.

The School District and Minnesota State Academy for the Blind will furnish Contractor with all records and information relevant to the client for purposes of service being provided.

The Minnesota State Academy will furnish Contractor with any relevant school policies.

Contractor shall fax or send a copy of medical orders (485 or Home Health Certifications and Plan of Care) which are signed by a physician or certified nurse practitioner within 1 month after the previous orders expire. The agency can fax the recertification to 952-848-4901.

Fees

RN = \$60.00 per hour

LPN = \$52.00 per hour

Contract for Services

Agreement between Edina Public Schools and *Pediatech Nursing*

This agreement is between Pediatech Nursing, 15612 Highway 7, Suite 160, Minnetonka, MN 55345, *Contractor*, and Edina Public Schools, *District*.

Scope of Service

Contractor shall provide the services described in attached addendum 1.

Contractor shall hold appropriate licensure for provision of services

Describe licensure or qualifications of the agency staff if applicable:

Check all that apply below

- ☒ District requires a current copy of license for individuals providing services
- ☒ Services are consultative with special education staff.
- ☒ Contractor shall provide a copy of Criminal Background Report for individuals providing services to students in Robbinsdale Area Schools.

Site of Service

- ☒ Services to be provided at school site(s)

Payment

The cost of services shall be as set forth in Addendum 1. Contractor shall submit an invoice to the District for services provided. Payment will be made within 35 days of receipt of detailed invoice. The invoice should be mailed to:

Edina Pubic School
Student Support Services
5701 Normandale Road
Edina, MN 55424

Term

The contract will become effective upon signature of both parties and shall remain in effect August 26, 2019 to June 30, 2020. Contracts which are continuing shall be renewed annually.

Cancellation Clause

Either party may terminate this agreement without cause by providing thirty (30) days written notice of such intent to this effect to the other party. District may cancel this agreement for cause by providing written notice the Contractor.

Independent Contractor

For the purposes of this agreement Contractor is an independent contractor. Nothing contained in this agreement is intended nor shall be construed in any manner to create or establish a relationship of legal co-partners, joint ventures or joint powers between the parties. No statement contained in this agreement shall be construed so as to find Contractor, its employees, agents or representatives to be employees or agents of District. The district will make no deductions for federal Income Tax, FICA, or state income tax.

Hold Harmless

Contractor shall indemnify and hold District harmless for any and all damages, costs and expenses including attorney's fees which District, its officials, employees, or agents may sustain arising from any act or omission of Contractor in the execution, performance or failure to adequately perform the Contractor's obligations under this Agreement.

Privacy of Pupil Records

Pursuant to the District's Protection and Privacy of Pupil Records Policy and consistent with the requirements of the Family Educational Rights and Privacy Act and the Minnesota Government Data Practices Act, the Contractor shall be deemed to be a school official when performing the duties and responsibilities of the District. As such, the Contractor certifies and agrees that all data created, collected, received, stored, used, maintained, or disseminated by the Contractor must comply with the Family Educational Rights and Privacy Act and the Minnesota Government Data Practices Act.

Insurance

Contractor shall, during the life of the Contract, purchase and maintain insurance coverage with the minimum limits as follows:

1. Workers Compensation
 - A. Statutory State Coverage
 - B. Employee Liability Coverage with the following limits:

Bodily Injury by Accident	100,000 Each Accident
Bodily Injury by Disease	100,000 Each Employee
Bodily Injury by Disease	500,000 Each Policy Limit
2. General Liability Insurance
 - A. Commercial Liability Policy—Occurrence (Form CG 00 01 98 or its equivalent)

Combined Single Limit:	1,000,000
Personal Injury Liability	1,000,000
Products Completed Operations	1,000,000
General Aggregate	1,000,000
3. Automobile Liability Insurance including hired/ non-owned Auto.
4. Professional Liability Insurance with limits of 1,000,000 each occurrence / 1,000,000 aggregate.

Contractor will provide District with proof of insurance of an Accord Certificate form.

The school district does not represent that the required coverage and limits are adequate to protect the contractor and such coverage limits will not be deemed as a limitation of the Contractor's liability to District under this contract.

Compliance

The Contractor agrees to comply with all federal, state and local laws or ordinances, and all applicable rules, regulations, and standards established by any agency of such governmental units, which are now or hereafter promulgated insofar as they relate to the Contractor's performance of the provisions of this Agreement. It shall be the obligation of the Contractor to apply for, pay for and obtain all permits and/or licenses required by any governmental agency for the provision of those services contemplated herein.

All of the data created, collected, received, stored, used, maintained, or disseminated by the contractor in performing his duties pursuant to this contract is subject to the requirements of Chapter 13 of the Minnesota Statutes and the contractor must comply with the requirements of Minnesota Statute as if it were a government entity.

This agreement shall be reviewed and authorized by the Director of Special Education and shall be supervised by the Director or Designee.

This agreement is duly executed on 7/31/2019 by _____

District Name

Contractor

By: 

By: 

Title: Director of Student Support Ser

Title: President

Date: 8-6-19

Date: 7/31/2019



Board Meeting Date: 8/12/2019

TITLE: AGREEMENT WITH TONEWORKS MUSIC THERAPY SERVICES, LLC

TYPE: Consent

PRESENTERS: Jeff Jorgensen

BACKGROUND: The contract with Toneworks Music Therapy Services, LLC is for music therapy services for special education students. Services will include music therapy, student file review, special education due process report and participation in IEP team meetings. Services will be provided at Edina schools where music therapy has been identified as a special education need.

RECOMMENDATION: Approve the attached contract with Toneworks Music Therapy Services, LLC

PRIMARY ISSUE(S) TO CONSIDER: Music therapy services

ATTACHMENTS:

1. Contract (next page)

**INDEPENDENT CONTRACTOR'S AGREEMENT BETWEEN EDINA PUBLIC SCHOOLS
AND TONEWORKS MUSIC THERAPY SERVICES, LLC**

1. **Services:** Alexa Rosenbaum or Lyndie Walker of Toneworks Music Therapy Services, LLC, (hereafter Contractor) will provide the following services: 20 hours of group music therapy per week for the 2019-2020 school year.
2. **Independent Contractor/Incidentals:** Contractor acknowledges that it is an independent contractor and will not be subject to the control of the EDINA PUBLIC SCHOOLS (EPS), but shall perform his services, as required by law, in the exercise of his professional judgment and discretion. Further EPS shall not provide Contractor with any benefits, including health, worker's compensation, and/or unemployment insurance. Contractor shall furnish all transportation and personal incidentals necessary in the performance of this Agreement at Contractor's own expense.
3. **Consideration:** Contractor shall provide services described above in Paragraph 1. EPS will pay Contractor \$ 69.53 per hour for services performed under this Agreement, for up to 674 hours total, or \$46,863.22 per school year. All cancellations less than 24 hours in advance will be charged at \$30 per hour. The agreed upon fee is all-inclusive; and once maximum amount is reached, no additional payment or reimbursement will be made by EPS. Contractor will submit invoices to EPS, attn Jana Dengel, each month listing the dates and hour worked, along with group data from each session that Contractor is required to maintain. Payment for each invoice will be made by EPS within thirty (30) days. Contractor will be responsible for all applicable social security and personal income taxes, and Contractor shall indemnify and hold EPS harmless in this regard.
4. **Professional responsibilities:** Contractor will not be supervised or evaluated by EPS personnel in the actual performance of the services. Contractor agrees, however, that Contractor will perform his/her duties in a good, workmanlike and professional manner. Contractor will not be required to attend EPS staff meetings or any EPS trainings. Contractor agrees to maintain required professional licensure (including required training), if any, and to provide a copy of Contractor's current, valid license(s), if any, to EPS, for the purpose of lawfully providing the services required under this Agreement, if required.
5. **Liability:** The contractor maintains professional liability insurance coverage that will cover claims that may result from the contractor's sole negligence. Proof of this insurance is available upon request.
6. **Work made for hire:** All information, materials, and products developed pursuant to this Agreement shall be deemed "work made for hire" and remain the property of EPS, and Contractor shall not assert any claim in law or equity or assert any claim of statutory copyright or patent in such information, materials, and products without the prior written permission of EPS.
7. **Compliance with FERPA:** The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g. (FERPA) is a federal law that protects the privacy interests of parents and students with regard to education records. As an independent contractor for EPS or entity who has contracted with EPS to perform a special task, if contractor receives confidential student information or education records about a student as part of fulfillment of contractor's professional responsibilities to EPS, contractor will not disclose the information received to anyone who does not have a legitimate educational interest. Furthermore, contractor will seek guidance from the person to whom you report to or work with at EPS before releasing student record information in any part. Statutory exceptions applicable to the prior consent requirement are set forth in detail under Section 99.31 of the FERPA regulations in Part 34 of the Code of Federal Regulations.
8. **Waiver/Governing law/jurisdiction:** This Agreement shall be governed by the laws of the State of Minnesota without regard to conflicts of law principles. Mandatory and exclusive venue for any dispute arising out of these immunities provided EPS employees, officers, or agents, under Minnesota or federal law.

**INDEPENDENT CONTRACTOR'S AGREEMENT BETWEEN EDINA PUBLIC SCHOOLS
AND TONEWORKS MUSIC THERAPY SERVICES, LLC**

9. **Term of Agreement:** This Agreement shall commence on 8/24/2019 and terminate on 7/30/2020. This Agreement may be terminated without cause by EPS or Contractor by giving thirty (30) days written notice. **If Contractor fails to comply with any provision in this Agreement, EPS may immediately terminate without penalty and without any monetary or other obligation to Contractor.** If terminated, Contractor may submit invoices for work completed prior to termination.
10. **Entire Agreement/Amendments/Assignment:** This Agreement supersedes all previous oral and/or written agreements and constitutes the entire Agreement relating to Contractor's provision of services to EPS. This Agreement may only be amended by mutual written consent of both EPS and Contractor. Neither this Agreement nor any duties or obligations hereunder shall be assignable by the Contractor without EPS's prior written consent.
11. **Indemnity:** Contractor agrees to assume the risks related to their performance under this Agreement and agrees to release, indemnify, and hold harmless EPS from and against all liability, claims, demands, damages, judgments and costs for or arising from Contractor's acts or omissions in its performance under this Agreement.

My signature below indicates that I have read and understood this information and expectations set forth above. I and the company listed below will comply with this Agreement, and FERPA and ensure those who work for the company listed below, on a project for EPS, are aware of this Agreement and will comply with this Agreement.

Entered into on this _____ day of _____, 20____

CONTRACTOR: TONEWORKS MUSIC THERAPY SERVICES, LLC

BY: Lyndie Walker, MT-BC

Date

Mailing Address

8401 Golden Valley Rd Suite 301 Minneapolis, MN 55246

EIN: 46-1807587

EDINA PUBLIC SCHOOLS

BY: Jeff Jorgensen

8-6-19

Date

Mailing Address

5701 Normandale Rd Edina, MN 55424



Board Meeting Date: 8/12/2019

TITLE: GIFT FROM LAKE HARRIET LODGE #277 AND MINNESOTA MASONIC CHARITIES

TYPE: Consent

BACKGROUND: A gift totaling \$1,000 was given by Lake Harriet Lodge #277 and the Minnesota Masonic Charities, for the support of students in EPS with diabetes. The Lake Harriet Lodge and the matching gift from the Minnesota Masonic Charities allows health services to purchase supplies to monitor blood glucose. The supplies are a complement to the supplies that are brought into the health offices each year by students and their families. This gift of support from the Mason's has been in place for over 30 years.

RECOMMENDATION: Accept the gift with sincere appreciation.



Board Meeting Date: August 12, 2019

TITLE: GIFT FROM TRADITION FAMILY FOUNDATION

TYPE: Consent

BACKGROUND: A gift of \$50,000 was given by Tradition Family foundation for the purposes of implementing additional security cameras and systems at Edina High School

.

RECOMMENDATION: Accept with sincere appreciation the gift of \$50,000 from Tradition Family Foundation to Edina Public Schools.



Board Meeting Date: 8/12/2019

TITLE: GUIDING CHANGE DOCUMENT FOR 2020-21 & 2021-22 SCHOOL CALENDARS

TYPE: Discussion

PRESENTER(S): Bryan Bass, Assistant Superintendent; Randy Smasal, Director of Teaching and Learning

BACKGROUND: Attached is a draft guiding change document as the district plans its 2020-21 and 2021-22 school years. The administration seeks input from the school board prior to finalizing this guiding change document.

RECOMMENDATION: Review the attached guiding change plan for the 2020-21 and 2021-22 school learning year calendars, with an eye toward approval at the Board's regular September meeting.

PRIMARY ISSUE(S) TO CONSIDER: Parameters for the 2020-21 and 2021-22 School Learning Year Calendars

ATTACHMENTS:

1. Guiding Change Document for 2020-21 and 2021-22 School Learning Year Calendars

TOPIC: School Calendars, 2020-21 & 2021-22

GUIDING CHANGE DOCUMENT: 2020-21 & 2021-22 School Calendars

Context and Reality	Unacceptable Means	Results
<ul style="list-style-type: none"> District has strong education tradition with a culture of innovation District's vision views EPS to be among the premier school districts both nationally and internationally, including maximizing the time resource MN statute places restrictions on school districts starting before Labor Day with identified exceptions: <ul style="list-style-type: none"> To accommodate over \$400,000 of construction A joint agreement with other districts which meets specific requirements District has had a five-year legislative position for increasing local control of decisions, including the start of a school year Resource (funds, staff, time, facilities and technology) challenges continue to exist District establishes school calendars every two years by school board vote District has 171 student school days each year District has 9 days for teacher in-service & 2 data days; a minimum of 16 hours (number of days varies from site to site) for parent-student-teacher days each year; and 4 late school day starts District has several school days dedicated to required assessments at every level District has a two-week winter break and one-week spring break Daily schedules at each site are: <ul style="list-style-type: none"> VVMS/SVMS: 8 periods over 2 days (9:20 a.m.- 4:05 p.m.) EHS: 7 period modified block schedule day (8:30 a.m. -3:15 p.m.) Normandale: 8:40 a.m. – 3:15 p.m. All other elementary schools: 7:50 a.m.- 2:25 p.m. District offers summer academic programming in special education and other intervention programs for select students District is projected to annually have over \$10 million dollars of summer construction over the next 10 years District administration has developed plans to minimize emergency closings due to extreme temperatures (E-Learning Days) 	<ol style="list-style-type: none"> Create additional inequities in services among early childhood, elementary or secondary schools Develop a calendar that violates district policy, work agreements or state statute Exceed available funding limits or 3-year budget plan Recommendations developed without periodic school board updates Recommendations that do not demonstrate best practices at a national level Recommendations that negatively impact learning Professional Learning days that are unaligned among the schools Recommendations not sensitive to the cultures within the community 	<p>Develop recommendations for the 2020-21 and 2021-22 school years that:</p> <ol style="list-style-type: none"> Prioritize a consistent pre or post-Labor Day start for 2020-21 and 2021-22 due to planned construction in the summers of 2020 and 2021 Identify both a winter and spring break Identify a minimum of the following: <ol style="list-style-type: none"> Prof Learning Days = 4 full-days, plus 4 late starts or early releases P-S-T Conf Hours = 16 Data Days = 2 Identify two make-up days in case of emergency closing days in excess of two days (*Impact of E-Learning Days) Recognize needs and time challenges of school construction Create opportunities for collaborative time at each school site Create options to pace professional learning throughout the year Pursue alignment of targeted learning in the summer months Consider district calendar impacts on students, families and staff Consider the possibility of first semester ending with start of winter break Final recommendations will be brought to the school board for final decision not later than November 2019

DECISION MAKING STEPS

Phase	STEP ONE Establish Board Parameters Finalize Guiding Change & Options Team	STEPS TWO-FOUR Determine timeline and tasks Gather data and information Organize data and information Create options	STEP FIVE Present draft of Options to School Board for Discussion and Feedback Revise Options based on Board Feedback	STEP SIX Make decisions and plans to implement
Who?	<ul style="list-style-type: none"> School Board Board HR Committee Superintendent <u>Proposed Options Team</u> <ul style="list-style-type: none"> Bass & Smasal (Facilitators) Parent Reps Admin Reps Teacher Reps 	<u>Options Team</u> <ul style="list-style-type: none"> Bass & Smasal (Facilitators) Parent Reps Admin Reps Teacher Reps 	<ul style="list-style-type: none"> Bass & Smasal (Facilitators of Options Team) 	<ul style="list-style-type: none"> School Board Board HR Committee Superintendent
When?	<u>August 12, 2019</u> <ul style="list-style-type: none"> School Board Meeting School Board Work Session 	<u>9/2019 Options Mtg 1:</u> Determine timeline and tasks Gather data and information <u>10/2019 Options Mtg 2:</u> Organize data and info <u>10/2019 Options Mtg 3:</u> Create options	<u>11/2019 School Board Meeting</u> (insert actual board date) <ul style="list-style-type: none"> School Board Meeting School Board Work Session <u>11/2019 Options Mtg. 4:</u> Finalize Options with School Board recommendations	<u>12/2019 School Board Meeting</u> (insert actual board date) <ul style="list-style-type: none"> School Board Meeting School Board Work Session

What Issues and Questions?	<ul style="list-style-type: none"> • How is input received? • How is representation ensured? • What is the communication process? 	<ul style="list-style-type: none"> • What is the impact of the recommendations? • What needs to be provided to legal counsel on options? • How do we assess the impact of 2019-20 early year start? • What is the resource impact of implementing the guidelines? 	<ul style="list-style-type: none"> • Does this meet the guiding change document requirements? 	<ul style="list-style-type: none"> • Does this meet the guiding change document requirements?
-----------------------------------	--	---	--	--

Completion Date: December, 2019



Board Meeting Date: 8/12/2019

TITLE: Board Committee Appointments, Liaisons, Representatives; District Committees, Councils and Teams

TYPE: Discussion

PRESENTER(S): Board Chair

BACKGROUND: Committee appointments, liaisons and representative positions are recommended by the Board Chair. The purpose and leadership of district committees, councils and teams – whose membership recruitment occurs over the summer and fall – are also provided.

PRIMARY ISSUE TO CONSIDER: Committee appointments, liaisons and representative positions.

ATTACHMENTS:

1. 2019 Board appointments
2. Purpose and leadership of District committees, councils and teams

Board Committee Appointments

- Finance and Facilities – Matt Fox, Amir Gharbi, Leny Wallen-Friedman
- Human Resources – Erica Allenburg, Sarah Patzloff, Leny Wallen-Friedman
- Policy – Amir Gharbi, Ellen Jones, Owen Michaelson
- Teaching and Learning – Erica Allenburg, Ellen Jones, Sarah Patzloff

Board Liaisons

School Sites

- Concord Elementary School – Sarah Patzloff
- Cornelia Elementary School – Matt Fox
- Countryside Elementary School – Leny Wallen-Friedman
- Creek Valley Elementary School – Ellen Jones
- Early Learning Center – Amir Gharbi
- Edina High School – Erica Allenburg
- Highlands Elementary School – Sarah Patzloff
- Normandale Elementary School – Owen Michaelson
- South View Middle School – Amir Gharbi
- Valley View Middle School – Matt Fox

Outside Organizations

- Association of Metropolitan School Districts (AMSD) – Owen Michaelson
- Edina City Council – Ellen Jones
- Edina Education Fund – Matt Fox, Ellen Jones
- Edina Parent Leadership Council – Sarah Patzloff
- Intermediate School District 287 – Regina Neville
- Minnesota School Boards Association (MSBA) – Ellen Jones
- Minnesota State High School Leagues (MSHSL) – Erica Allenburg

Board Representatives

- Community Education Services Advisory Council – Sarah Patzloff
- Gifted Education Advisory Council – Ellen Jones
- Insurance Committee – Sarah Patzloff
- Legislative Action Committee – Ellen Jones, Owen Michaelson
- Meet & Confer – Amir Gharbi, Leny Wallen-Friedman
- Mental Health/Wellness Advisory Team – Erica Allenburg
- Parent Leadership Council – Sarah Patzloff
- Special Education Advisory Council – Erica Allenburg
- Student Activities Advisory Committee – Sarah Patzloff
- World's Best Workforce – Ellen Jones, Sarah Patzloff

Community Appointments by Board (term expiration date)

- Community Education Services Board – Karen Gabler (6/30/22)
- Edina Community Council Committee – Mindy Rhiger (6/30/20), Meg Barrett (6/30/21), Peg Gaard (6/30/21), Cheryl Gunness (6/30/21), Jeff Jorgensen (6/30/21)
- Board Finance Committee – Cathy Cella (6/30/22), Ben Sorenson (6/30/20), Timothy Smith (6/30/21), Mohamed Abdihalim (6/30/21)

District Committees, Councils and Teams

See District's website for the most up-to-date membership lists: <https://www.edinaschools.org/>

Community Education Services Advisory Council (CESAC)

Provides Community Education Services with input, direction and insight. Membership terms are three years. *Contact: Val Burke*

Gifted District Advisory Committee

Provides network for communication, support and accountability, as well as input and recommendations on the gifted education program and services. Membership terms are two years. *Contact: Deb Richards*

Go Green Advisory Committee

Promotes environmental and energy conservation initiatives by providing advice and direction for schools and programs within the district. *Contact: Megan Kooman*

Mental Health and Wellness Advisory Team

Provides insight, support and advice to address behavioral health, wellness, and chemical abuse problems within the district and community, and assists in promotion of prevention strategies. Membership terms are two years. *Contact: Jeff Jorgensen*

Special Education Advisory Council (SEAC)

Provides input, support and advice to district administration on topics related to special education services and supports. Topics include programming, staff training, and parent education. Membership terms are two years. *Contact: Jeff Jorgensen*

Student Activity Advisory Committee (SAAC)

Advises administration on student participation in athletics, performing arts, and academic organizations. Items considered include lettering criteria, pep fest policies, middle school student participation on varsity athletic teams, and appeals on student suspensions from athletics and arts. Membership terms are two years. *Contact: Troy Stein*

Student Wellness Committee

Charged primarily with monitoring implementation of School Board Policies 715 (Food & Nutrition Services Program) and 533 (Wellness) and associated practices throughout the district under the direction of the Directors of Business Services and Teaching & Learning. Membership terms are three years. *Contacts: Food Service and Wellness: Margo Bauck; Wellness: Randy Smasal; Food & Nutrition Services: Dan Hutchinson*

Technology Advisory Team (TAT)

Develops procedures for planning, integration and coordination of the district's technology program. Membership includes parents, media specialists, teachers and administrators. Membership terms are three years. *Contact: Steve Buettner*

World's Best Work Force Committee

Advises and assists district in implementation of the system accountability and continuous improvement process regarding curriculum, assessment, staff development and instruction. Membership terms are two years. *Contact: Randy Smasal*



Board Meeting Date: 8/12/2019

TITLE: Board Control of Extracurricular Activities

TYPE: Action

PRESENTER(S): John Toop, Director of Business Services

BACKGROUND: Minnesota Session Laws 2019, 1st Special Session, CH. 11, Art. 1, Sec. 5 will require changes in the accounting for student activity funds. School boards must take charge of and control all student activities of the public schools in the district, and all money received or expended for extracurricular activities shall be recorded in the same manner as other revenues and expenditures of the district.

RECOMMENDATION: Approve the district's administration to implement the requirements of Minnesota Session Laws 2019, 1st Special Session, CH. 11, Art. 1, Sec. 5.



Board Meeting Date: 8/12/2019

TITLE: Election of School Board Members and Calling the School District General Election

TYPE: Action

PRESENTER(S): John Toop, Director of Business Services

BACKGROUND: See attached documents

RECOMMENDATION: Approve the calling of the school district general election for the purpose of electing three (3) school board members for terms of four (4) years each.

ATTACHMENT:

1. Resolution Relating to Election of School Board Members and Calling the School District General Election

NOTIFICATION OF ELECTION

TO: Hennepin County

FROM: Independent School District No. 273 (Edina Public Schools)
Edina, Minnesota

SUBJECT: November 5, 2019 General Election.

Independent School District No. 273 (Edina Public Schools) will be holding a general election on November 5, 2019. The form of the ballot shall be as specified on the attached Notice of General Election. Please consider this official notification as required by Minnesota Statutes, Section 205A.07. Please prepare the necessary polling place rosters for use at this election.

Superintendent


(attach Notice of General Election)

**NOTICE OF GENERAL ELECTION
INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
STATE OF MINNESOTA**

NOTICE IS HEREBY GIVEN that the general election has been called and will be held in and for Independent School District No. 273 (Edina Public Schools), State of Minnesota, on Tuesday, the 5th day of November, 2019, for the purpose of electing three (3) school board members for four (4) year terms. The ballot shall provide as follows:

**General Election
November 5, 2019**

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this: .

**School Board Member
Vote for up to Three**

☐

Name

☐

Name

☐

Name

☐

Name

☐

Name

☐

Name

☐

write-in, if any

☐

write-in, if any

☐

write-in, if any

The polling places and combined polling places for this election and the precincts served by those polling places shall be as follows:

<u>Polling Place Precinct 1B:</u>	Chapel Hills Church 6512 Vernon Avenue Edina, Minnesota
<u>Polling Place Precinct 2:</u>	Edina Senior Center 5280 Grandview Square Edina, Minnesota
<u>Polling Place Precinct 3:</u>	Mercy Commons Covenant Church 4201 West 50 th Street Edina, Minnesota
<u>Polling Place Precinct 4:</u>	Weber Park Shelter 4115 Grimes Avenue Edina, Minnesota
<u>Polling Place Precinct 5:</u>	Good Samaritan Methodist Church 5730 Grove Street Edina, Minnesota
<u>Polling Place Precinct 6:</u>	Countryside Elementary School 5701 Benton Avenue Edina, Minnesota
<u>Polling Place Precinct 7:</u>	Normandale Lutheran Church 6100 Normandale Road Edina, Minnesota
<u>Polling Place Precinct 8:</u>	South View Middle School 4725 South View Lane Edina, Minnesota

<u>Polling Place Precinct 9:</u>	Concord Elementary School 5900 Concord Avenue Edina, Minnesota
<u>Polling Place Precinct 10:</u>	St. Alban's Episcopal Church 6716 Gleason Road Edina, Minnesota
<u>Polling Place Precinct 11:</u>	New City Covenant Church 6400 Tracy Avenue Edina, Minnesota
<u>Polling Place Precinct 12:</u>	Arneson Acres Park 4711 West 70 th Street Edina, Minnesota
<u>Combined Polling Place Precincts 13, 16, 17 and 18:</u>	Cornelia Elementary School 7000 Cornelia Drive Edina, Minnesota
<u>Polling Place Precinct 14:</u>	Edina Community Lutheran Church 4113 West 54 th Street Edina, Minnesota
<u>Polling Place Precinct 15:</u>	Church of St. Patrick 6820 St. Patrick's Lane Edina, Minnesota
<u>Polling Place Precinct 19:</u>	Calvary Lutheran Church 6817 Antrim Road Edina, Minnesota

CITY OF BLOOMINGTON VOTERS. Those School District voters residing in the City of Bloomington in Precinct 17 will vote at Hyland Hills Ski Chalet, 8800 Chalet Road, Bloomington, Minnesota. Those School District voters residing in the City of Bloomington

in Precinct 18 will vote at the Church of St. Edwards, 9401 Nesbitt Avenue South, Bloomington, Minnesota.

CITY OF ST. LOUIS PARK VOTERS. Those School District voters residing in the City of St. Louis Park will vote at Susan Lindgren Elementary School, 4801 41th Street West, St. Louis Park, Minnesota.

Any eligible voter residing in the school district may vote at said election at the polling place or combined polling place designated above for the precinct in which he or she resides. The polls for said election will be opened at 7:00 o'clock a.m. and will close at 8:00 o'clock p.m. on the date of said election.

A voter must be registered to vote to be eligible to vote in this election. An unregistered individual may register to vote at the polling place on election day.

Dated: _____, 2019.

BY ORDER OF THE SCHOOL BOARD

/s/ _____
School District Clerk
Independent School District No. 273
(Edina Public Schools)
State of Minnesota

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
STATE OF MINNESOTA

HELD: _____, 2019

Pursuant to due call and notice thereof, a _____ meeting of the School Board of Independent School District No. 273 (Edina Public Schools), State of Minnesota, was held in said school district on _____, 2019, at ____ o'clock p.m.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION RELATING TO ELECTION OF SCHOOL BOARD MEMBERS
AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION**

BE IT RESOLVED by the School Board of Independent School District No. 273, State of Minnesota, as follows:

1. (a) It is necessary for the school district to hold its general election for the purpose of electing three (3) school board members for terms of four (4) years each.

(b) The clerk shall include on the general election ballot the names of the individuals who file or have filed Affidavits of Candidacy during the period established for filing such affidavits, as though they had been included by name in this resolution. The clerk shall not include on the ballot the names of individuals who file timely affidavits of withdrawal in the manner specified by law.

2. The general election is hereby called and directed to be held on Tuesday, the 5th day of November, 2019, between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m. The general election shall be conducted in conjunction with the City of Bloomington and the City of St. Louis Park municipal elections.

3. Pursuant to Minnesota Statutes, Section 205A.11, the school district polling places and combined polling places and the precincts served by those polling places, as previously established and designated by school board resolution for school district elections not held on the day of a statewide election, are hereby designated for this general election.

However, because the City of Bloomington and the City of St. Louis Park will each be holding its municipal elections on November 5, 2019, school district voters residing in those cities will vote at their regular city polling places.

4. The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the County Auditor of each county in which the school district is located, in whole or in part, at least seventy-four (74) days before the date of said general election. The notice shall specify the date of said election and the office or offices to be voted on at said general election. Any notice given prior to the adoption of this resolution is ratified and confirmed in all respects.

The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district at least ten (10) days before the date of said general election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election and to cause two sample ballots to be posted in each polling place on election day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place.

The clerk is hereby authorized and directed to cause notice of said elections to be published in the official newspaper of the school district, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of the general election.

The notice of election so posted and published shall state the offices to be filled as set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is hereby authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place or combined polling place on election day.

5. The clerk is authorized and directed to acquire and distribute such election materials and to take such other actions as may be necessary for the proper conduct of this general election and generally to cooperate with any election authorities conducting other elections on that date. The clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate officials regarding preparation and distribution of ballots, election administration and cost sharing.


6. The clerk is further authorized and directed to cause or to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system:

General Election Ballot

**Independent School District No. 273
(Edina Public Schools)**

November 5, 2019

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this: .

School Board Member

Vote for up to Three

☐

Name

☐

Name

☐

Name

☐

Name

☐

Name

☐

Name

☐

write-in, if any

☐

write-in, if any

☐

write-in, if any

Optical scan ballots must be printed in black ink on white colored material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

7. The name of each candidate for office at each election shall be rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.

8. If the School District will be contracting to print the ballots for this election, the Clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer shall, if requested by the election official, furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

9. The clerk is hereby authorized and directed to provide for testing of the optical scan voting system within fourteen (14) days prior to the general election date. The clerk shall cause notice of the time and place of the test to be given at least two (2) days in advance of publication once in the official newspaper, by posting a notice, and by notifying the county or legislative district chair of each major political party.

10. The clerk is hereby authorized and directed to cause notice of the location of the counting center or the place where the ballots will be counted to be published in the official newspaper at least once during the week preceding the week of the general election and in the newspaper of widest circulation once on the day preceding the general election, or once the week preceding the general election if the newspaper is a weekly.

11. As required by Minnesota Statutes, Section 203B.121, the Board hereby establishes a ballot board to process, accept and reject absentee ballots at school district elections not held in conjunction with the state primary or state general election or that are conducted by a municipality on behalf of the school district and generally to carry out the duties of a ballot board as provided by Minnesota Statutes, Section 203B.121 and other applicable laws. The ballot board must consist of a sufficient number of election judges trained in the handling of absentee ballots. The ballot board may include deputy county auditors and deputy city clerks who have received training in the processing and counting of absentee ballots. The clerk or the clerk's designee is hereby authorized and directed to appoint the members of the ballot board. The clerk or the clerk's designee shall establish, maintain and update a roster of members appointed to and currently serving on the ballot board and shall report to the Board from time to time as to its status. Each member of the ballot board shall

be paid reasonable compensation for services rendered during an election at the same rate as other election judges; provided, however, if a staff member is already being compensated for regular duties, additional compensation shall not be paid for ballot board duties performed during that staff member's duty day.

12. The clerk is hereby authorized and directed to begin assembling names of trained election judges to serve at the various polling places and combined polling places during the November 5, 2019 general election. The election judges shall act as clerks of election and submit the results to the school board for canvass in the manner provided for other school district elections. The general election must be canvassed between the third and the tenth day following the general election.

13. The School District clerk shall make all Campaign Financial Reports required to be filed with the school district under Minnesota Statutes, Section 211A.02, available on the school district's website. The clerk must post the report on the school district's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The school district must make a report available on the school district's website for four years from the date the report was posted to the website. The clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

The motion for the adoption of the foregoing resolution was duly seconded by

_____ and upon vote being taken thereon the following voted in favor

thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
) SS
COUNTY OF HENNEPIN)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 273 (Edina Public Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said school district duly called and held on the date therein indicated, so far as such minutes relate to the calling of the general election of said school district, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this ____ day of _____ 2019.

School District Clerk



Board Meeting Date: 8/12/2019

TITLE: The Mental Health and Wellness Agreement with the City of Edina and Edina Public Schools

TYPE: Action

PRESENTERS: Jeff Jorgensen

BACKGROUND: The Mental Health and Wellness Agreement with the City of Edina is an initiative to support students and their families with the students' physical, behavioral, emotional, chemical and emotional health. The agreement will result in an expansion of the District's Mental Health and Wellness service continuum to effectively service the needs of all students with Edina Public Schools.

RECOMMENDATION: Approve the attached agreement with the City of Edina.

PRIMARY ISSUE(S) TO CONSIDER: Mental Health and Wellness Agreement with the City of Edina.

ATTACHMENTS:

1. Contract (next page)



MENTAL HEALTH AND WELLNESS AGREEMENT

This Agreement is made and entered into between Edina Public Schools, located at 5701 Normandale Road, Edina, Minnesota 55424 ("District"), and City of Edina, located at 4801 W. 50th St., Edina, Minnesota 55424 ("City").

WHEREAS, the District and the City have a commitment to partnership efforts in programming and staffing which support the goals of each entity; and

WHEREAS, the District is implementing a Mental Health and Wellness initiative to support students and their families with the students' physical, behavioral, emotional, chemical, and emotional health; and

WHEREAS, the District has identified the continuum of services to include:

- Measures to ensure cultural inclusivity;
- Universal screening measures;
- Preventive methodologies;
- Responsive methodologies;
- Multiple tiers of service options which increase service in response to student need;
- Community partnerships;
- Parental involvement;
- Crisis response system;
- Methods to effectively conduct risk assessment; and
- Data collection and retention methods that will protect privacy but ensure students do not fall through the cracks; and

WHEREAS, the District has expanded staffing to successfully implement the Mental Health and Wellness Initiative; and

WHEREAS, the City has a commitment to support the chemical health of youth served within the community;

NOW, THEREFORE, the District and the City agree to the following:

1. The District will make staff available to deliver services and support the identified chemical health goals jointly agreed upon by the District and City administrations, based on available funding. The District will identify deliverable outcomes for each goal.
2. The City agrees to pay the District up to \$20,000 during the school year for such services provided by the District, with the payment process to be finalized by the District and City administrations.
3. The City will have a representative determined by the City Manager to serve on the District's Mental Health and Wellness Advisory Counsel.
4. The term of this Agreement is the 2019-2020 school year.

EDINA POLICE DEPARTMENT

4801 West 50th Street • Edina, Minnesota 55424

www.EdinaMN.gov/Police • 952-826-1610 • Fax 952-826-1607



By signing below, the parties represent that each has read, understands, and agrees to be bound by the terms of this Agreement.

CITY
City of Edina

By: *Scott H. Auel*

Date: 7/29/2019

DISTRICT
Independent School District No. 273

By: _____
School Board Clerk

Date: _____

EDINA POLICE DEPARTMENT

4801 West 50th Street • Edina, Minnesota 55424
www.EdinaMN.gov/Police • 952-826-1610 • Fax 952-826-1607



Board Meeting Date: 6/17/2019

TITLE: Policy Review

TYPE: Action

PRESENTER(S): Board Policy Committee

BACKGROUND: The following policies have been reviewed and revised with an eye toward clarity and to align with district practice and state statutes:

- 203 – Operation of the School Board
- 413 – Harassment and Violence
- 414 – Mandated Reporting of Child Neglect or Physical/Sexual Abuse
- 415 – Mandated Reporting of Maltreatment of Vulnerable Adults
- 522 – Student Sex Nondiscrimination
- 611 – Home Schooling

RECOMMENDATION: Accept the revised policies as presented.

ATTACHMENTS:

1. 203 – Operation of the School Board
2. 413 – Harassment and Violence
3. 414 – Mandated Reporting of Child Neglect or Physical/Sexual Abuse
4. 415 – Mandated Reporting of Maltreatment of Vulnerable Adults
5. 522 – Student Sex Nondiscrimination
6. 611 – Home Schooling

School Board

Operation of the School Board

I. Purpose

This policy provides rules of order for conducting meetings of the school board, to ensure consistency in the order of business at regular school board meetings, to provide procedures for the preparation of the school board agenda, to allow the use of a consent agenda, and to establish procedures relating to the maintenance of records and publication of school board meetings.

II. General Statement of Policy

An orderly school board meeting allows ~~school~~ board members to participate in discussion and to make decisions regarding school district issues. Rules of order allow ~~school~~ board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner.

To ensure that ~~school~~ board meetings are conducted in an orderly fashion, the ~~school~~ board will follow rules of order that will allow the ~~school~~ board:

- A. To establish guidelines by which the business of the ~~school~~ board can be conducted in a regular and internally consistent manner;
- B. To organize the meetings so all necessary matters can be brought to the ~~school~~ board and decisions of the ~~school~~ board can be made in an orderly and reasonable manner;
- C. To ensure that members of the ~~school~~ board have the necessary information to make decisions on substantive issues and to insure adequate discussion of decisions to be made; and
- D. To ensure that meetings and actions of the ~~school~~ board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. Rules of Order for Meetings

- A. Rules of order for school board meetings are (1) Minnesota Statutes where specified; (2) specific rules of order as provided by the ~~school~~ board consistent with Minnesota Statutes; and (3) Robert's Rules of Order, Revised (latest edition) where not inconsistent with (1) or (2) above.

- B. ~~School~~bBoard members need not rise to gain the recognition of the chair.
- C. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.
- D. All motions that require a second must receive a second prior to opening the issue for discussion of the ~~school~~board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion are recorded in the minutes.
- E. The chair decides the order in which ~~school~~board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member will only speak to an issue after the member is recognized by the chair.
- F. The chair will rule on all questions relating to motions and points of order brought before the ~~school~~board.
- G. A ruling by the chair is subject to appeal to the full ~~school~~board pursuant to Robert's Rules of Order.
- H. The ~~school~~board has authority to recognize any member of the audience regarding a request to be heard at the ~~school~~board meeting. Members of the public who wish to be heard must follow ~~school~~board procedures.
- I. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.
- J. The chair will repeat a motion or the substance of a motion prior to the vote. The chair will call for an affirmative and a negative vote on all motions.
- K. A board member may request a roll call vote. Roll call votes will be called in alphabetical order.
- L. The chair has the same right and responsibility as each ~~school~~board member to vote on all issues.
- M. The chair announces the result of each vote. The vote of each member, including abstentions, is recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.
- N. A majority of the voting members of the ~~school~~board constitute a quorum. The

absence of a quorum may be raised by the chair or any member. Generally any action taken in the absence of a quorum is null and void. The only legal actions the ~~school~~ board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

O. In the absence of the chairperson at any meeting, the presiding officer will be an officer of the elected Board in the following order of precedence: (a) vice-chairperson, (b) clerk, (c) treasurer. If the chairperson does arrive, the acting presiding officer surrenders the chair to him/her.

P. In the absence of the clerk at any meeting, the presiding officer designates an assistant clerk to act.

IV. Order of Meeting

A. The school board will conduct an orderly ~~school~~ board meeting. The ~~school~~ board chair and superintendent will develop the agenda as discussed further in section V below. The ~~school~~ board will, at all regular ~~school~~ board meetings, follow an agenda order similar to:

1. Call to order
2. Approval of prior meeting minutes
3. Recognition of visitors and invited guests
4. Presentations by invited staff or guests
5. Consent Agenda
6. Discussion and Report Items
7. Action Items
8. Information Items
9. Leadership and Committee Updates
10. Adjournment

B. The ~~school~~ board may depart from the order of business with the consent of the majority of members present.

C. The ~~school~~ board will receive monthly student enrollment updates and financial reports from the school administration.

V. School Board Agenda

A. The school board chair and superintendent are responsible to develop, prepare and arrange the order of items for the tentative ~~school~~ board meeting agenda for each ~~school~~ board meeting.

B. The ~~school~~ board chair and superintendent will coordinate and share a monthly board agenda, for the school year, in August of each year. The year-long agenda will assist the ~~school~~ board in its planning efforts.

C. Annually, the ~~school~~ board will act on the following organizational items:

- Election of officers
- School board compensation
- District legal counsel
- District auditor
- District physician
- Designation of depositories
- Designation of official newspaper
- Educational memberships
- Student and facility fees

D. Persons wishing to place an item on the agenda must make a request to the ~~school~~ board chair or superintendent in a timely manner. The person making the request is encouraged to provide his/her/their name, address, purpose of the item, action desired and pertinent background information. The chair and superintendent determine whether to place the matter on the tentative agenda.

E. The tentative agenda and supporting documents are provided to the ~~school~~ board members prior to the scheduled ~~school~~ board meeting. The superintendent or designee will notify the board if the tentative agenda or agenda packet is updated prior to the meeting.

F. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the ~~school~~ board meeting will include a description of the matter.

G. At least one copy of any printed materials related to the meeting's agenda items prepared by, or distributed to, or at the direction of, the ~~school~~ board must be made available for inspection in the meeting room while the ~~school~~ board considers its subject matter if the printed materials were also (i) distributed at the meeting to all board members; (ii) distributed before the meeting to all board members; (iii) available in the meeting room to all board members; or (iv) posted on the district website or using other district technologies in advance of the meeting. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

VI. Consent Agenda

A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the ~~school~~ board has consented to the consideration of certain items as a group under one motion.

B. Consent items are those items that (1) usually do not require discussion or explanation prior to ~~school~~ board action, (2) are noncontroversial and/or similar

in content, or (3) have already been discussed and/or explained at a board committee or full board level and do not require further discussion or explanation. These agenda items may include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, and approval of reports. These items may also include similar groups of decisions such as, but not limited to, approval of employee contracts, approval of maintenance details for the school district buildings and grounds, approval of various schedules, and approval of routine agreements or contracts with vendors.

- C. Items will be removed from the consent agenda by a timely request by an individual ~~school~~-board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the ~~school~~-board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.
- D. Consent agenda items are approved en masse by one vote of the ~~school~~ board. The consent agenda items are separately recorded in the minutes.

VII. Maintenance of School Board Meeting Minutes and Records

A school district representative will keep and maintain permanent records of the school board, including records of the minutes of ~~school~~-board meetings and other required records of the ~~school~~-board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law will be recorded in a journal kept for that purpose.

Public records maintained by the district are available for inspection by members of the public during the regular business hours of the district. Minutes of meetings are available for inspection at the administrative offices of the district after they have been prepared and are also available on the district's website. Minutes of a ~~school~~-board meeting are approved or modified by the ~~school~~-board at a subsequent meeting, which action is reflected in the official proceedings of that subsequent meeting.

VIII. Publication of Official Proceedings, Minutes

- A. The school board will ensure that its official proceedings are published once in the official newspaper of the school district within 30 days of the meeting at which the proceedings occurred; however, if the ~~school~~-board conducts regular meetings not more than once every 30 days, the ~~school~~-board need not publish the minutes until 10 days after they have been approved by the ~~school~~-board.
- B. The proceedings to be published will be sufficiently detailed ~~full~~-to fairly set forth the proceedings. The publication must include the substance of all official actions taken by the ~~school~~-board at any regular or special meeting, and at

minimum must include (i) the subject matter of a motion, (ii) the persons making and seconding the motion, (iii) a listing of how each member present voted on the motion, (iv) the character of resolutions offered including a brief description of their subject matter and (v) whether the motion was adopted or defeated.

The minutes and permanent records of the ~~school~~ board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the ~~school~~ board, the proceedings to be published may reflect that fact.

- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the ~~school~~ board. The summary will be written in a clear and coherent manner and to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication will clearly indicate (i) the published material is only a summary; (ii) the full text is posted on the district website and is also available for public inspection at the administrative offices of the district; and (iii) a copy of the proceedings, other than attachments to the minutes, is available, without cost, at the offices of the district or by means of standard mail.

Legal References:

Minn. Stat. Ch. 13D (Open Meeting Law)

Minn. Stat. § 123B.09 (School Board Powers)

Minn. Stat. § 123B.14 (Record of Meetings; Officers)

Minn. Stat. § 126C.53 (Enabling Resolution; Form of Certificates of Indebtedness)

Minn. Stat. § 122A.40 (Employment Contracts, Termination)

Minn. Stat. § 331A.01, Subd. 6 (Newspapers; Definitions)

Minn. Stat. § 331A.04, Subd. 6 (Newspapers; Exception to Designation Priority)

Minn. Stat. § 331A.05, Subd. 8 (Notice Regarding Published Summaries)

Minn. Stat. § 331A.08, Subd. 3 (Publication of Proceedings)

Minn. Stat. § 471.88 (Exceptions)

Op. Atty. Gen. 161-a-20, December 17, 1970

Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428 (1956)

Cross References:

Policy 205 (Open Meetings and Closed Meetings)

Policy 206 (Public Hearings and Public Participation in School Board Meetings, Data Privacy Considerations)

Policy

adopted: 04/16/07

amended: 10/22/12

revised: 12/15/15

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota

Personnel

Harassment and Violence Prohibition, Students and Employees

I. Purpose

The school district strives to maintain a learning and working environment free from harassment or violence on the basis of race, color, creed, religion, national origin, sex, ~~gender~~, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability. This policy provides a framework for reporting actions that violate this policy and the district's actions when it receives such a report.

II. General Statement of Policy

- A. The school district strives to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, ~~gender~~, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability ("protected classification"). The district prohibits harassment or violence on the basis of ~~a protected classification~~ race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.
- B. This policy is violated when a student, teacher, administrator or other district employee harasses a student, teacher, administrator or other district employee or group of students, teachers, administrators, or other district employees through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability ~~protected classification~~. (For purposes of this policy, district employees include school board members, school employees, agents, volunteers, independent contractors, or persons subject to the supervision and control of the district.)
- C. This policy is violated when a student, teacher, administrator or other district employee inflicts, threatens to inflict, or attempts to inflict violence upon a student, teacher, administrator or other district employee based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability ~~protected classification~~.
- D. The district will act to investigate all complaints of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age,

marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability~~protected classification~~. The district will discipline or take appropriate action against a student, teacher, administrator or other district employee who is found to have violated this policy.

III. Definitions

A. "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intention of infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" consists of physical or verbal conduct, including, but not limited to, written and/or electronic communications, relating to a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability~~protected classification~~ when the conduct:

1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with a person's work or academic performance; or
3. otherwise adversely affects a person's employment or academic opportunities.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. "Disability" means any condition or characteristic that renders a person a disabled person. A person living with a disability is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
2. "Familial status" means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded

against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
 5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.
 7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
 2. Sexual harassment may include, but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expressiongender.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

IV. Reporting Procedures

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, ~~gender~~, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports will be considered complaints as well.
- C. Nothing in this policy will prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint will be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. At each site location, the building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy will inform the building report taker immediately. If the complaint involves the building report taker, the complaint will be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker will ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and will serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee will be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence will make reasonable efforts to address and resolve the harassment or violence and will inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence

or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker will personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. The district designates the assistant superintendent ~~director of human resources~~ to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves the assistant superintendent ~~director of human resources~~, the complaint will be filed directly with the superintendent.
- H. The school district will conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the reporter's future employment, grades, work assignment, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment and violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment will be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. Investigation

- A. The ~~assistant superintendent~~ ~~director of human resources~~ or designee, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, will undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the person(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. The district may take immediate steps, at its discretion, to protect the reporting party, students, teachers, administrators or other district employees pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence will be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

- F. The investigation will be completed as soon as practicable. The school district human rights officer will make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report will include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. School District Action

- A. Upon completion of the investigation, the school district will take appropriate action. This action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, removal, or termination. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district will, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. Retaliation or Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in

the harassment or violence. Remedial responses to the harassment or violence will be tailored to the particular incident and nature of the conduct.

VIII. Right to Alternative Complaint Procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. Harassment or Violence as Abuse

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy prohibits the district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. Dissemination of Policy and Training

- A. This policy will be posted in each school building in areas accessible to students and district employees.
- B. This policy is provided to each school district employee and independent contractor at the time of entering into the person's employment contract.
- C. This policy must appear in the student handbook.
- D. The district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, ~~and~~ resourcefulness and/or sexual abuse prevention.
- F. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References:

Minn. Stat. § 120B.232 (Character Development Education)

Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
 Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 Minn. Stat. § 609.341 (Definitions)
 Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
 29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
 29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
 42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
 42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
 42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
 42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
Puller v. Indep. Sch. Dist. No. 701, 528 N.W.2d 273 (Minn. App. 1998)

Cross References:

Policy 102 (Equal Educational Opportunity)
 Policy 401 (Equal Employment Opportunity)
 Policy 402 (Disability Nondiscrimination)
 Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
 Policy 406 (Public and Private Personnel Data)
 Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
 Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
 Policy 506 (Student Discipline)
 Policy 514 (Bullying Prohibition Policy)
 Policy 515 (Protection and Privacy of Student Records)
 Policy 521 (Student Disability Nondiscrimination)
 Policy 522 (Student Sex Nondiscrimination)
 Policy 526 (Hazing Prohibition)
 Policy 528 (Student Parental, Family and Marital Status Nondiscrimination)
 Policy 634 (Electronic Technologies Acceptable Use)

Policy		INDEPENDENT SCHOOL DISTRICT 273
adopted:	4/14/08	Edina, Minnesota
amended:	5/19/09	
amended:	9/26/11	
revised:	5/19/14	
revised:	7/18/16	
revised:	8/14/17	
reviewed:	8/13/18	

Appendix I to Policy 413 (and Policies 401, 402, 514, 521, 522, 526, 528)
DISCRIMINATION, HARASSMENT, BULLYING, HAZING AND VIOLENCE REPORT FORM

Edina Public Schools maintains policies prohibiting discrimination, harassment, bullying, hazing and violence. These policies can be found on the district's website or obtained from a district administrator. Please use this form to report incidents of discrimination, harassment, bullying, hazing or violence. All persons are to be treated with respect and dignity.

Person completing report: _____

Home address: _____

Work address: _____

Home phone: _____ Work phone: _____

Date of alleged incident(s): _____

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ national origin \ sex \ gender \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation \ disability

Name of person(s) you believe harassed, bullied or was violent toward you or another person.

If the alleged harassment or violence was toward another person(s), identify that person(s).

Where and when did the incident(s) occur? _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

List any witnesses that were present. _____

This complaint is filed based on my honest belief that _____ has harassed or has been violent to me or to another person or group. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

Signature: _____ Date _____

Received by: _____ Date _____

Please submit to the building principal or designee, or assistant superintendent~~director of human resources~~, as indicated by the policy(ies).

Personnel

Mandated Reporting of Child Neglect or Physical or Sexual Abuse

I. Purpose

This policy provides district employees' statutory requirements to report suspected child neglect or physical or sexual abuse.

II. General Statement of Policy

- A. The school district complies with state laws requiring a district employee to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when a district employee fails to immediately report instances of child neglect, or physical or sexual abuse when the employee knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. Definitions

- A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. "Child" means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes a person under 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Mandated reporter" means a district employee who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. "Neglect" means:
 - 1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for

the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child that may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

F. "Non-maltreatment mistake" means:

1. at the time of the incident, the person was performing duties identified in the center's childcare program plan required under Minn. Rules Part 9503.0045;
2. the person has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years;

3. the person has not been determined to have committed a similar non-maltreatment mistake under this paragraph for at least four years;
4. any injury to a child resulting from the incident, when if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and
5. except for the period when the incident occurred, the facility and the person providing services were both in compliance with all licensing requirements relevant to the incident.

This definition applies only to childcare centers licensed under Minn. Rules Ch. 9503.

- G. "Physical abuse" means a physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or a physical or mental injury that cannot reasonably be explained by the child's history of injuries or aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. §121A.67 or §245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or district employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- H. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.

- I. "District employee" means a professional employee or his or her delegate who provides health, educational, social, psychological, law enforcement or childcare services.
- J. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. §243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- K. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- L. "Person responsible for the child's care" means (1) a person functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) a person functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other district employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. Reporting Procedures

- A. A mandated reporter, as defined by this policy, will immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.

- B. If the immediate report has been made orally, by telephone or otherwise, the oral report must be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report must identify the child, a person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect, and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school will inform the parent, legal guardian, or custodian of the child that an incident has occurred and may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child must report the information to the local police department or the county sheriff.
- E. With the exception of a healthcare professional or a social service professional who is providing the woman with prenatal care or other healthcare services, a mandated reporter will immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during pregnancy in any way that is habitual or excessive.
- F. A person mandated by state law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. Submission of a good faith report under state law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- H. A person who knowingly or recklessly makes a false report under the provisions of applicable state law or this policy will be liable in a civil suit for actual damages suffered by the person or persons so reported and for punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

V. Investigation

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other

person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a district employee. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. A district employee may not disclose to the parent, legal custodian, or guardian the contents of the notification or other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property must be received by a district administrator or designee prior to the interview. The notification must include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on district property.
- C. Except where the alleged perpetrator is believed to be a district employee, the time and place, and manner of the interview on district property is within the discretion of a district administrator or designee, but the local welfare or law enforcement agency has the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the district administrator or designee must be reasonable and the interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the district administrator or designee and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or district employees when an interview is conducted on district property.
- D. Where the alleged perpetrator is believed to be a district employee, the school district will conduct its own investigation independent of the state education agency and, if involved, the local welfare or law enforcement agency.
- E. Upon request by the state education agency, the district must provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The district must provide the requested data in accordance with the requirements of state and federal law.

VI. Maintenance of School Records Concerning Abuse or Potential Abuse

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on district property, written notification of the agency's intent to interview on district property must be received by the district administrator or designee prior to the interview. The notification must include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview.

The notification is private data. District employees may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

- B. All records regarding a report of maltreatment, including any notification of intent to interview that was received by the district as described above in paragraph A., will be destroyed by the district only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. Physical or Sexual Abuse as Sexual Harassment or Violence

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under state law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. Dissemination of Policy and Training

- A. This policy is included in district employee handbooks.
- B. The school district will discuss this policy with district employees.
- C. This policy is reviewed annually for compliance with state law.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 4, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross Reference:

Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Policy
adopted: 10/20/08

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

amended: 09/26/11
Revised: 07/15/13
Revised: 8/14/17
Reviewed: 8/13/18

Appendix I to Policy 414
**Confidential Student Maltreatment
Reporting Form**

Date submitted: _____

MDE File # _____ **(MDE staff use only)**

REPORTER (name of person completing form) Reporter is confidential under Minnesota Statutes, section 626.556. Name: _____

Title: _____ Phone: _____ Mandated Reporter: Yes No

Address: _____ City: _____ State: _____ Zip: _____

SCHOOL INFORMATION

ISD#: _____ School District: _____ Program Name: _____

School Name: _____ Address: _____ City: _____ Zip: _____

Principal/Director: _____ Phone: _____ (Ext): _____

Transportation Company (if necessary): Contact: _____ Phone: _____

ALLEGED VICTIM (Complete one reporting form for each alleged victim)

Name: _____ Address: _____ City: _____ State: _____ Zip: _____

Parent/Guardian: _____ Phone: _____ Alternate Phone: _____

Gender: Male Female _____ DOB: _____ Grade: _____ Ethnicity: _____

Special Education: Yes No _____ Disability Description: _____ State Student ID: _____

ALLEGED OFFENDER

Name: _____ Position: _____ DOB: _____ Gender: Male Female _____

Address: _____ City: _____ State: _____ Zip: _____

Ethnicity: _____ Phone: _____ Alternate Phone: _____

Licensed: Yes No _____ If Licensed, name of licensing board: _____ Folder # _____

INCIDENT

Date: _____ Time: _____ Location (i.e., bus, classroom): _____

Address (if different than school): _____ County: _____

Witness: _____ Contact: _____ Information: _____

Police Notified: Yes _____ No _____ Police Department: _____

Police Contact: _____ Phone: _____ Case No.: _____

Alleged Maltreatment Physical Abuse _____ Sexual Abuse _____ Neglect _____ Unknown _____ **Injury** Yes _____ No _____ Unknown _____

Description of Incident and Injury: (please attach additional page if needed).

Personnel

Mandated Reporting of Maltreatment of Vulnerable Adults

I. Purpose

This policy makes clear the district employees' statutory requirements to report suspected maltreatment of vulnerable adults.

II. General State of Policy

- A. The school district fully complies with Minn. Stat. § 626.557 requiring a district employee to report suspected maltreatment of vulnerable adults.
- B. A district employee violates this policy if he or she fails to report suspected maltreatment of vulnerable adults when the employee has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury that is not reasonably explained.

III. Definitions

- A. "Mandated reporter" means a district employee who has reason to believe that a vulnerable adult is being or has been maltreated.
- B. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.
- C. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.
- D. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections

609.342 to 609.3451. A violation includes an action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of an aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat § 626.5572, Subd. 2.

- E. "Financial exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.
- F. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minn. Stat. Ch. 245A, except as excluded under Minn. Stat. § 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.
- G. "Caregiver" means a person or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by

contract, or by agreement.

- H. "District employee" means a professional employee or his or her delegate engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.
- I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. Reporting Procedures

- A. A mandated reporter as defined herein must immediately report suspected maltreatment to the common entry point responsible for receiving reports, which is the Minnesota Adult Abuse Reporting Center (MAARC) at 1-844-880-1574 (this is a toll free number available for the public).
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that a person made an error in the provision of therapeutic conduct to a vulnerable adult that results in injury or harm, which reasonably requires the care of a physician, such information must be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter will to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose not public data as defined under Minn. Stat. § 13.02 to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law, this policy or against a vulnerable adult who is named in a report is prohibited.
- F. A person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy will be liable in a civil suit for actual damages suffered by the person or persons so reported and for punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. Investigation

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. Dissemination of Policy and Training

- A. This policy is included in district employee handbooks where appropriate.
- B. The school district will discuss this policy with district employees where appropriate.
- C. This policy is reviewed annually for compliance with state law.

Legal References:

Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Records; Definitions)

Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)

Minn. Stat. §§ 609.221-609.224 (Assault)

Minn. Stat. § 609.234 (Crimes Against the Person)

Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)

Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)

Minn. Stat. § 609.341 (Definitions)

Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)

Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)

Minn. Stat. § 626.5572 (Definitions)

In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References:

Policy 103 (Complaints – Students, Employees, Parents, Other Persons)

Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee or Student)

Policy 403 (Discipline, Suspension and Dismissal of School District Employees)

Policy 406 (Public and Private Personnel Data)

Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Policy

adopted: 10/20/08

amended: 9/26/11

Revised: 7/15/13

Revised: 7/18/16

Revised: 8/14/17

Reviewed: 8/13/18

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota

Students

Student Sex Nondiscrimination

I. Purpose

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. General Statement of Policy

- A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The school board designates the assistant superintendent ~~Director of Human Resources and Operations~~ as the Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education.
- E. The school board designates the assistant superintendent ~~Director of Human Resources and Operations~~ as the school district human rights officer(s) to receive reports or complaints of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint will be filed directly with the superintendent.

III. Reporting Procedures

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately

to an appropriate school district official designated by this policy or may file a complaint. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports will be considered complaints as well. Nothing in this policy will prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.

- B. The building principal is the person responsible for receiving oral or written reports or complaints of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receive a report of unlawful sex discrimination toward a student will inform the building principal immediately. If the complaint involves the building principal, the complaint will be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- C. Upon receipt of a report or complaint, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal will personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal.
- D. The school district will conspicuously post the name of the Title IX coordinator and human rights officer(s), including office mailing addresses and telephone numbers.
- E. Submission of a good faith complaint or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- F. Use of formal reporting forms is not mandatory.
- G. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV. Investigation

- A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging unlawful sex discrimination toward a student will promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the

school district.

- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school district human rights officer will make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report will include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

V. School District Action

- A. Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VI. Reprisal

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person

who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. Right to Alternative Complaint Procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law, or contacting the Office of Civil Rights for the United States Department of Education.

VIII. Dissemination of Policy and Evaluation

- A. This policy will be made available to all students, parents/guardians of students, staff members, employee unions and organizations.
- B. The school district will review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

Legal References:

Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References:

Policy 103 (Equal Educational Opportunity)
Policy 402 (Disability Nondiscrimination)
Policy 413 (Harassment and Violence)
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Policy 528 (Student Parental, Family and Marital Status Nondiscrimination)

Policy
adopted: 01/22/08
amended: 10/26/09
amended: 03/12/12
revised: 7/17/17
revised: 9/24/18

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Appendix I to Policy 522

DISCRIMINATION, HARASSMENT, BULLYING, HAZING AND VIOLENCE REPORT FORM

Edina Public Schools maintains policies prohibiting discrimination, harassment, bullying, hazing and violence. These policies can be found on the district's website or obtained from a district administrator. Please use this form to report incidents of discrimination, harassment, bullying, hazing or violence. All persons are to be treated with respect and dignity.

Person completing report: _____

Home address: _____

Work address: _____

Home phone: _____ Work phone: _____

Date of alleged incident(s): _____

Circle if appropriate: sexual \ racial \ religious \ disability \ bullying \ violence \ harassment \ hazing

Name of person(s) you believe harassed, bullied or was violent toward you or another person.

If the alleged harassment or violence was toward another person(s), identify that person(s).

Where and when did the incident(s) occur? _____

Describe the incident(s) in as much detail as possible, including the following information as relevant: what force was used; verbal statements made, physical contact made, or written interaction. Attach additional pages if needed.

List any witnesses that were present. _____

This complaint is filed based on my honest belief that the above incident(s) has occurred. I certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Signature: _____ Date _____

Received by: _____ Date _____

| Please submit to the building principal or ~~assistant superintendent~~director of human resources, as indicated by the policy(ies).
Established: 3/15/10
Reviewed: 3/12/12
Revised: 4/24/14

Education Programs

Home Schooling

I. Purpose

This policy recognizes and provides guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

II. General Statement of Policy

The Compulsory Instruction Law (Minn. Stat. § 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship (Minn. Stat. §120A.22, Subd. 1).

III. Conditions for Home Schooling

The Compulsory Instruction Law (Minn. Stat. §120A.22) requires the person in charge of a home school and the school district to provide instruction and meet the requirements of the law.

IV. Immunizations

The parent or guardian of a home-schooled child will submit required immunization statements as required by Minn. Stat. §121A.15, Subds. 1, 2, 3, 4, 12, on the appropriate Minnesota Department of Education form, to the Director of Equity and Enrollment of the district in which the child resides by October 1 of the first year of home schooling in Minnesota and in the grade 7 year (Minn. Stat. §121A.15, Subd. 8).

V. Assessment of Performance

Each year, the performance of each child who is not enrolled in either a public school or an accredited nonpublic school must be assessed using a nationally norm-referenced standardized achievement test. If this test does not assess all the statutorily required subject areas, the parent(s) must assess the student's performance in those subject areas. If the results of the assessments indicate that the child's performance on the total battery score is at or below the 30th national percentile or one grade level below the performance level for children of the same age, the parent will obtain additional evaluation of the child's abilities and performance for the purpose of determining whether the child is in need of instructional support.

VI. Textbooks, Instructional Material, Standard Tests

Upon formal request as required by law, the district will provide textbooks, individualized instructional materials and standardized tests and loan or provide them for use by a home-schooled student, as provided in Minn. Stat. §123B.42 and Minn. Rules Ch. 3540. The district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minn. Stat. §§123B.40-123B.48 for this purpose. If the curriculum has both physical and electronic components, the district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the district does not incur more than an incidental cost as a result of providing access electronically.

VII. Pupil Support Services

Upon formal request as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled student, as provided by Minn. Stat. §123B.44 and Minn. Rules Ch. 3540. The district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to Minn. Stat. §§123B.40–123B.48 for any of these purposes.

VIII. Extracurricular Activities

- A. Resident pupils who receive instruction in a home school (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students (Minn. Stat. §§123B.36, Subd. 1 and 123B.49, Subd. 4) following these regulations:
1. The home-schooled student must reside within the Edina Public Schools' attendance boundaries and participate in the activity at the school in the attendance area as determined by the school board.
 2. The home school is solely responsible for any costs or fees associated with all registration requirements and user fees. All official reimbursements will go to the district.
 3. The home-schooled students must comply with district rules and policies, as well as school practices.
 4. The school name will be listed as Edina High School, or the name of the Edina middle school the child would attend if not home schooled, on all official tournament publications.
 5. All home-schooled students must go through the same competitive process for participation as public school students.
 6. Transportation to and from activities will be provided by the home school.

IX. Shared-Time Programs

- A. Students who reside within the Edina Public Schools' attendance boundaries, and who are registered with the district as non-public students (including home-schooled students), and are in compliance with the Minnesota Compulsory Instruction Law, may apply for limited shared-time enrollment privileges in Edina Public Schools. Students who wish to participate in shared-time enrollment must register as a student with the school district prior to attending any K-12 shared-time classes and programs.
- B. Families applying for shared-time enrollment in Edina Public Schools will complete the shared-time program application and forward it to the student enrollment office for consideration. The timeliness of the district's decision will be dependent on the actual student enrollment in the requested shared time program (see Appendix II).
- C. The district may limit enrollment of shared-time students in classes based on the capacity of a program, class, grade level, school building, and individual learning needs of each student. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared-time students to classes.
- D. To be approved for a specific course, a shared-time student must have completed all prerequisite course requirements and may be required to demonstrate appropriate skills and/or knowledge levels.
- E. When participating in a shared-time course, home-school students will be subject to all the same school and district policies, regulations, and rules which apply to public school students, including student rights and responsibilities, grading, and attendance and performance expectations.
- F. A high school student who is enrolled as a shared-time student does not qualify for an Edina Public Schools' high school diploma, participation in honor rolls, and, other recognition available to full-time Edina Public Schools' students.

X. Optional Cooperative Arrangements

A. Activities

- 1. A home school which is a member of the Minnesota State High School League may request that the district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League Bylaw 403.00. The approval of such an arrangement will be at the discretion of the school board.

Minnesota State High School League-sponsored activities occur when there are six or more students receiving instruction in the home school or the home school students are not residents of the school district.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of MSHSL.
 - b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
 - c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities where six or more students receive instruction in the home school.

A home-schooled student may participate in non-Minnesota State High School League activities offered by the district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home-schooled students may not be charged higher activity fees than other public school students. Approval will be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic, nonregular transportation services to a home-schooled child.
2. The school board of the district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.40 (Declaration of Policy))
Minn. Stat. § 123B.41 (Definitions)

Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.43 (Use of Individualized Instructional Materials)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.45 (Payments for Contractual Obligations)
Minn. Stat. § 123B.46 (Administrative Costs)
Minn. Stat. § 123B.47 (Notice to Districts; Proration)
Minn. Stat. § 123B.48 (Limit on District Obligations)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.86 (Equal Treatment)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Rules Ch. 3540 (Textbooks; Individualized Instruction Materials, Standardized Tests)

Cross References:

Policy 510 (Nonresident Enrollment)
Policy 628 (Student Activities Program)

Policy
adopted: 7/20/09
revised: 12/15/15
revised: 12/12/16
revised: 6/12/17

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Appendix I to Policy 611
Homeschooling Procedures

I. Conditions for Home Schooling

- A. The superintendent or designee will report the number of resident students who are attending nonpublic schools, including home schools, to the Minnesota Department of Education.
- B. Minn. Stat. § 120A.22 defines home school instruction. Home schooling may not be provided by anyone operating in their capacity as an employee of the district. State guidelines relating to instructor qualifications, reporting requirements, enforcement and prosecution will be strictly followed.
- C. Home school Instructors must meet at least one of six of the following requirements stipulated by the statute:
 - 1. Hold a valid Minnesota teaching license in the field and for the grade level taught.
 - 2. Be directly supervised by a person holding a valid Minnesota teaching license.
 - 3. Successfully complete a teacher competency examination.
 - 4. Provide instruction in a school that is accredited by a state-recognized accrediting agency.
 - 5. Hold a baccalaureate degree.
 - 6. Be the parent of the child.

II. Reports to the Director of Equity and Enrollment

The person responsible for providing instruction to a child between the ages of 7 and 17 must submit the following information to the Director of Equity and Enrollment:

- A. By October 1 of each school year:
 - 1. The name, birth date, and address of each child receiving instruction.
 - 2. The name of each instructor and evidence of compliance with one of the statutory requirements
 - 3. An annual instructional calendar.
 - 4. Immunization statements as required by M.S. 121A.15, Subds. 1-9.
- B. For each child whose instructor meets none of the requirements for being a qualified instructor other than being the parent, a quarterly report card on the achievement of the child in each required subject area.

III. Compliance

- A. The Director of Equity and Enrollment, or the director's designee, may make an annual on-site visit, at a mutually agreed upon time, to an unaccredited nonpublic school, home, or other institution where children are receiving instruction. The purpose of these visits will be limited to monitoring compliance with the requirements relating to curriculum, instructors, instruction time, and material. If there is evidence of a violation of requirements, the director or designee may make additional visits during the school year. In lieu of the visit, a parent who is providing instruction may present to the director documentation that required subjects are being taught. Documentation will include class schedules, copies of curriculum materials, and descriptions of assessment tools.
- B. In the event that statutory guidelines are not being followed, the director will notify the parent(s), in writing, of violations in the compulsory attendance requirements. The parent(s) must correct the violations within 15 days of receipt of written notification.

If the parent(s) fails to correct the violations, the director will request fact-finding and mediation services from the commissioner of education. If the violations are not corrected through the fact-finding and mediation process, the director will notify the county attorney. The director will notify the parent(s) by certified mail of the director's intent to notify the county attorney of the alleged violations.

- C. By October 15 of each school year, the director will make an annual report to the commissioner of education.

Established: 12/12/16

Appendix II to Policy 611
Shared-Time Program Application

Student's Name: _____ Grade: _____

Home School Registered: ____Yes ____No ____

Resident Address: _____

Parent/Guardian Name: _____

School Year: _____ Date of Submission: _____

Family Need/Rationale for Shared-Time Program(s):

Shared-Time Program(s) Request

Preferred School: _____

Subject(s)

Optional Cooperative Agreement Request

Activity(s)

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

District Administrative Approval:

___ Approved ___ Denied

___ Approved with the following modifications:

District Administrative Decision-Makers:

Director of Equity & Enrollment

Building Principal

Date

Date



Board Meeting Date: 8/12/2019

TITLE: Health Services Annual Report, 2018-19

TYPE: Information

PRESENTER(S): Mary Heiman, Health Services Coordinator

BACKGROUND: The mission of health services is to promote optimal student health for optimal learning. Attached is a copy of the Health Services Program Annual Report 2018-2019. This report summarizes standards of practice followed by the Licensed School Nurse and other health staff that impact student health and learning. The report includes data on disease prevention, screening, documentation of student health conditions, and direct services provided including medications, treatments and procedures and community partnerships.

ATTACHMENTS:

1. Health Services Annual Report (next page)



DEFINING EXCELLENCE

SUPPORTING HEALTHY LEARNERS

Edina Public Schools
Health Services Program
Annual Report
2018 - 2019

Submitted by Mary B. Heiman, MS, RN, LSN
Health Services Coordinator
August 12, 2019

Mission

To promote optimal student health for optimal learning

The purpose of the annual health services report is to:

- Summarize key aspects of the health services that are provided to students within Edina Public Schools (EPS);
- Share information with stakeholders;
- Present data that guides school health practice and change.

EPS Framework for School Nursing Practice

The *National Association of School Nurses (NASN) Framework for the 21st Century* guides EPS health services standards of practice. This report reflects on components within the framework and standards of practice that impact student health and learning including disease prevention, screening, documentation of student health conditions, and other direct services.

Populations Served

There are approximately 8,500 students served in nine Edina Public Schools and in the EPS Early Learning Center. EPS also serves four non-public schools including Avail Academy, Chesterton Academy, Golden Years Montessori and Our Lady of Grace School.

Who We Are: Qualified Staff

- Coordinator and Licensed School Nurses (LSN) 9.5 full time equivalent (FTE)
- Health Services Associates (HSA) 12.25 FTE work student days in each EPS health office, two special education programs and a health associate works in the health office at Our Lady of Grace.

Credentials of the Licensed School Nurse (LSN) staff require a Bachelor's of Science or Bachelors of Art in Nursing and a Public Health Nursing (PHN) certificate and a current Registered Nurse (RN) license issued by the MN Board of Nursing, and a current Public School Nurse license issued by MN Board of Teaching.

All HSA and LSN staff are current in CPR and first aid. Some staff may have additional training in CPI (Crisis Prevention Institute). CPI training focuses on practices related to the safe management of behavior and a respectful workplace.

Community and Public Health: Disease Reporting and Prevention

- Per reporting guidelines, EPS reported less than five cases of Influenza like Illness (ILI) to the MN Department of Health in the winter of 2019. ILI is defined as a fever of 100° F or greater, cough or sore throat (in the absence of a known disease other than influenza).
- EPS follows guidelines and supervision established by the MN Department of Health, Bloomington Public Health, Hennepin County Epidemiology and Dr. John Bjorkland, Medical Advisor.
- Information on infectious disease management in schools is located on the web at <http://www.hennepin.us/residents/health-medical/infectious-diseases>.

- EPS works with the Institute for Environmental Assessment, Inc. (IEA) for services that includes disposal of hazardous waste such as syringes, medication disposal, blood borne pathogen and employee right to know training.

Immunizations:

Edina Public Schools continues to participate in the “*NO SHOTS-NO SCHOOL*” program, a Park Nicollet Foundation program that assists with immunization resources to 28 greater Minneapolis area school districts. To attend school in Minnesota (MN), all students must comply with MN Statute 121A.15 and show documentation that they have had the required immunizations or provide a notarized exemption form in order to comply with Minnesota School Immunization Law. In November and February, and in an ongoing process, students not up to date with immunizations were excluded from school until all shots were up to date or proper paperwork was received.

For complete school immunization for EPS and statewide data go the Annual Immunization Status Report (AISR) compiled by the MN Department of Health at <https://www.health.state.mn.us/people/immunize/stats/school/index.html>

The data table below reflects the percentage of students fully immunized at grade level per the MDH for the 2018-2019 school report. On average, 97% of students in EPS and the nonpublic schools served are fully immunized for shots required by the MN school immunization law in grades K-12. The percentage is .05% higher than last school year.

Enrollment totals reflect students at nine EPS sites and four nonpublic sites.

Data percentages for students that are partially vaccinated, had a history of the disease or hold a conscientious objection (CO) or medical exemption (ME) can be found on the full state report, linked above.

Grade	Enrolled	DTaP	Polio	MMR	Hep B	Varicella	Tdap	Meningococcal
		% Fully Vaccinated	% Fully Vaccinated	% Fully Vaccinated	% Fully Vaccinated	% Fully Vaccinated	% Fully Vaccinated	% Fully Vaccinated
Kdgn	687	94.91%	95.05%	95.92%	96.07%	95.49%	NA	NA
1st	672	97.32%	97.47%	97.17%	97.17%	96.88%	NA	NA
2nd	710	98.17%	98.17%	97.89%	98.17%	95.92%	NA	NA
3rd	709	97.18%	96.76%	96.33%	96.76%	95.06%	NA	NA
4th	712	97.33%	96.77%	96.63%	96.49%	95.37%	NA	NA
5th	754	96.02%	96.02%	94.96%	95.49%	94.83%	NA	NA
6th	753	98.01%	97.88%	96.95%	97.74%	94.69%	NA	NA
7th	737	97.01%	97.01%	96.88%	97.56%	94.44%	96.61%	96.07%
8th	755	97.62%	98.01%	97.75%	97.62%	95.76%	97.35%	97.22%
9th	693	98.56%	98.12%	98.12%	97.55%	95.67%	98.12%	97.40%
10th	731	97.81%	98.77%	97.95%	98.63%	94.53%	98.08%	97.40%
11th	700	98.14%	98.14%	98.57%	98.00%	94.86%	98.14%	97.29%
12th	736	98.78%	99.59%	98.91%	98.91%	91.58%	98.64%	NA
Total	9,349	97.45%	97.53%	97.23%	97.40%	94.98%	97.82%	97.07%

Staff and community flu shot clinics:

In October 2018, Bloomington Public Health (BPH) immunized 369 Edina Public School employees, family and community members against influenza. This is a slight decrease from past years. Clinics are scheduled again in October 2019.

Hepatitis B vaccine is available to staff who are at risk for exposure.

Care Coordination and Quality Improvement: Student health office data

Student health information is confidentially gathered and stored in the Infinite Campus (IC) student data system. Data collected is from visits documented by health office staff into IC from the period of 9/4/18 - 6/4/2019. Medications include all prescribed daily, as needed prescribed and all over-the-counter medications. All medications administered at school require an annual written authorization from the parent/guardian and medical provider. For details on annual requirements go to <https://www.edinaschools.org/domain/107>.

Health Office Encounters				
	Student enrollment on 5/2019	Number of students with medications:	Total number of different medications in office:	Total recorded visits to the health office*
Secondary:				
EHS (Gr 9-12)	2691	79	125	11,840
VVMS	1022	43	73	8,200
SVMS	922	60	94	7,501
Secondary total:	4635	182	292	27,541
Preschool (PK) + Early childhood total:	505	15	22	1,884
Elementary:				
Concord	724	29	38	8,108
Cornelia	563	25	42	7,094
Countryside	596	40	58	7,339
Creek Valley	600	29	37	5,720
Highlands	558	56	84	7,777
Normandale	643	22	35	3,947
Elementary total:	3684	201	294	39,985
Total visits to PK, K-12 offices:				69,410**

*Total visits recorded in the table include medications administered, prescribed treatments and procedures. Treatments and procedures include tasks such as suctioning by mouth, formula feedings by feed tube, hearing aid checks, diabetes related needs such as continuous glucose monitoring and insulin pump monitoring, and administration of emergency medications for seizures, asthma and anaphylaxis. Data for the nonpublic schools health offices is not collected.

**17.4% ↑ from total visits in 2017-2018.

911 calls for 2018_2019 School Year:

Approximately twenty-one 911 student related calls were reported to health services. Approximately 50% of the calls were for seizures that required administration of an emergency medication and transport to the hospital, and airway issues from asthma or symptoms of anaphylaxis accounted for approximately 20% of calls. The remaining were for a variety of physical and emotional concerns including broken bones, concussion like symptoms and fainting spells. Staff responding to the emergencies followed student Asthma Action Plans, Allergy and Anaphylaxis Plans and Seizure Actions Plans and first aid standards of care.

Screenings: Early Identification of Hearing and Vision Problems

Nearly 4,900 students in the public and non-public schools were screened for vision and hearing. This total reflects that nearly 100% of the grade level students enrolled at the time were screened. Through screening, students who may have undetected vision or hearing problems are identified and referred for further evaluation and needed treatment. Student vision and hearing screens are also done upon request of a teacher, parent/guardian if symptoms of decreased vision or hearing are seen during the school year.

Hearing and Vision Screening 2018-2019

Hearing	#Screened
Grades: K, 1, 2	
Public Schools Pure tone hearing screen	1,693
Non- Public Schools Pure tone screen	264
Vision	#Screened
Grades: 1, 3, 5, 7 th using 10 foot SLOAN chart	
Public Schools Vision Acuity	2,555
Non-Public Schools Acuity	388
Public Schools Color Vision	327
Non-Public Schools Color Vision- only 1 st grade boys.	Not available
Referral and follow up was approximately 5% in all categories.	

Further information on vision and hearing screening found at <http://www.health.state.mn.us/index.html>

Health Conditions in EPS

The most common student health conditions are from the health condition summary report from the period of 9/4/18 - 6/4/2019. Information is recorded when received from parent/guardian and medical provider.

Number of students with the health condition of:	Pre-Kindergarten	Elementary	Secondary	District Total
ADHD		141	497	638
Asthma	8	216	384	608
Allergy	23	186	368	577
Allergy-Life Threatening	14	171	215	400
Anxiety	5	70	283	358
Autism	6	65	65	136
Depression		1	125	126
Vision Deficiency	3	45	53	101
Color Vision Deficiency		41	44	85
Headache		16	57	73
Hearing Loss	4	30	38	72
Seizures	9	13	28	50
Developmental Delay		25	15	40
Diabetes Type I		11	29	40
Celiac Disease		17	20	37
Other Specific Health Condition	4	10	15	29
Down Syndrome	2	13	10	25
Behavioral & Emotional Concerns	1	16	5	22
Eating Disorder		2	19	21
Adjustment Disorder		5	11	16
Cerebral Palsy		3	13	16
Hypothyroidism		8	7	15
Oppositional Defiant Disorder		4	10	14
Crohn's		3	10	13
Obsessive Compulsive Disorder		2	10	12

Additional components of EPS health services to students:

Community Partnership

- **Diabetes:** The Lake Harriet Masonic Lodge and the Minnesota Masonic Charities have continued their annual generous support to EPS health services to purchase extra supplies for health offices to use with students with diabetes. Supplies include glucose monitoring strips, calibration fluid and glucose gel packs.
- **Vision Screening:** The Early Learning Center (ELC) partnered with the Edina Lions Club to complete vision screening for over 300 students in the ELC's programs for students between the ages of 6 months and 5 years. In addition, the Edina Education Fund awarded the Early Learning Center (ELC) a grant to purchase a WelchAllyn SPOT vision screener. The SPOT vision screener allows the Licensed School Nurse to quickly and easily screen student's vision as early as 6 months of age at school or during a home visit, screen nonverbal students and students that are unable to screen in a typical screening environment. A SPOT vision screener was also purchased for use in K-12 school sites.
- **Nursing students** from the Minnesota Alliance for Nursing Education (MANE) cohort earning a Bachelor's of Science in Nursing degree helped to screen vision and hearing. The students also shadowed LSN's in the health offices.

Care coordination and Management of Chronic Health Conditions

- LSN's and Health Services Associates collaborate with students, parents, and health care providers to provide nursing care at school that promotes optimal health and educational success. The care enables students with chronic illnesses and other conditions to attend school with minimal medical emergencies, to participate in the classroom, improved attendance, and decreased school liability,

Health Assessment and Planning for Special Education Services

- Approximately 10-11% of Edina students receive special education services. On average, school nurses spend 43% of their time working on special education related activities. Throughout the school year, the nurse participates on the special education team by gathering information, evaluating and planning for the health conditions that may affect the students learning and the ability to participate in school. Additionally, there is ongoing communication with family members, medical providers, and school staff to safely meet the health services needs during the school day.
- Following Minnesota mandates, LSN's seek reimbursement from Medical Assistance and other health insurers for the health related services provided to students according to the students' Individual Education Plans (IEP). Also for reimbursement purposes, LSN's prepare documentation, train and supervise paraprofessionals who provide health related Personal Care Assistance according to the needs documented in the IEP.

Health Education provides to students and staff by the Licensed School Nurse and includes the broad areas that include:

- Health and injury prevention curriculum with students including, hand washing, covering a cough, dental care, and concussion prevention, and family life; teacher and staff training for recognition and response to emergency health conditions such as life-threatening allergies, diabetes, and asthma.
- **Seizure Smart Schools.** Edina schools retrained in the Epilepsy Foundation of MN program that requires school nurses and school staff training in seizure recognition and response. Edina students also receive grade level instruction on epilepsy awareness. The goal of the program is to create a safe and supportive environment for students with epilepsy.

For further information on health services and resources, please go to <http://www.edinaschools.org/Page/152>

SUPPORTING HEALTHY LEARNERS

Health Services Personnel 2018-2019

Special Services Director: Jeff Jorgensen

Medical Advisor: John Bjorkland, M.D.

Health Services Coordinator

Mary Heiman, RN, LSN, MS, APRN-BC
952-848-4890

Concord Elementary

Kim Guettler, RN, LSN
Sasha Rickard, Health Services Associate
952-848-4346

Countryside Elementary

Nancy Killian, RN, LSN
Janine Baker, Health Services Associate
952-848-4747

Creek Valley

Kim Guettler, RN, LSN
Miriam Campbell, Health Services Associate
952-848-3207

Highlands

Nancy Killian, RN, LSN
Heidi Youngdahl, Health Services Associate, RN
952-848-4547

Normandale French Immersion

Anna Sonday, RN, LSN
Danielle Redden, Health Services Associate
952-848-4140

Cornelia Elementary

Laurie McNamara, RN, LSN
Ann Little, RN, LSN
Leslie Bourgeault, Health Services Associate
952-848-4656

South View Middle School

Nicole Polk, RN, LSN
Denise Smith, Health Services Associate
952-848-3710
Special Education Program
Evin Townes, Health Services Associate

Valley View Middle School

Colleen Ziebol, RN, LSN
Jen Smith, Health Services Associate
952-848-3710

Edina High School

Gretchen Gosh, RN, LSN
Deborah Link, Health Services Associate, RN
952-848-3175
Special Education Program
Mimi Barten, RN, LSN
Donna Dyson, Health Services Associate, RN

Early Learning Center

Anna Sonday, RN, LSN
952-848-4962

Non-Public Schools

Avail Academy, Chesterton Academy, Golden Years
Montessori, and Our Lady of Grace

Cesley Bergsten, RN, LSN
952-848-4166

Our Lady of Grace

Sheri Kylo, Health Services Associate, RN
952-929-0218



Board Meeting Date: 8/12/2019

TITLE: AP Exams Summary, 2019

TYPE: Information

BACKGROUND: Edina High School is providing this information for the Board and community.

ATTACHMENTS:

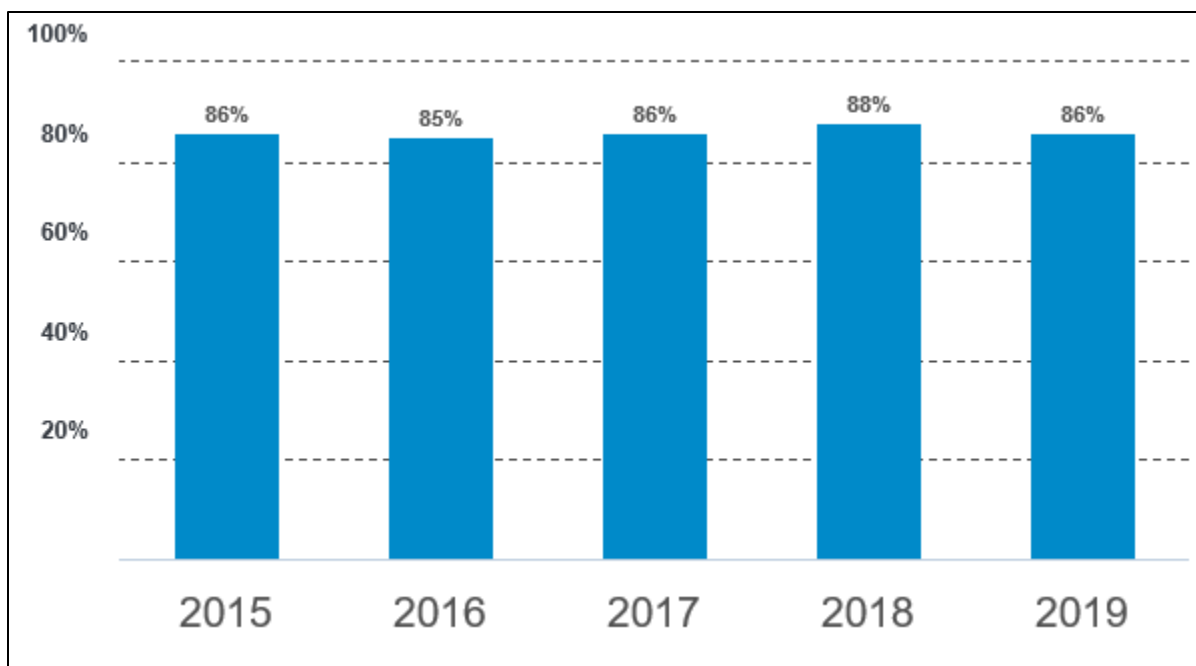
1. AP Exams Summary, 2019

2019 Summary of AP Preliminary Scores

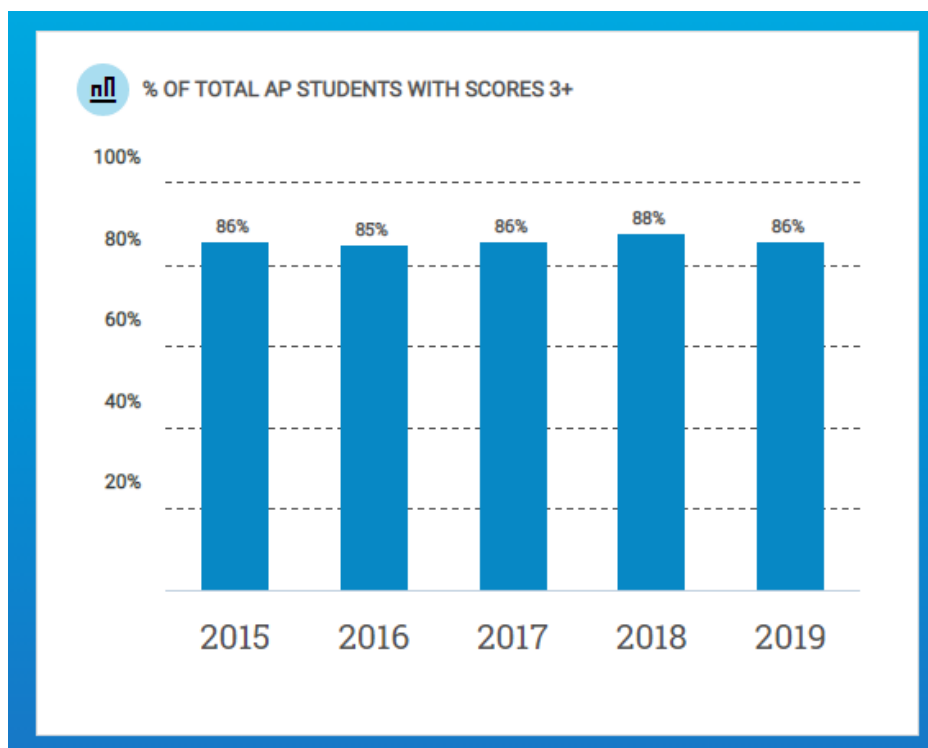
School Summary

	2015	2016	2017	2018	2019
Total AP Students	1244	1205	1251	1259	1264
Number of Exams	2500	2280	2353	2466	2480
AP Students with Scores 3+	1070	1021	1073	1104	1090
% of Total AP Students with Scores 3+	86.0	85.0	86.0	88.0	86.0

% of Total AP students with Scores 3+



2019 Preliminary AP Scores – Edina High School



SCHOOL SUMMARY

	2015	2016	2017	2018	2019
Total AP Students	1244	1205	1251	1259	1267
Number of Exams	2500	2280	2353	2466	2487
AP Students with Scores 3+	1070	1021	1073	1104	1092
% of Total AP Students with Scores 3+	86.0	85.0	86.0	88.0	86.0

		2015	2016	2017	2018	2019
Art History	1					
	2					
	3					
	4					
	5		1			
	Total Exams		1			
	Mean Score		5.00			
Biology	1			1		
	2	2	4	3	2	1
	3	10	8	8	14	14
	4	11	13	12	16	43
	5	1	11	9	13	30
	Total Exams	24	36	33	45	88
	Mean Score	3.46	3.86	3.76	3.89	4.16
Calculus AB	1	28	16	2	5	8
	2	27	16	14	34	41
	3	35	31	28	19	23
	4	35	22	20	8	7
	5	9	8	3	2	2
	Total Exams	134	93	67	68	81
	Mean Score	2.78	2.89	3.12	2.53	2.43
Calculus BC	1	2	2		1	2
	2	3	1	8	21	21
	3	13	6	40	39	47
	4	11	17	26	25	43
	5	44	60	55	43	37
	Total Exams	73	86	129	129	150
	Mean Score	4.26	4.53	3.99	3.68	3.61

		2015	2016	2017	2018	2019
Calculus BC: AB Subscore	1	2	1			3
	2	1	1	4	15	16
	3	9	5	18	19	28
	4	10	14	45	37	52
	5	51	65	62	58	51
	Total Exams	73	86	129	129	150
	Mean Score	4.47	4.64	4.28	4.07	3.88
Chemistry	1	1				3
	2	5	3	2	2	3
	3	15	8	3	2	9
	4	12	10	12	11	16
	5	9	21	10	5	15
	Total Exams	42	42	27	20	46
	Mean Score	3.55	4.17	4.11	3.95	3.80
Chinese Language and Culture	1		1			
	2					
	3	1	1	1		4
	4	2	2		1	1
	5	3	5	8	3	6
	Total Exams	6	9	9	4	11
	Mean Score	4.33	4.11	4.78	4.75	4.18
Comparative Government and Politics	1		1			
	2		6	2	1	8
	3	18	7	10	4	11
	4	24	24	22	20	24
	5	40	46	49	50	42
	Total Exams	82	84	83	75	85
	Mean Score	4.27	4.29	4.42	4.59	4.18

		2015	2016	2017	2018	2019
Computer Science A	1	2	4	3	2	3
	2	1	9	7	4	13
	3	18	16	23	24	14
	4	33	21	18	22	27
	5	13	11	22	27	24
	Total Exams	67	61	73	79	81
	Mean Score	3.81	3.43	3.67	3.86	3.69
Computer Science Principles	1					1
	2				1	11
	3				21	12
	4				13	15
	5				14	6
	Total Exams				49	45
	Mean Score				3.82	3.31
English Language and Composition	1	1	1	2		
	2	4	18	11	10	5
	3	20	30	43	37	20
	4	45	30	47	31	33
	5	56	52	45	46	52
	Total Exams	126	131	148	124	110
	Mean Score	4.20	3.87	3.82	3.91	4.20
English Literature and Composition	1	1		1	1	
	2	15	30	33	18	16
	3	43	55	70	51	33
	4	53	39	34	32	31
	5	26	23	23	26	22
	Total Exams	138	147	161	128	102
	Mean Score	3.64	3.37	3.28	3.50	3.58

		2015	2016	2017	2018	2019
Environmental Science	1		1	1		1
	2	3		1	3	5
	3	5	3	3	2	6
	4	18	19	10	14	27
	5	8	7	8	14	16
	Total Exams	34	30	23	33	55
	Mean Score	3.91	4.03	4.00	4.18	3.95
European History	1	16		1	1	1
	2	6	20	20	6	5
	3	41	30	20	27	9
	4	27	38	35	17	11
	5	29	19	18	23	10
	Total Exams	119	107	94	74	36
	Mean Score	3.39	3.52	3.52	3.74	3.67
French Language and Culture	1					
	2	2	1			1
	3	16	12	18	35	17
	4	35	23	35	31	37
	5	26	16	13	20	22
	Total Exams	79	52	66	86	77
	Mean Score	4.08	4.04	3.92	3.83	4.04
German Language and Culture	1	1				
	2	1				
	3	1				
	4	3				
	5	2		1		
	Total Exams	8		1		
	Mean Score	3.50		5.00		

		2015	2016	2017	2018	2019
Human Geography	1	5		2		5
	2	6	4	5	2	4
	3	11	14	9	8	12
	4	12	10	19	15	24
	5	11	16	24	45	20
	Total Exams	45	44	59	70	65
	Mean Score	3.40	3.86	3.98	4.47	3.77
Japanese Language and Culture	1					
	2	2				
	3			1		
	4					
	5		3			
	Total Exams	2	3	1		
	Mean Score	2.00	5.00	3.00		
Latin	1		1	1		
	2	1	2	2	3	
	3	2	3	9	5	3
	4	5	4	2	5	1
	5	4	1		1	
	Total Exams	12	11	14	14	4
	Mean Score	4.00	3.18	2.86	3.29	3.25
Macroeconomics	1	7	6	2	7	7
	2	23	15	7	26	16
	3	25	23	19	44	30
	4	69	38	46	42	56
	5	43	27	35	34	46
	Total Exams	167	109	109	153	155
	Mean Score	3.71	3.60	3.96	3.46	3.76

		2015	2016	2017	2018	2019
Microeconomics	1	2	2	5	13	7
	2	16	10	2	21	11
	3	41	38	24	39	33
	4	68	39	47	52	51
	5	36	15	35	22	49
	Total Exams	163	104	113	147	151
	Mean Score	3.74	3.53	3.93	3.33	3.82
Music Aural Subscore	1					
	2					
	3					
	4				1	
	5	1			1	
	Total Exams	1			2	
	Mean Score	5.00			4.50	
Music Non-Aural Subscore	1					
	2					
	3					
	4				2	
	5	1				
	Total Exams	1			2	
	Mean Score	5.00			4.00	
Music Theory	1					
	2					
	3					
	4				1	
	5	1			1	
	Total Exams	1			2	
	Mean Score	5.00			4.50	

		2015	2016	2017	2018	2019
Physics 1	1					
	2	2				
	3	4	2			2
	4	10	4	1	1	2
	5	6	5	3	2	1
	Total Exams	22	11	4	3	5
	Mean Score	3.91	4.27	4.75	4.67	3.80
Physics 2	1					
	2					
	3					
	4					
	5		1			
	Total Exams		1			
	Mean Score		5.00			
Physics C: Electricity and Magnetism	1					
	2				2	
	3	1		1	1	
	4	1	2	4	2	3
	5	5	9	5	5	2
	Total Exams	7	11	10	10	5
	Mean Score	4.57	4.82	4.40	4.00	4.40
Physics C: Mechanics	1		1		1	
	2	1	3	2	4	1
	3	3	7	3	10	6
	4	20	18	13	22	16
	5	31	23	31	18	15
	Total Exams	55	52	49	55	38
	Mean Score	4.47	4.13	4.49	3.95	4.18

		2015	2016	2017	2018	2019
Psychology	1	29	19	20	30	19
	2	44	36	35	39	35
	3	51	60	51	72	50
	4	82	76	76	113	71
	5	49	51	43	50	36
	Total Exams	255	242	225	304	211
	Mean Score	3.31	3.43	3.39	3.38	3.33
Spanish Language and Culture	1			1		
	2	6				2
	3	14	4	9	5	15
	4	20	19	12	13	19
	5	9	12	18	3	7
	Total Exams	49	35	40	21	43
	Mean Score	3.65	4.23	4.15	3.90	3.72
Statistics	1	4	4	1	4	10
	2	9	22	9	9	23
	3	57	44	56	40	56
	4	55	40	40	33	46
	5	30	21	37	31	38
	Total Exams	155	131	143	117	173
	Mean Score	3.63	3.40	3.72	3.67	3.46
Studio Art: 2-D Design Portfolio	1					
	2					
	3			1		2
	4	1	1	2		2
	5	1		1		1
	Total Exams	2	1	4		5
	Mean Score	4.50	4.00	4.00		3.80

		2015	2016	2017	2018	2019
Studio Art: 3-D Design Portfolio	1					
	2					
	3			1	1	1
	4	1		1	2	2
	5	2		1		
	Total Exams	3		3	3	3
	Mean Score	4.67		4.00	3.67	3.67
Studio Art: Drawing Portfolio	1					
	2					
	3		2			2
	4	3			1	
	5			1		1
	Total Exams	3	2	1	1	3
	Mean Score	4.00	3.00	5.00	4.00	3.67
United States Government and Politics	1	8	6	3	5	2
	2	25	18	15	17	22
	3	61	33	50	43	56
	4	42	41	38	20	40
	5	54	41	48	43	49
	Total Exams	190	139	154	128	169
	Mean Score	3.57	3.67	3.73	3.62	3.66
United States History	1	7	7	9	15	4
	2	32	55	37	42	15
	3	58	74	63	62	58
	4	75	88	74	88	79
	5	68	97	73	80	78
	Total Exams	240	321	256	287	234
	Mean Score	3.69	3.66	3.64	3.61	3.91

		2015	2016	2017	2018	2019
World History	1			5	3	2
	2	19	23	42	24	37
	3	61	59	70	71	75
	4	64	58	86	91	85
	5	53	44	51	48	57
	Total Exams	197	184	254	237	256
	Mean Score	3.77	3.67	3.54	3.66	3.62

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree. The data in this report differs from other College Board reports, such as The AP Cohort Data Report, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.



Board Meeting Date: 8/12/2019

TITLE: District Assessment Plan

TYPE: Information

PRESENTER(S): Donna Roper, Director of Research and Evaluation







BACKGROUND: The administration is providing the proposed district assessment plan for the 2019-20 school year. The annual plan includes federal, state, district, and local assessments for students in grades K-12. Key changes to the 2019-20 plan include the addition of a voluntary Dyslexia Family Questionnaire to be administered in the fall to K-5 families, and use of the Benchmark Assessment System (Fountas and Pinnell), a new Diagnostic Reading Assessment. All other standardized assessments remain unchanged from 2018-19. This year's plan was developed by members of the District Assessment Advisory Committee, which was established as a part of an MOU with EME and the administration. The MOU reads, in part, "Therefore, EME and the District agree to establish this committee to complete directives as outlined in Minn. Stat. §120B.11."

RECOMMENDATION: The District Assessment Plan for the 2019-20 school year is being presented for information.

ATTACHMENTS:

1. Edina Public Schools Districtwide Assessment Plan 2019-2020

EDINA PUBLIC SCHOOLS' DISTRICTWIDE ASSESSMENT PLAN, 2019-20

	Assessment		Grade Level														When	Mode & Administration **Time	Purpose, Ration
			PK	K	1	2	3	4	5	6	7	8	9	10	11	12			
STATE WIDE	MCA-III/MTAS Minnesota Comprehensive Assessment	Read					●	●	●	●	●	●	●	●			Math & Reading Test Window: March 2-May 1 Science Window March 2 -May 8	 Read: 3-4 hrs Math: 2-3.5 hrs Science: 1-2.5 hrs	Annual measure which provides a system-wide snapshot of student performance. Directly measures student performance on the MN Comprehensive Assessment. Informs content alignment decisions system-wide. Results shared electronically via a secure portal in late August/September. State produced letters to be mailed in late August/September. Translations can be found here
		Math					●	●	●	●	●	●	●		●				
		Science							●			●			●				
	WIDA Screener WIDA-ACCESS Placement			○	○	○	○	○	○	○	○	○	○	○	○	○	Ongoing	 Kdgn: 45 min 1-12: 60-90 min	Screening for new ELL students in the areas of Spelling, Grammar, Vocabulary, and Reading Comprehension. Informs placement and teacher instruction. Results are available within a few days and shared with teachers.
	ACCESS for ELLs / Alternate ACCESS			○	○	○	○	○	○	○	○	○	○	○	○	○			Assesses English language proficiency levels in reading, writing, listening, and speaking. Informs classroom instruction. Results shared electronically via a secure portal in late August/September. State produced letters mailed in late August/mid-September. Translations can be found here
	High School Civics Test												●				Spring	 1 hour	Required knowledge and understanding of civics and government. FAQ can be found here . Results shared with students via teacher gradebook.
LOCAL STANDARDIZED	NWEA MAP Measure of Academic Progress Math & Reading			○	○	○	○	○	○	○	○	○	○	○	○	○	F: 9/24 -10/5	 Untimed Recommended: 45-65 min / subj	Computer adaptive benchmark assessment of reading and math. Measures normative growth in reading and math by grade level. Informs classroom instruction and individual student progress.
						●	●	●	●	●	●						W: 12/9 – 12/20		Results shared electronically via a secure portal with teachers. Individual results available upon request from the teacher.
				○	○	○	○	○	○	○	○	○	○	○	○	○	S: 5/13-5/24		
	Formative Assessment System for Teachers Fastbridge □K-1 Literacy & Numeracy □2-5 CBM OralFluency			●	●	●	●	●	●	○	○	○					F: 8/26 -9/20	 10-20 min/subj	Universal Screener for K-5 students in Reading and Math. K-1 measures student learning in foundational skills. Used in K-8 to progress monitor to support instruction. Results shared electronically via a secure portal with teachers. Individual results available upon request from the teacher.
				●	●	○	○	○	○	○	○	○					W: 12/7-1/25		
				●	●	○	○	○	○	○	○	○					S: 5/13-5/24		
	Teaching Strategies GOLD		●														F: 9/16- 10/17 W: 12/10-1/25 S: 5/1-5/24	 10-30in/subj	Measures progressions of development and learning in Language, Cognitive Development, Literacy, Math, and Science. Results are available upon request. Teachers share results with parents.

Key:

- = All Students at that Grade Level Required to Test
- = Select Students Assessed for Purpose related to Instructional Needs

Mode of Testing will be Online where you see this symbol 
Mode of Testing will be available on Paper where you see this symbol 



Board Meeting Date: 8/12/2019

TITLE: Student Rights and Responsibilities Handbook

TYPE: Information

BACKGROUND: The Student Rights and Responsibilities Handbook has been updated for the 2019–2020 school year to align with District policies and practices. The handbook will be available on the District's website, and is being presented for information.

ATTACHMENTS:

1. Student Rights and Responsibilities Handbook

July 2019

Re: Student Rights and Responsibilities Handbook

Dear Edina Public Schools Families,

Edina Public Schools (EPS) is committed to partnering with families to ensure successful learning opportunities for all students. In working together, we are able to maximize academic achievement and help all students attain the skills necessary to thrive in a rapidly changing, culturally diverse, global society.

A safe, secure and welcoming environment is essential in helping students be successful. In partnership with the School Board, the district has developed comprehensive policies and procedures that define our students' rights and responsibilities, and provide for a positive learning environment.

This handbook serves as resource for students and families in understanding these policies and expectations, and their alignment with district procedures. EPS parents/guardians are asked to review this important handbook with their student(s). In addition, teachers will review the handbook with students at the beginning of the school year.

I am confident that in working together, all of us – students, families, staff and community – can ensure that all of our learners have the opportunity to reach their full potential.

Sincerely,

A handwritten signature in dark ink, appearing to read "John W. Schultz". The signature is fluid and cursive, with the first name "John" and last name "Schultz" being the most legible parts.

John W. Schultz, Ph.D.
Superintendent
Edina Public Schools

TABLE OF CONTENTS

Leadership Team

School Board and District Office Administration.....	4
Elementary and Secondary Administration.....	5

District Policies

Activity Programs.....	6
Attendance.....	6
Corporal Punishment.....	6
Distribution of Nonschool-Sponsored Materials on School Premises.....	6
Do Not Attempt Resuscitation.....	6
Dress and Appearance.....	6
Education of Homeless Children.....	6
Electronic Technologies Acceptable Use.....	7
Emergency Health Situations and District Insurance Limitations.....	7
Employee Background Checks.....	7
Equal Educational Opportunity.....	7
Extended School Year.....	7
Field Trips and Travel.....	7
Grading and Reporting of Student Progress.....	7
Homework.....	7
Immunization Requirements.....	8
Interview of Students by Outside Agencies.....	8
Medication.....	8
Pledge of Allegiance.....	8
Promotion, Acceleration, Retention and Educational Program Design.....	8
Protection and Privacy of Student Records.....	8
Search of Lockers, Desks, Possessions and Persons.....	8

Selection and Objection of Instructional Text, Materials and Content.....	9
Special Accommodations and Services for Students with Special Needs.....	9
Staff Notification of Violent Behavior of Student.....	9
Student Fundraising.....	9
Student Surveys.....	9
Student Use and Parking of Motor Vehicles.....	9
Students with Communicable Diseases and Infectious Conditions.....	9
Tutoring for Pay.....	9
Use of Volunteers in Schools.....	10
Video/Electronic Surveillance.....	10
Wellness — Food, Nutrition, Physical Activity.....	10
EPS Commitment to Bullying Prohibition.....	11
Transportation – Student Bus Rider Responsibilities.....	12
Student Conduct and Discipline Policy.....	15
Discipline Guidelines.....	17
Attendance.....	17
Chemical Infractions.....	17
Dangerous and/or Nuisance Items.....	18
Driving Infractions.....	20
Physical Infractions.....	21
Property Infractions.....	22
Scholastic Dishonesty.....	24
Technology Infractions.....	24
Threatening and/or Disruptive Behavior.....	25
Other Behavior Infractions.....	28
FAQ: Locker and Cell Phone Searches.....	30

EDINA PUBLIC SCHOOLS LEADERSHIP TEAM

School Board

Erica Allenburg
Matthew Fox
Amir Gharbi
Ellen Jones
Owen Michaelson
Sarah Patzloff
Leny Wallen-Friedman

schoolboard@edinaschools.org

District Office Leadership

5701 Normandale Road, Edina, MN 55424
952-848-3900

Superintendent

John W. Schultz, Ph.D.

952-848-4000

superintendent@edinaschools.org

Assistant Superintendent

Bryan Bass

952-848-4909

bryan.bass@edinaschools.org

Business Services Director

John Toop

952-848-4916

john.toop@edinaschools.org

Communications Coordinator

Mary Woitte

952-848-3919

mary.woitte@edinaschools.org

Community Education Services Director

Valerie Burke

952-848-3960

valerie.burke@edinaschools.org

Equity and Enrollment Director

Mary Manderfeld

952-848-4961

mary.manderfeld@edinaschools.org

Media & Technology Services Director

Steve Buettner

952-848-4980

steve.buettner@edinaschools.org

Research & Evaluation Director

Donna Roper

952-848-4942

donna.roper@edinaschools.org

Strategic Planner

Susan Costello-Tennyson

952-848-4067

susan.tennyson@edinaschools.org

Student Support Services Director

Jeff Jorgensen

952-848-4960

jeff.jorgensen@edinaschools.org

Teaching & Learning Director

Randy Smasal

952-848-4951

randal.smasal@edinaschools.org

SCHOOL BUILDING LEADERSHIP

Elementary Leadership

Concord Elementary School (K-5)

Paul Domer, Principal

paul.domer@edinaschools.org

5900 Concord Avenue S. Edina, MN 55424
952-848-4300

Cornelia Elementary School (K-5)

Lisa Masica, Principal

lisa.masica@edinaschools.org

7000 Cornelia Drive, Edina, MN 55435
952-848-4600

Countryside Elementary School (K-5)

Karen Bergman, Principal

karen.bergman@edinaschools.org

5701 Benton Avenue S. Edina, MN 55436
952-848-4700

Creek Valley Elementary School (K-5)

Kari Dahlquist, Ph.D., Principal

kari.dahlquist@edinaschools.org

6401 Gleason Road, Edina, MN 55439
952-848-3200

Highlands Elementary School (K-5)

Katie Mahoney, Principal

kathryn.mahoney@edinaschools.org

5505 Doncaster Way, Edina, MN 55436
942-848-4500

Normandale Elementary School (K-5)

French Immersion School

Chris Holden, Principal

chris.holden@edinaschools.org

5701 Normandale Road, Edina, MN 55424
942-848-4100

Elementary Deans

Mark DeYoung

mark.deyoung@edinaschools.org

Josh Jansen

josh.jansen@edinaschools.org

Secondary Leadership

South View Middle School (6-8)

Tim Anderson, Ed.D., Principal

timothy.anderson@edinaschools.org

Ryan Carlson, Asst. Principal

ryan.carlson@edinaschools.org

Tami Jo Cook, Dean of Students

tamara.cook@edinaschools.org

4725 South View Lane, Edina, MN 55424
952-848-3700

Valley View Middle School (6-8)

Shawn Dudley, Principal

shawn.dudley@edinaschools.org

Erik Lowe, Assistant Principal

erik.lowe@edinaschools.org

6750 Valley View Road, Edina, MN 55439

TBD, Dean of Students

952-848-3500

Edina High School (9-12)

Andy Beaton, Ed.D., Principal

andrew.beaton@edinaschools.org

Jenn Carter, Assistant Principal

jennifer.carter@edinaschools.org

Jenny Johnson, Asst Prin./Activities

jenny.johnson@edinaschools.org

Michael Pretasky, Asst Prin./FineArts

michael.pretasky@edinaschools.org

Troy Stein, Asst Prin./Athletics

troy.stein@edinaschools.org

Heidi Howard, Dean of Students

heidi.howard@edinaschools.org

6754 Valley View Road, Edina, MN 55439

952-848-3800

Early Childhood Family Education

Leah Byrd

leah.byrd@edinaschools.org

Early Childhood Special Education

Lisa Hawthorne

lisa.hawthorne@edinaschools.org

DISTRICT POLICIES

STUDENTS NEED TO KNOW

Below is a summary of Edina Public Schools' policies that define student rights and responsibilities. Complete texts of these policies are available on the district's website at www.edinaschools.org/policies or upon request from a school office.

Activity Programs

The district recognizes that middle school and high school student activity programs are an integral part of a total education program. The activities are intended to provide experiences not otherwise provided in the instructional curriculum in the areas of athletics and academics. Families are encouraged to contact the activities office located at Edina High School for more information about the opportunities available through the programs. ([Policy 627](#))

Attendance

Students are required to attend all assigned classes and study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence. Families should fill out the form for Pre-Arranged Personal Absences, Family Vacations, and Significant Educational Opportunities (Appendix II to Policy 503) five (5) days in advance of the absence to be considered excused.

Each school has established attendance procedures that support regular school attendance. These procedures will be shared by each school and require the support of students and families. ([Policy 503](#))

Corporal Punishment

Corporal punishment is prohibited. No employee or agent of the district will engage in or cause the infliction of corporal punishment on any student. ([Policy 507](#))

Distribution of Nonschool-Sponsored Materials on School Premises

The district seeks to protect students' and employees' rights to free speech, while at the same time preserving the integrity of the educational objectives and responsibilities of the district. This protection includes the right to distribute nonschool-sponsored material at a reasonable time and place and in a reasonable manner. Distribution guidelines have been established by district policy and will be supervised by school administration. ([Policy 505](#))

Do Not Attempt Resuscitation

When any student experiences sudden illness or injury, the role of an employee is to render emergency health care to preserve life and prevent disability. In life-threatening emergencies, the emergency medical system (911) will be activated.

The district recognizes that it serves students with complex health needs and that district employees may be presented with written "do not attempt resuscitation" (DNAR) orders. DNAR orders will be accepted by the health services coordinator and placed on file in the school health offices, as well as the district office. The coordinator will follow district procedures for overseeing and implementing orders. ([Policy 518](#))

Dress and Appearance

Students are encouraged to dress appropriately for school activities and in keeping with community standards. This responsibility is both the student's and the student's parent(s) or guardian(s). Specific expectations are outlined in the discipline guidelines. ([Policy 504](#))

Education of Homeless Children

Students in homeless situations in our district have access to the education and other services they need to meet state and district standards. ([Policy 535](#))

Electronic Technologies Acceptable Use

Students may access online resources from their classrooms via the Internet. Procedures and guidelines have been established for access to the district's networks and acceptable and safe use of the Internet. The administration will supervise the guidelines. Specific expectations, including the Online Code of Ethics, are outlined in School Board.

Parents or guardians must give approval for their child(ren) to access Internet resources and students must agree to follow the acceptable use procedures. Consent forms are required for families with students new to the district and entering the district, grade 3, grade 6 and grade 10. The form is available online through the portal, from school media centers and in [Policy 634](#).

Emergency Health Situations and District Insurance Limitations

The district does not purchase medical, health or accident insurance for your child. If your child has an accident, is ill, or is injured while at school or participating in district-sponsored activities; families will need to access their own insurance plans to cover any associated costs (e.g., medical care, emergency transportation). The district cannot pay these associated costs. [\(Policy 534\)](#)

Employee Background Checks

The district places a high priority on ensuring a safe and healthy learning environment for students. This priority includes requiring all applicants who have been offered district positions to complete a criminal background check as part of the process for determining employment. This process meets legal requirements. [\(Policy 404\)](#)

Equal Educational Opportunity

The district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. No student will be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination under any educational program or activity operated by the district on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, pregnancy, status with regard to public assistance, disability, sexual orientation or age. [\(Policy 103\)](#)

Extended School Year

Extended School Year (ESY) services are provided to a student who has an Individualized Education Plan (IEP) if the IEP team determines the ESY services are necessary during a break in instruction to provide a free appropriate public education. [\(Policy 508\)](#)

Field Trips and Travel

The district supports and approves student field trips and travel beyond the classroom and area of competition that are properly planned, well organized, and carefully supervised. Students participating in approved field trips and travel will be permitted to prepare assignments in advance or make up work missed in classes from which they are absent. All trips and travel require parent/guardian authorization. [\(Policy 538\)](#)

Grading and Reporting of Student Progress

The district provides a structure and framework for grading student learning in the district. The grading and assessment should assist in the student's learning experiences. Each school program level will establish standardized grading criteria. The criteria will reflect the age of the student and the level of content learning. [\(Policy 618\)](#)

Homework

The district recognizes regular, purposeful homework as an essential component of the instructional process. Homework refers to the task assigned to students by teachers meant to be completed during nonschool hours or independent study time during the school day. Homework must be realistic in length and difficulty, given the student's ability to work independently, while recognizing the amount of homework will increase as the student progresses through the grades. [\(Policy 610\)](#)

Immunization Requirements

Students are required to provide proof of immunization or appropriate documentation exempting the student from immunizations and other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment. ([Policy 530](#))

Interviews of Students by Outside Agencies

Generally, students may not be interviewed during the school day by persons other than a student's parents, district officials, employees or agents of the district, except as otherwise provided by law and/or district policy. Upon receiving an interview request, the principal will determine whether the request will be granted. ([Policy 519](#))

Medication

The district acknowledges that students may require prescription and nonprescription medication during the school day. In such cases, medication may be administered only by the licensed school nurse or other trained school employees. The district strongly discourages students from possessing and self-administering nonprescription medication without written authorization from the student's parent or guardian on file in the health office. ([Policy 516](#))

Pledge of Allegiance

Students shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to participate. Students and school employees must respect another person's right to make that choice. ([Policy 531](#))

Promotion, Acceleration, Retention and Early Kindergarten Admission

The district is dedicated to the total and continuous development of each student. Students will be placed in the instructional level best suited for their academic, social and emotional needs. Students will usually progress from level to level on an annual basis. Exceptions may be made when they are in the best educational interest of the student. Exceptions will be made only after consultation with the student's family. The final decision will rest with the district. ([Policy 513](#))

Protection and Privacy of Student Records

The district recognizes its responsibilities in regard to the collection, maintenance and dissemination of student educational records and data. District policy defines the procedures and practices for protecting the privacy of student information in accordance with state and federal laws.

Examples of student directory information are below and may be made available to the public. A parent/guardian may refuse to have any or all of the directory information made public by notifying the building principal in writing in accordance with district policy.

- ☐ Student's and Parent's Names
- ☐ Student's and Parent's Address(es)
- ☐ Student's and Parent's Telephone Listing(s)
- ☐ Student's District E-mail Address
- ☐ Student's Photograph
- ☐ Student's Date and Place of Birth
- ☐ Dates of Attendance
- ☐ Grade Level and Most Recent School Attended
- ☐ Participation in Officially Recognized Activities and Sports
- ☐ Weight and Height of Members of Athletic Teams
- ☐ Degrees, Honors, and Awards Received ([Policy 515](#))

Search of Lockers, Desks, Possessions and Persons (See FAQ regarding searches, pg 30.)

School lockers are the property of the district. The district maintains exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school employees for any reason at any time, without notice, without student consent, and without a search warrant.

The personal possessions of students within a school locker or on a student's person may be searched only when school employees have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practical after the search of a student's personal possessions within a locker, a school employee will notify the student whose personal possessions within a locker were searched, unless disclosure would impede an ongoing investigation by police or school employees.

Schools may also use specially trained dogs in school parking areas, to detect and alert officials to the presence of prohibited items and illicit substances.

[\(Policy 502\)](#)

Selection and Objection of Instructional Text, Materials and Content

The district recognizes selection of textbooks and instructional materials is vital to the support of the district's academic standards and curriculum. The school board has the authority to make final decisions on the selection of instructional texts, materials and content. The district has a process, referenced in [Policy 606](#), for families and community members to object and seek reconsideration of selected instructional texts and materials.

Special Accommodations and Services for Students with Special Needs

The district provides a full range of special services and accommodations necessary for meeting students' special needs. Families are encouraged to contact building principals for additional information related to student identification, assessment, service availability and other options. [\(Policy 607\)](#)

Staff Notification of Violent Behavior of Students

In an effort to provide a safe school environment, the assigned classroom teacher and other employees with a legitimate educational interest will be notified if a student has a history of violent behavior. The administration will meet with the assigned classroom teacher and other employees with a legitimate educational interest for the purpose of notifying and determining how employees will work with the identified student. [\(Policy 529\)](#)

Student Fundraising

The district recognizes the desire by the district-sponsored student groups and student organizations to raise funds to meet their needs and goals and to fund student activities. School groups or organizations raising funds must meet the established district criteria and follow district policy for fundraising. National and international fundraising groups may apply for approval of specific fundraising activities through the building principals. Violations of the student fundraising policy may result in disciplinary action up to suspension or expulsion. [\(Policy 629\)](#)

Student Surveys

Student surveys may be conducted, as determined necessary, by the district. The superintendent may refuse to permit a survey to be conducted based on the alignment of the survey to the mission of the district or the impact the administration of the survey would have on the instructional day. [\(Policy 520\)](#)

Student Use and Parking of Motor Vehicles

Students are allowed the limited use and parking of motor vehicles in district locations in accordance with district policy. Students permitted to park at a district location do so as a privilege, not a right. [\(Policy 527\)](#)

Students With Communicable Diseases and Infectious Conditions

Students with communicable diseases are not to be excluded from attending school in their daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees. [\(Policy 536\)](#)

Tutoring for Pay

A student's current teachers may not provide out-of-school tutoring for pay to the student or the student's family during the school year. A tutor list is maintained by the district's human resources department and may be requested when seeking tutoring support. The district does not endorse any particular tutor, perform background checks, or determine licensure status of the tutors listed. [\(Policy 908\)](#)

Use of Volunteers in Schools

The district is committed to using volunteers to help personalize instruction, promote school/community interaction, and support school activities and events. Volunteers will be placed with careful consideration given as to how their presence supports the educational objectives of a class, the curriculum, activity or event. Volunteers will be subject to all standards set forth by policies, including the completion of a criminal background check by those volunteers who will be attending overnight trips or left unsupervised with students. ([Policy 911](#))

Video/Electronic Surveillance

Maintaining the health, welfare and safety of students, employees and visitors while on school district property and protecting district property are important functions of the district. The district recognizes the value of video/electronic surveillance systems in monitoring activity on school property in providing these functions. ([Policy 717](#))

Wellness — Food, Nutrition and Physical Activity

The district recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and learning. The school environment should promote and protect a student's health, well-being, and ability to learn by encouraging healthy eating and physical activity. The district encourages the involvement of students, parents, teachers, food service employees, and other interested persons in implementing, monitoring and reviewing district nutrition and physical activity policies. ([Policy 533](#))

EDINA PUBLIC SCHOOLS COMMITMENT TO BULLYING PREVENTION AND PROHIBITION

A safe and civil environment is needed for students to learn and attain high academic standards, and to promote healthy human relationships.

Policy 514 – Bullying Prohibition

The act of bullying, including cyber-bullying, is prohibited on school property, at school functions, or on district transportation.

- ☐ Bullying is intimidating, threatening or harming conduct which is objectively offensive, and
 - Creates an imbalance of power between engaging students
 - Substantially interferes with a student's ability to perform or participate
- ☐ Any person who believes he or she has been a target or victim of bullying will immediately report the alleged act to a building administrator or supervisor ("building report taker")
- ☐ An employee with knowledge or belief of bullying conduct will immediately report the incident to a building administrator
- ☐ The District has a defined investigative process and will take disciplinary action as necessary
- ☐ Annually, the District will notify students, families and staff of this policy

WE CARE | WE SHARE | WE DARE

STUDENT BUS RIDER RESPONSIBILITIES

Edina Public Schools is committed to providing a safe and enjoyable riding experience for its bus riders. Edina Public Schools' transportation department is responsible for the safety of its riders while they are on the school bus.

Parents or guardians are responsible for the safety of their student(s) until they are on the school bus. The district's student bus rider responsibilities section has been established by the district. Please review this information and discuss it with your child(ren). This information is being provided so that your child(ren) will clearly understand bus behavior expectations.

Riding the school bus is a privilege that can be revoked if a student chooses not to comply with the rules for bus riders.

Bus Schedules

Bus schedules are mailed to each home in early August. In the event there is a question about the bus route, please contact the transportation department at 952-848-4979 between the hours of 7:00 am and 4:30 pm; calls before or after these times will be referred to voicemail for further instructions. In the event a route change is requested that may impact other riders, you will be asked to complete a bus route request form. These forms are available by calling your school office. The transportation department reviews and decides on all change requests.

Student Safety Training

All students will receive school bus safety training and testing in the fall. This training and testing is in compliance with state law. The training and testing will be completed within the first three weeks of school for grades K-3, and within the first six weeks for students in grades 4-10. In addition, many schools complete a number of ongoing bus safety education sessions throughout the school year.

Reserved Seating – Grades K-8

During the first two weeks of school, students will have the opportunity to choose where and with whom they would like to sit. After the first two weeks, a seating chart will be recorded. Students are to sit in the same seat every day, both to and from school. Changes can be made by the driver due to discipline or safety issues. If at any time a student is no longer comfortable with his or her seat assignment, he or she can talk to the driver. Any other concerns may be addressed by calling the transportation department.

Rider Transfers – Grades K-12

State law mandates that ridership on a bus cannot exceed its capacity. Due to the high ridership on most buses, the transportation department will continue the policy of not allowing rider transfers – students who are not regularly scheduled to ride that bus. The district endorses this policy for the safety of each student and to ensure that each student has a seat on the bus. Students will not be permitted to ride another bus unless it is necessary for purposes that have been preapproved by the supervisor of transportation and building principal (e.g. childcare needs, regularly scheduled lessons). Our goal is to provide a safe and effective transportation service, not to complicate transportation situations for parents and students.

Student Bus Rider Responsibilities

The district's goal is to provide safe and enjoyable transportation for our students. This occurs when we work in cooperation with students, parents, teachers, and drivers. For the safety of all riders, please review the following rider responsibilities with your child(ren) before the school year begins.

A. Going to the Bus Stop

1. Use sidewalks where provided.
2. If there are no sidewalks, walk single file on the left shoulder of the street facing traffic.
3. Cross streets only at corners.

4. Use a direct route, but avoid crossing yards or empty lots.
5. Arrive at your bus stop no more than five minutes before the scheduled stop. The bus driver cannot wait for late students.
6. Be aware of suspicious individuals on foot or in motor vehicles. Report these persons to your bus driver or school principal. Even if you have missed the bus, do not accept rides from strangers.

B. Waiting at the Bus Stop

1. Wait away from the traffic. Stay at least five feet off the road or street.
2. Respect the property of others while waiting at the bus stop. Do not pick flowers, disturb shrubs, throw stones or snowballs, litter, etc.
3. Use appropriate language at all times.
4. Respect other students by not pushing, shoving or fighting.
5. Stay back from the street until the bus is actually stopped. A push at the middle or end of the line can send the front person into the bus or under its wheels.
6. Older students should be helpful to younger ones.
7. The district's student behavior policies, guidelines, and rules are enforceable while a student waits at the bus stop.

C. Boarding the Bus

1. Wait until the bus has stopped and the door is opened before starting to board.
2. Board the bus single file.
3. Continue to show respect for others by not pushing or shoving.
4. Use the handrail to keep from slipping, falling, or tripping.
5. Greet the bus driver.
6. Move directly to your seat and sit down.
7. Put large items (e.g. musical instrument, packages) in seat area or under the seat, but not in the aisle.

D. Riding on the Bus

1. Follow all district policies and school rules.
2. Follow the bus driver's instructions.
3. Remain in your seat until the bus arrives at your stop.
4. Speak in a quiet voice. Your voice should not be heard above others.
5. Keep hands, feet, and objects inside the bus.
6. Do not throw objects inside the bus or out the window.
7. Do not use profanity, including words or gestures.
8. Do not tease or harass others.
9. Do not eat, drink, chew gum, or spit.
10. Do not vandalize the bus.
11. Use the proper door for entering and exiting. Nonemergency use of the emergency door is not tolerated.

E. Getting Off the Bus

1. Wait for the bus to be completely stopped and the door to be opened before standing up.
2. Stay respectful of others – no shoving or pushing.
3. Walk five big steps away from the bus, turn and look at the bus driver.
4. Wait until the bus is at least a half a block away before proceeding home.
5. Do not go in back of or underneath the bus for any reason.

F. Student Consequences for Misbehavior

1. Riding on a school bus is a privilege, not a right.
2. The district's student behavior policies, guidelines, and rules are in effect for all students on school buses and while at bus stops.
3. If misbehavior occurs, the bus driver will give the student an assertive warning.

4. If misbehavior continues, the bus driver will complete a bus incident report for students and report the conduct to the transportation supervisor. The transportation supervisor will report the conduct to the building administrator. The building administrator will contact the parent/guardian. Consequences will be administered in accordance with the district's discipline policy.

BUS INCIDENT REPORT

Your child has been given the following consequences for his or her behavior. Consequences will be administered in accordance with the district's discipline policy.

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus or bus stop misconduct in accordance with the district's discipline policy.

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense, at the discretion of the district.

Kindergarten through Grade 5:

_____ First Offense: The driver has given your student a verbal warning, and a bus incident report sent to parents.

Your child has been assigned an alternate seat: (select one) Yes or No

_____ Second Offense: One-day bus suspension.

_____ Third Offense: Three-day bus suspension; conference with student, parent, school, driver and transportation.

_____ Fourth Offense: Five-day bus suspension.

_____ Fifth Offense: Loss of bus riding privileges for the remainder of the school year.

Grade 6 through Grade 12:

_____ First Offense: The driver has given your student a verbal warning, and a bus incident report sent to parents.

Your child has been assigned an alternate seat: (select one) Yes or No

_____ Second Offense: One to three-day bus suspension; conference with student, parent, school, driver and transportation.

_____ Third Offense: Five to ten-day bus suspension.

_____ Fourth Offense: Loss of bus riding privileges for the remainder of the school year

STUDENT CONDUCT AND DISCIPLINE POLICY & GUIDELINES

It is the responsibility of the school board to set reasonable policies and rules for governing behavior and conduct while in the school environment. These policies and rules apply any time a student is present on district property, at a school-sponsored activity, and while traveling in district vehicles.

In addition, students who are participants in district activities need to understand the behavioral expectations and consequences for violations outlined by the Minnesota State High School League and the district related to chemical use, hazing or any other infraction covered by the high school league or district policies or rules.

While this policy pertains to all schools in the district, the school board recognizes the uniqueness of each building and classroom in which the policy must be implemented. This policy may be supplemented by additional policies, rules and procedures that recognize those unique needs.

EPS Philosophy Regarding Learning and Discipline

Optimum learning occurs in a positive, safe and secure environment. Students, parents or guardians, teachers, administrators and other school employees all share in the responsibility to ensure a positive climate for learning.

The school setting enables students to develop responsible behaviors and habits that will serve them now and later in life. Proper training in discipline should lead to self-control and respect for law, authority, property and the rights of others.

While self-discipline is the ideal, it is understood that corrective measures will be required at times. When it becomes necessary to enforce the consequences of discipline violations as outlined in this policy, the consequences are enforced in a manner that respects the dignity of the student and promotes healthy and responsible behavior.

Discipline is a learning experience, not just a punishment. To that end, discipline:

- ☐ Helps the student learn a lesson that will positively affect present and future behavior.
- ☐ Is designed to help the student control and change behavior, and guide the student into adulthood.
- ☐ Helps the student to grow intellectually and emotionally.
- ☐ Enhances the student's self-confidence, self-worth and self-image.

Roles and Responsibilities

School Board – The school board holds all school employees responsible for the maintenance of order within the school district and supports all employees acting within the framework of this discipline policy.

Superintendent – The superintendent will establish guidelines and directives to carry out this policy, hold all school employees, students and parents responsible for conforming to this policy, and support all school employees performing their duties within the framework of this policy. The superintendent will also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy would be submitted to the school board for information and attached as an appendix to this policy.

Principal and Assistant Principals – The school principal is given the responsibility, authority and sole discretion to formulate building rules necessary to enforce this policy, subject to superintendent review. The principal will give direction and support to all school employees performing their duties within the framework of this policy. The principal or designee will consult with parents of students conducting themselves in a manner contrary to the policy. The principal will also involve other professional employees in the disposition of behavior referrals and make use of those agencies appropriate for assisting students and parents. A principal may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

Teachers – All teachers have responsibility for providing a well-planned teaching/learning environment and have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers will ensure acceptable student behavior. A teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

Other School District Employees – All school district employees are responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior are as authorized and directed by the superintendent. A school employee or other agent of a school district may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

Parents or Legal Guardians – Parents and guardians are responsible for the behavior of their children as determined by law and community practice. They are expected to partner with school authorities and to participate regarding the behavior of their children.

Students – All students are held individually responsible for their behavior and for knowing and adhering to the Code of Student Conduct.

DISCIPLINE GUIDELINES

Every student and employee of Edina Public Schools is entitled to learn and work in a safe school environment. To ensure this safe environment, the district and each school have established clear student discipline policies, consequences appropriate to behaviors, and a practice to implement these guidelines fairly.

Students are expected to behave in accordance with federal, state and local laws; district policies and guidelines; and in a way that respects the rights and safety of others. Known violations of federal, state and local laws will be reported to local law authorities.

The following are districtwide discipline guidelines. These guidelines and the potential consequences apply any time a student is present on district property, participating in a school-sponsored activity, or traveling in a district vehicle. These guidelines and the potential consequences also apply to student behavior that has a nexus to school property or the student's status as a district student. Student conduct that occurs off-campus, but has a nexus to the school environment, may form the basis for school discipline. This specifically includes activities that occur off-campus over the internet, on social media, or through other communications. Listed are the violations and the recommended consequences; although all determinations will be made on a case-by-case basis. Minnesota State High School League consequences may also apply in accordance with its rules and district policy.

A student who accumulates excess violations of these disciplinary guidelines or several infractions for serious behavior may be disciplined in light of the student's overall record. The student and parent will have a conference with the principal and/or other appropriate employee(s) to make them aware that the student is accumulating excessive infractions. Any student who has been suspended for violations of the guidelines may be recommended for expulsion upon his or her return if he or she commits additional offenses of the same nature.

Restitution or restorative justice principles may be utilized when appropriate for the disciplinary infraction. The infractions and consequences may be modified or disregarded if circumstances require mitigation or exception (e.g., student whose misbehavior is related to his or her disability). These discipline guidelines are based on school policies, located on the district's website.

ATTENDANCE

1. ATTENDANCE, TARDINESS, TRUANCY

In addition to the compulsory attendance mandate of state law, the school board recognizes and emphasizes the intrinsic value of attendance each school day by each student. It enables every student to profit to the maximum degree from the enhanced learning environment that full attendance promotes.

Compulsory attendance policies for students under the age of 17 years will be applied in cases of chronic absence or tardiness. Parental notification will occur when a student is determined to be truant by the school. A student under the age of 17 years with seven or more unexcused absences may be referred to appropriate services.

Attendance disciplinary action is outlined in the district's attendance policy ([Policy 503](#)).

CHEMICAL INFRACTIONS

2. ALCOHOL OR CHEMICALS, POSSESSION OR USE

The possession or use of any alcohol, narcotic, illegal substance, controlled substance or drug paraphernalia is prohibited while on district property, participating in a district-sponsored activity, or traveling in a district vehicle.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**
Grades 3-5	**	Social worker intervention Police referral	3-day suspension Police referral
Grades 6-12	3-day suspension Police referral	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(**) Indicates disciplinary action assigned by building administration.

3. ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivery, exchanging or intending to sell, deliver, exchange or distribute any alcoholic, narcotic, illegal substance or controlled substance on district property, while participating in a district-sponsored event or traveling in a district vehicle is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**
Grades 3-5	**	Social worker intervention Police referral	3-day suspension Police referral
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

(**) Indicates disciplinary action assigned by building administration.

4. MEDICATION MISUSE (OVER THE COUNTER)

Any student in possession of or using an “over the counter” medication must do so in a manner consistent with district policy (see Policy 516 – Student Medication). Selling, distributing, delivering, exchanging or intending to sell, deliver, exchange or distribute any “over-the-counter” medication is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**
Grades 3-5	Social worker intervention	1-day suspension	1-3 day suspension Police referral
Grades 6-12	1-3 day suspension Police referral	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(**) Indicates disciplinary action assigned by building administration.

5. MEDICATION MISUSE (PRESCRIPTION)

Any student in possession of or using prescription medication must do so in a manner consistent with district policy (Policy 516 – Student Medication). Selling, distributing, delivering, exchanging or intending to sell, deliver, exchange or distribute any prescription medication is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**
Grades 3-5	Social worker intervention	1-3 day suspension	3-5 day suspension Police referral
Grades 6-12	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral	

(**) Indicates disciplinary action assigned by building administration.

6. TOBACCO USE OR POSSESSION

Possession or use of tobacco is prohibited, including e-cigarettes and other items used for the use of tobacco or other illegal substances. Students who congregate in an area where tobacco use has recently occurred (e.g., bathroom stall) will each be considered to have been using tobacco.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	Same/next day dismissal
Grades 3-5	**	Same/next day dismissal	2-day suspension Police referral
Grades 6-12	1-day suspension Police referral	2-3 day suspension Police referral	3-5 day suspension Police referral

(**) Indicates disciplinary action assigned by building administration.

DANGEROUS AND/OR NUISANCE ITEMS

7. FIREARMS

Minnesota state law requires that school boards must expel for a period of at least one year, a student who is determined to have brought a firearm to school. The definition of a firearm is found at 18 U.S.C. § 921. The school board may modify this expulsion requirement on a case- by-case basis.

Grades	First Offense
Grades K-12	10-day suspension Expulsion recommendation Police referral

8. FIREWORKS

Possession, distribution or use of any type of fireworks (sparklers, firecrackers, smoke bombs) or ammunition is prohibited. Use of any fireworks that creates a serious disturbance or safety hazard may be considered a violation of "Weapons, Explosives, Incendiary Devices, Ammunition and Other Dangerous Items."

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	Same/next day dismissal	3-day suspension
Grades 3-5	Same/next day dismissal	2-day suspension	5-day suspension
Grades 6-12	5-day suspension	5-10 day suspension	10-day suspension Expulsion recommendation

(**) Indicates disciplinary action assigned by building administration.

9. NUISANCE OBJECTS

Misuse or distribution of any object that causes distractions or a nuisance is prohibited. These objects may include, but are not limited to, laser pointers, lighters, radios, squirt guns, video games, snaps, stink bombs, bolt cutters and crowbars.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**
Grades 3-5	**	**	**
Grades 6-12	**	1-day suspension	3-day suspension

(**) Indicates disciplinary action assigned by building administration.

10. POTENTIALLY DANGEROUS ITEMS

Possessing potentially dangerous items that if misused may be considered dangerous, illegal or could possibly cause harm are prohibited. If it is discovered that a student has accidentally brought such an item to school, the student may not be considered in possession of a weapon.

Nonetheless, because students are responsible for what they bring to school and possession of these items are prohibited, the consequences outlined below apply. If a student directly or indirectly threatens another person or persons with such an object, the student will be determined to be in possession of a weapon and appropriate action will be taken in accordance with district policy.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	1-day suspension
Grades 3-5	**	1-day suspension	3-day suspension
Grades 6-12	1-day suspension	3-day suspension	5-day suspension

(**) Indicates disciplinary action assigned by building administration.

11. WEAPONS, EXPLOSIVES, INCENDIARY DEVICES, AMMUNITION AND OTHER DANGEROUS ITEMS

The possession, real or implied, of weapons, explosives, incendiary devices, ammunition or other items considered dangerous, illegal or which could cause harm, destruction or disruption is prohibited. The possession of imitation, non-working, or self-created weapons (i.e. 3D printing) is prohibited. The use or detonation of explosives, weapons, incendiary devices, ammunition or other items considered dangerous, illegal or which could cause harm, destruction or disruption is prohibited.

Grades	First Offense	Second Offense
Grades K-5	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral
Grades 6-12	10-day suspension Expulsion recommendation Police referral	

DRIVING INFRACTIONS AND TRANSPORTATION

12. DRIVING, CARELESS OR RECKLESS

Driving any motorized or non-motorized vehicle on district property in such a manner as to endanger people or property is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	Parking permit revoked for identified time period Police referral	3-day suspension Parking permit permanently revoked	5-day suspension Police referral

13. TRANSPORTATION

All rules that apply to building and classroom behavior apply while riding a school bus. Therefore, students may be administered consequences consistent with other school discipline procedures and in accordance with district policy. Students endangering persons or property may lose bus riding privileges immediately and for an indefinite period. Students, grades 6-12, who commit a fourth offense, will be suspended from riding the bus for the remainder of the school year.

Grades	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Grades K-5	Verbal Warning	1-day bus suspension	3-day bus suspension	5-day suspension	Loss of bus riding privilege for school year
Grades 6-12	Verbal Warning	1-3 day bus suspension	5-10 day bus suspension	Loss of bus riding privilege for school year	

(**) Indicates disciplinary action assigned by building administration.

14. VEHICLE, UNAUTHORIZED PARKING, DISPLAY OF PARKING PERMIT

Not having or not displaying a valid parking permit is prohibited. Parking a vehicle in an unauthorized area is prohibited. Failure to adhere to parking regulations may result in towing without warning. In addition, students and their entire carpool are subject to temporary or permanent loss of parking permits.

Grades	First Offense	Second Offense	Third Offense
Grades 10-12	Immobilization of vehicle and \$30 fine	Immobilization of vehicle and \$60 fine	Immobilization of vehicle and \$90 fine

15. VEHICLE, STEALING PERMIT, FORGING PERMIT, FALSE PERMIT

Stealing, forging or using a false permit will result in a school suspension and the loss of parking privileges.

PHYSICAL INFRACTIONS

16. ASSAULT

Committing an act with intent to cause fear in another person of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another person is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	Same/next day dismissal	3-day suspension
Grades 3-5	1-2-day suspension Social worker referral	3-day suspension Social worker/police referral	10-day suspension Expulsion recommendation Police referral
Grades 6-9	3-day suspension Social worker referral	5-day suspension Social worker/police referral	10-day suspension Expulsion recommendation Police referral
Grades 10-12	3-day suspension Social worker referral	5-day suspension Social worker/police referral	10-day suspension Expulsion recommendation Police referral

(**) Indicates disciplinary action assigned by building administration.

17. ASSAULT, AGGRAVATED

Committing an assault upon another person with a weapon or an assault that inflicts great bodily harm upon another person is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	Same/next day dismissal	2-day suspension Social worker referral	10-day suspension Police referral
Grades 3-5	5-day suspension Social worker referral	10-day suspension Expulsion recommendation Police referral	
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

18. FIGHTING

Engaging in any form of fighting where blows are exchanged is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**

Grades 3-5	**	** Social worker referral	Same/next day dismissal Social worker referral
Grades 6-12	3-day suspension Social worker referral	5-day suspension Social worker referral	10-day suspension Expulsion recommendation

(**) Indicates disciplinary action assigned by building administration.

19. PUSHING, SHOVING, SCUFFLING

Physical contact that could harm others, but is not defined as an assault or fighting, is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**
Grades 3-5	**	**	**
Grades 6-12	**	1-3 day suspension	3-5 day suspension

(**) Indicates disciplinary action assigned by building administration.

20. SEXUAL MISCONDUCT

Engaging in nonconsensual sexual intercourse or sexual contact with another person including intentional touching of clothing covering a person's intimate parts, intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent, is prohibited. Indecent exposure is also prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**
Grades 3-5	**	Same/next day dismissal Social worker referral	2-day suspension Social worker referral
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

(**) Indicates disciplinary action assigned by building administration.

PROPERTY INFRACTIONS

21. ARSON

The intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to district property or other property or that endangers or potentially endangers others by means of fire is prohibited.

Grades	First Offense
Grades K-12	10-day suspension Expulsion recommendation Police referral

22. BREAKING AND ENTERING

Entering a secured district location, after school hours, using an unauthorized mechanism of entering is prohibited.

Grades	First Offense	Second Offense
Grades K-12	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

23. FIRE EXTINGUISHER, UNAUTHORIZED USE

Fire extinguishers are important tools that are needed in potentially life-threatening fires. All other uses are prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	Same/next day dismissal	2-day suspension
Grades 3-5	**	Same/next day dismissal	2-day suspension
Grades 6-12	**	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(**) Indicates disciplinary action assigned by building administration.

24. ROBBERY OR EXTORTION

Taking property from another person by use of force, threat of force compelling acquiescence, or under false pretenses is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	Same/next day dismissal
Grades 3-5	**	Same/next day dismissal	2-day suspension
Grades 6-12	3-5 day suspension Police referral	5-10 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(**) Indicates disciplinary action assigned by building administration.

25. SECURITY SYSTEM TAMPERING

Any action that is intended to deactivate, damage or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera or an automatic locking door apparatus.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	Same/next day dismissal Police referral	2-day suspension
Grades 3-5	Same/next day dismissal Police referral	1-day suspension Police referral	1-3 day suspension Police referral
Grades 6-12	1-3 day suspension Police referral	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(**) Indicates disciplinary action assigned by building administration.

26. THEFT, RECEIVING OR POSSESSING STOLEN PROPERTY

The unauthorized taking, using, transferring, hiding or possessing of the property of another person without the consent of the owner or the receiving of such property is prohibited. Restitution, when appropriate, will be required.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	Same/next day dismissal
Grades 3-5	**	Same/next day dismissal	2-day suspension
Grades 6-12	1-3 day suspension Police referral	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(**) Indicates disciplinary action assigned by building administration.

27. TRESPASSING

Remaining on school property without authorization is prohibited. Students are not to go into other district buildings unless they have permission from the building administrator or attending a district-sponsored event. Any student on suspension who goes to a district location without permission is subject to being charged with trespassing and an increase in suspension time. Admitting others through a locked or secured entrance without the permission of district employees is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**
Grades 3-5	**	**	Same/next day dismissal
Grades 6-12	1-day suspension	1-3 day suspension	5-10 day suspension

(**) Indicates disciplinary action assigned by building administration.

28. VANDALISM, MINOR ACTS (LESS THAN \$500)

Littering, defacing (including placement of graffiti), cutting, damaging or destroying property that belongs to the district or other individuals/entities is prohibited. Vandalism is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**
Grades 3-5	**	Same/next day dismissal	2-day suspension
Grades 6-12	1-3 day suspension Police referral	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(**) Indicates disciplinary action assigned by building administration.

29. VANDALISM, MAJOR ACTS (MORE THAN \$500)

Littering, defacing (including placement of graffiti), cutting, damaging or destroying property that belongs to the district or other individuals/entities is prohibited. Vandalism is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	Same/next day dismissal
Grades 3-5	**	Same/next day dismissal	4-5 day suspension
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

(**) Indicates disciplinary action assigned by building administration.

SCHOLASTIC DISHONESTY

30. DISHONESTY, SCHOLASTIC

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism or collusion is prohibited. Academic consequences may also be assigned.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	Same/next day dismissal
Grades 3-5	**	**	1-3 day suspension
Grades 6-9	**	1-day suspension	1-3 day suspension
Grades 10-12	1-day suspension	1-3 day suspension	3-10 day suspension

TECHNOLOGY INFRACTIONS

31. ELECTRONIC DEVICES, MISUSE OF

Rules relating to the possession and/or use of cell phones and/or personal electronic mobile devices in school are dependent upon the grade level of the individual student. Students are not allowed to use cell phones or personal electronic mobile devices at the elementary level during the hours of the school day, unless specifically directed otherwise by a district employee. High school and middle school students may use cell phones or personal electronic mobile devices at the discretion of a teacher and in a way that is not disruptive to the educational process including use in class or in any way that sacrifices, or potentially sacrifices, academic integrity (see also Dishonesty, Scholastic and Photographic Device Misuse).

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**
Grades 3-5	**	**	**
Grades 6-9	**	**	1-day suspension
Grades 10-12	**	1-day suspension	3-day suspension

(**) Indicates disciplinary action assigned by building administration.

32. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

Use of any photographic or recording device, film camera, digital camera, cell phone camera and video camera that impinges upon the rights of others is prohibited. This prohibition includes the distribution or receipt of a picture(s)/recording that impinges upon the personal privacy of another. Misuse of any device in a school locker room, school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	**	**	**
Grades 6-12	1-2 day suspension	3-5 day suspension	5 day suspension

(**) Indicates disciplinary action assigned by building administration.

33. TECHNOLOGY AND TELECOMMUNICATIONS, MISUSE

Misuse of technologies, equipment or network; deletion or violation of password-protected information, computer programs, data, passwords or system files; inappropriate accessing of files, directories and Internet sites; deliberate contamination of the system; unethical use of information; or violation of copyright laws are prohibited. In addition, network access may be monitored and/or limited as a result of technology and/or telecommunication misuse. Students will follow the following Online Code of Ethics when using district technology, network resources and the Internet, including Web 2.0 products.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	**	**	2-3-day suspension. Network access limited or monitored for rest of year.
Grades 6-12	**	**	10-day suspension and access limited or monitored indefinitely. Expulsion recommendation.

(**) Indicates disciplinary action assigned by building administration.

34. TECHNOLOGY & TELECOMMUNICATIONS, BREACH OF

The deliberate breach of the school district network and technology resources is prohibited, and may result in disciplinary actions, including but not limited to suspension, police referral and recommendation for expulsion.

Grades	First Offense	Second Offense	Third Offense
Grades K-12	1-3 day suspension. Social worker referral.	3-5 day suspension. Police referral.	10-day suspension. Police referral. Recommendation for expulsion.

THREATENING AND/OR DISRUPTIVE BEHAVIOR

35. ABUSE, VERBAL

The use of language that is obscene, threatening, intimidating, or inflammatory or that degrades other people is prohibited. Verbal abuse may also be addressed under the guidelines for harassment and/or bullying, when appropriate.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**
Grades 3-5	**	**	**

Grades 6-9	1-2 day suspension	2-3 day suspension	3-5 day suspension
Grades 10-12	1-3 day suspension	3-5 day suspension	10-day suspension Expulsion recommendation

(**) Indicates disciplinary action assigned by building administration.

36. BOMB THREAT OR TERRORISTIC THREAT

Making, publishing or conveying in any manner a bomb threat or any other type of terroristic threat pertaining to a school location or event is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	** Police referral	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral
Grades 3-5	5-day suspension Police referral	10-day suspension Police referral	10-day suspension Expulsion recommendation Police referral
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

(**) Indicates disciplinary action assigned by building administration.

37. BULLYING OR INTIMIDATING BEHAVIOR

Bullying or intimidating behavior of any type, including through the use of technology and the Internet, is prohibited. Bullying or intimidating behavior may also be addressed under the guidelines for harassment and/or verbal abuse, when appropriate.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	** Social worker intervention
Grades 3-5	**	** Social worker intervention	1-day suspension Social worker intervention
Grades 6-12	**	1-3 day suspension Social worker intervention	2-10 day suspension Social worker intervention

(**) Indicates disciplinary action assigned by building administration.

38. DISORDERLY CONDUCT

Disorderly conduct is prohibited. Disorderly conduct is an act that the student knows or has reasonable grounds to know will alarm, anger, disturb, others or provoke an assault or breach of the peace. Disorderly conduct may also be engaging in offensive, obscene, abusive, boisterous or noisy conduct or gestures or offensive, obscene or abusive language tending reasonably to arouse alarm, anger or resentment in others.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	** Social worker intervention
Grades 3-5	** Social worker intervention	Same/next day dismissal	1-day suspension
Grades 6-12	1 day suspension Social worker intervention	2-5 day suspension	10-day suspension Expulsion recommendation

(**) Indicates disciplinary action assigned by building administration.

39. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

Disruptive or disrespectful behavior is prohibited. Disruptive or disrespectful behavior is language or behavior that disrupts or threatens to disrupt the school environment.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	Same/next day dismissal
Grades 3-5	**	**	Same/next day suspension
Grades 6-9	**	**	1-3 day suspension
Grades 10-12	**	1-day suspension	3-day suspension

(**) Indicates disciplinary action assigned by building administration.

40. FIRE ALARM, FALSE

Intentionally giving a false alarm of a fire or tampering or interfering with any fire alarm, fire alarm system or sprinkler system is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	Same/next day dismissal Police referral	2-day suspension Police referral
Grades 3-5	Same/next day dismissal Police referral	2-day suspension Police referral	3-day suspension Police referral
Grades 6-12	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral	

(**) Indicates disciplinary action assigned by building administration.

41. GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games and other items used to promote a game of chance) is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	Same/next day dismissal
Grades 3-5	**	Same/next day dismissal	2-day suspension
Grades 6-12	**	1-3 day suspension	3-5 day suspension

(**) Indicates disciplinary action assigned by building administration.

42. HARASSMENT OR RETALIATION

Harassment and violence because of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age, as defined in the district policy, are prohibited. Reprisal or retaliation for a complaint of harassment is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	Same/next day dismissal
Grades 3-5	**	Same/next day dismissal	2-day suspension
Grades 6-8	**	1-3 day suspension	3-5 day suspension
Grades 9-12	1-3 day suspension	3-5 day suspension	10 day suspension Expulsion recommendation

(**) Indicates disciplinary action assigned by building administration.

43. HAZING

Hazing activities of any type are prohibited at all times. Hazing means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Specific examples of hazing are found in Policy 526 – Student Hazing Prohibition. Hazing, by its very nature, often occurs off school grounds, after school hours, on non-school days and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	**	**	**
Grades 6-12	1-3 day suspension	3-5 day suspension	10-day suspension Expulsion recommendation

(**) Indicates disciplinary action assigned by building administration.

44. INSUBORDINATION

A deliberate refusal to follow an appropriate direction or to identify one's self when requested is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	**	**	Same/next day dismissal
Grades 6-12	**	1-3 day suspension	3-5 day suspension

(**) Indicates disciplinary action assigned by building administration.

45. THREATENING GROUP ACTIVITY

Threatening group-related activity, the use of graffiti emblems, symbolism, hand signs, slang, tattoos, jewelry, discussion, clothing, etc. are prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	** Social worker intervention
Grades 3-5	**	** Social worker intervention	Same/next day dismissal
Grades 6-12	3-day suspension Social worker intervention	5-day suspension	10-day suspension Expulsion recommendation

(**) Indicates disciplinary action assigned by building administration.

46. THREATS OF PHYSICAL HARM TOWARD STUDENTS, EMPLOYEES OR OTHER PERSONS

The use of language that is blatantly threatening or intimidating that could be interpreted as a death threat or insinuating the infliction of serious bodily harm upon students, employees or other persons is prohibited. Making comments that could be interpreted as death threats or insinuating the infliction of serious bodily harm upon students, employees or other persons is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	Same/next day dismissal	2-day suspension	10-day suspension
Grades 3-5	5-day suspension	10-day suspension Expulsion recommendation Police referral	
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

OTHER BEHAVIOR INFRACTIONS

47. DRESS AND APPEARANCE

Inappropriate clothing or appearance is prohibited. Inappropriate clothing or appearance includes, but is not limited to:

- ☐ Wearing clothing or grooming in a manner that is sexually explicit or which conveys sexual innuendo or that may reasonably be construed as sexual. Examples of such clothing include "short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
- ☐ Wearing clothing that includes words or pictures that are obscene, vulgar, abusive and discriminatory or that promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors.
- ☐ Wearing clothing promoting products or activities that are illegal for use by minors.

- ☐ Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups, including gangs or supremacist groups. This prohibition includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist or otherwise derogatory to a protected minority group; evidences gang membership or affiliation; or approves, advances or provokes any form of prohibited harassment or violence against other individuals as defined in district policy.
- ☐ Wearing clothing or footwear that could damage school property.
- ☐ Wearing masks face paint or grooming that limits or prevents identification of a student.
- ☐ Wearing clothing or grooming that is potentially disruptive to the education process or that poses a threat to the health and safety of others.
- ☐ Wearing clothing in a manner that displays undergarments.

The appropriateness of wearing of hats and caps will be determined at each school by the principal. Administrators reserve the right to deny admission to school functions based on dress or appearance determined to be inappropriate or disruptive to the educational process. When a student is found in violation of these guidelines, the student will be directed to make modifications or be sent home for the day.

Grades	First Offense	Second Offense	Third Offense
Grades K-12	**	**	1-3 day suspension

(**) Indicates disciplinary action assigned by building administration.

48. FALSE REPORTING

Intentionally reporting false information about the behavior of a student or employee is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**
Grades 3-5	**	**	1-3 day suspension
Grades 6-12	1-3 day suspension	3-day suspension	3-5 day suspension

(**) Indicates disciplinary action assigned by building administration.

49. RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, misrepresenting identity, or forging notes is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**
Grades 3-5	**	**	Same/next day dismissal
Grades 6-9	**	1-3 day suspension	3-5 day suspension
Grades 10-12	1-day suspension	3-day suspension	3-5 day suspension

(**) Indicates disciplinary action assigned by building administration.

50. SECRET SOCIETIES (FRATERNITIES/SORORITIES)

Membership in secret fraternities, sororities and clubs is prohibited throughout the district.

Grades	First Offense	Second Offense	Third Offense
Grades K-2	**	**	**
Grades 3-5	**	**	**
Grades 6-12	**	1-3 day suspension	3-5 day suspension

(**) Indicates disciplinary action assigned by building administration.

51. UNIQUE SITUATIONS

Discipline situations not covered by these guidelines will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations at a particular school may call for an adjustment in the discipline policies to meet the school or district's needs.

Established: 7/18/11. Revised: 10/22/12; 8/19/13, 7/30/14, 7/20/15, 7/25/16

FAQ: LOCKER AND CELL PHONE SEARCHES

What is the District's policy on locker searches?

Edina School Board [Policy 502](#) addresses locker searches, as well as personal possessions. Students have no expectation of privacy in their school lockers and school officials may search student lockers at any time, for any reason, without the permission of the student and without providing any advance notice to the student. However, personal possessions within a locker (i.e. purses, backpacks, jacket pockets) may only be searched by school officials when there is a reasonable suspicion that the search will uncover evidence of a violation of school rules or the law. For example, a school official may open a locker at any time to see what is in the locker, but may only then search a backpack in the locker if they have reason to believe it contains contraband, such as in the case where a drug dog indicates the presence of drugs in a locker.

What is the District's policy around searches of student cell phones and personal computers?

Searches of student cell phones and computers are similar to the search of locked or closed items in a student locker. If the school official has reasonable suspicion that a search will uncover a violation of the law or school rules, the school official may search a student's personal possessions, such as cell phones and computers.

This search need not be done with a parent present. Normally the school official would request permission from the student and for the student to provide a password. (Note that for school-owned computers, the search would be similar to a locker. Students have no expectation of privacy on such devices, which may be searched at any time, for any reason by school officials.)

Refusal to provide a password or unlock a phone may be grounds for discipline, in the same way that a student who refuses to unlock their car in the school parking lot to allow the District to search the car may be disciplined.

In general, students within the school environment have a lesser expectation of privacy than members of the general population. School districts have broad discretion in determining the extent to which students are allowed to use personal electronic devices during the school day. Violations of district policy are subject to discipline.

What are the responsibilities and rules around sending, receiving and possessing inappropriate content or at school?

The rules and responsibilities of students regarding possessing, sending and/or receiving inappropriate content at school are outlined in the [Student Rights & Responsibilities Handbook](#).

In general, students may not possess items that are specifically prohibited in [Policy 506](#), or any other illegal items. The possession and/or sharing of such prohibited items may lead to school discipline. Briefly, this includes items such as weapons, alcohol, tobacco, illegal drugs, improper possession of over the counter drugs (in violation of [Policy 516](#)), stolen property, pictures and/or recordings that infringe upon the personal privacy of another student, and other inappropriate materials.

Taking/Sharing Inappropriate Content

In addition, the taking or sharing of inappropriate pictures and/or messages related to other students may violate the [District's Bullying Policy, Policy 514](#), and/or the [District Harassment Policy, Policy 413](#). Students and parents should be aware that students may potentially be disciplined for violations of these policies that occur off-campus, and not during the school day, depending on the nature of the infraction.

Receiving/Possessing Inappropriate Content

If students receive inappropriate content or materials, they should immediately report it and/or turn over the items to school officials. As outline in the Bullying Policy, students may have an obligation and may risk discipline if they fail to report and/or turn over such materials. In some circumstances, the student who reports and/or turns over the items may avoid discipline.

What is the district communications policy regarding serious incidents, suspensions and expulsions? Do you inform all parents of students who were involved? Do you inform all parents of the school?

In general, the District informs the parents of students who are either victims or perpetrators of serious incidents that may lead to discipline. However, state and federal law prevent the District from discussing the details of any discipline that it imposes against students with any other students or parents.

The Minnesota Government Data Practices Act and the Family Educational Rights and Privacy Act bind the District's hands, and only allow the District to discuss a student's discipline with that student and the student's parents. Even in a situation where a student is a victim of a serious infraction, that student (victim) and his or her parents will not find out what discipline, if any, was given to the perpetrator. While this can be very frustrating for both school officials and parents, the District must follow the law.

Similarly, because the students who attend a school may already know the identity of a student involved in a major incident, the District is often prevented from sharing background details or information since sharing such information may tend to identify/confirm identity of the student or students who were involved.

In certain circumstances, the District may provide general background information to parents of all students in an attempt to be proactive and allow parents to talk to their children about issues that may be occurring at school. (Such as an email regarding Appropriate Use of Technology.) While the District is not required to provide such general notice to all parents, we seek to keep parents involved in order to discuss these issues at home and encourage partnership with the District in providing a safe and healthy learning environment.



Board Meeting Date: 8/12/2019

TITLE: Upcoming Board Meetings

TYPE: Information

BACKGROUND: Over the next eight weeks, the School Board has plans to meet at the times and dates listed below, all of which are subject to change.

- August 13; 5:00 PM – WORK SESSION
- August 26; 5:00 PM – WORK SESSION
- September 9; 5:00 PM – WORK SESSION
- September 16; 7:00 PM – REGULAR MEETING

TEACHING HIGHER

Educators' Perspectives on Common Core Implementation

Thomas J. Kane
Antoniya M. Owens
William H. Marinell
Daniel R. C. Thal
Douglas O. Staiger

February 2016



Center for Education Policy Research
HARVARD UNIVERSITY

Acknowledgments

This work was supported by Bloomberg Philanthropies, The Leona M. and Harry B. Helmsley Charitable Trust, and The William and Flora Hewlett Foundation. The analysis included in this report is that of the authors alone and does not necessarily reflect the views of Bloomberg Philanthropies, the Helmsley Charitable Trust, or the Hewlett Foundation.

This project would not have been possible without our partners at America Achieves, the Delaware Department of Education, the Maryland State Department of Education, the Massachusetts Department of Elementary and Secondary Education, the New Mexico Public Education Department, and the Nevada Department of Education. At CEPR, we gratefully acknowledge the expert research support provided by Lauren Dahlin, Rodney Hughes, and Katherine Klenk. Most importantly, we are grateful for the participation of hundreds of teachers and principals who shared their valuable perspectives on Common Core implementation through our surveys.

Abstract

Now that the Every Student Succeeds Act (ESSA) has resolved the struggle over the federal role in education, leaders in the remaining Common Core states can refocus attention on the standards, the assessments, and the supports teachers and students need to succeed on them. To inform those efforts, the Center for Education Policy Research (CEPR) at Harvard University surveyed a representative sample of teachers in five states (Delaware, Maryland, Massachusetts, New Mexico, and Nevada) as they prepared their students to take the new Common Core-aligned assessments in the spring of 2015. We asked teachers and principals about the types and amounts of professional development they received, the textbooks they were using, the online resources they found most helpful, and the alignment between Common Core State Standards (CCSS) and teacher evaluations. We studied how each of the above was related to students' performance on the new assessments, after controlling for students' demographic characteristics and prior achievement on state assessments. We report four primary findings:

1. Teachers in the five study states have **made major changes** in their lesson plans and instructional materials to meet the CCSS.

- ➔ *Four out of five mathematics teachers (82%) and three out of four English teachers (72%) reported that they have changed more than half of their instructional materials in response to the Common Core.*
- ➔ *Seven out of eight English teachers (85%) reported having increased writing assignments in which students are expected to use evidence to support their arguments. A similar percentage have increased assigned reading of nonfiction texts.*

2. Despite the additional work, teachers and principals in the five states have largely **embraced the new standards**.

- ➔ *Three out of four teachers (73%) reported that they have embraced the new standards "quite a bit" or "fully."*
- ➔ *More than two thirds of principals (69%) believe that the new standards will lead to improved student learning.*

3. In mathematics, we identified three markers of successful implementation: more **professional development days**, more **classroom observations with explicit feedback** tied to the Common Core, and the **inclusion of Common Core-aligned student outcomes in teacher evaluations**. All were associated with statistically significantly higher student performance on the PARCC and Smarter Balanced assessments in mathematics.

4. In English language arts, we did not find evidence for or against any particular implementation strategies. However, the new English assessments appear **more sensitive to instructional differences** between teachers, especially in middle school grades. The greater sensitivity seems to be due to the greater weight on student writing in the new assessments. Although prior research has found math achievement to be more sensitive to instructional differences between teachers than English, the new English assessments are nearly as sensitive to teacher effects as the math assessments have been.

Our study highlights an important advantage of having a common set of standards and assessments across multiple states. Leaders in multiple states can now share the cost of learning about the challenges teachers are facing and the effectiveness of the resources they are using. Moreover, by linking teacher responses to their students' achievement and controlling for student characteristics, we can provide early evidence on the efficacy of educational initiatives much faster and cheaper than has been possible in the past.

Introduction

Over the past three years, while the battle over the Common Core State Standards (CCSS) has raged, teachers in many states have quietly retooled their lesson plans and materials to meet the new standards. Thus far, their efforts have been overshadowed by the political debate over the role of the federal government in U.S. education. Perhaps now that the Every Student Succeeds Act has brought a resolution to that struggle, leaders can refocus attention on the standards themselves and helping teachers and students succeed on them.

In the spring of 2015, the Center for Education Policy Research (CEPR) at Harvard University began investigating how teachers and principals in five U.S. states—Delaware, Maryland, Massachusetts, New Mexico, and Nevada—were implementing the new CCSS. We asked teachers and principals about the number of days of professional development they have received, the textbooks they have used, the online resources they have found most helpful, whether they have been observed by a supervisor or peer as they adjusted their instruction to meet the new standards, and about many other aspects of their Common Core implementation. In order to learn whether any of those efforts were actually helping teachers and their students to succeed, we linked teachers' responses to their students' achievement on two Common Core-aligned assessments—the Partnership for Assessment of Readiness for College or Careers (PARCC) and the Smarter Balanced Assessment Consortium (SBAC) tests. In order to measure the effectiveness of various supports, we controlled for students' demographic characteristics and prior achievement on state assessments, as well as teachers' past history of supporting achievement gains on the legacy assessments.

We learned the following four lessons:

- ➔ **Teachers in the five states have made major changes in their lesson plans and instructional materials to meet the new standards.** For example, four out of five math teachers (82%) and three out of four English teachers (72%) reported that they have changed more than half of their instructional materials in response to the CCSS. Seven out of eight English teachers (85%) reported having

increased writing assignments in which students are expected to cite evidence to support their arguments. A similar percentage have increased assigned reading of nonfiction texts.

- ➔ **Despite the additional work, teachers and principals have largely embraced the new standards. Three out of four teachers (73%) reported that they have embraced the new standards “quite a bit” or “fully.”** More than two thirds of principals (69%) believe that the new standards will lead to improved student learning.
- ➔ **In mathematics, we learned that three aspects of implementation—more professional development days, more classroom observations with explicit feedback tied to the Common Core, and the inclusion of Common Core-aligned student outcomes in teacher evaluations—are associated with statistically significantly higher student performance.**
- ➔ In English language arts, we did not find evidence for or against any particular implementation strategies. However, **we learned that the new English assessments are more sensitive to instructional differences between teachers, especially in middle school grades.** The greater sensitivity seems to be due to the greater weight on student writing in the new assessments. Perhaps the new assessments will encourage more teachers to focus on student writing.

In Section I of this report, we provide background information about the study's context, design, and methodology. Section II describes the various supports and strategies that teachers and principals have been using to implement the CCSS. In Section III, we report key findings about which Common Core implementation strategies are associated with students' achievement. Finally, in Section IV, we examine the instructional sensitivity of the Common Core assessments.

Studies of this kind—starting with a random sample of teachers, linking teacher survey responses to their students' achievement, and pooling results across states—would not have been possible two years ago. States' new ability to link teachers to specific students allows us to control for the prior achievement and

demographic characteristics of students whose schools and teachers have adopted new textbooks or implemented specific types of teacher training, thereby providing tentative answers on the impacts of those interventions much more quickly and cheaply. Our study design represents a necessary middle ground between randomized field trials—which are the only way to definitively establish causal effect of interventions, but are also costly, time-consuming, and sometimes impractical in education—and purely correlational studies.

The Magnitude of the Challenge

In 2009, the National Governors Association and the Council of Chief State School Officers began drafting rigorous mathematics and English language arts (ELA) standards to better prepare students for college and career. The resulting CCSS have been adopted in more than 40 states.¹

The CCSS constitute a major departure from the previous generation of state standards. In English, the new standards focus on phonemic awareness, phonics, and fluency in the early grades, laying a strong foundation for reading. Rather than include the vague language encouraging teachers to use “appropriate” grade-level texts, the new standards list exemplar texts for each grade span.² When presenting options for non-fiction texts, the standards emphasize the essential American documents, such as George Washington’s Farewell Address, the Gettysburg Address, and Martin Luther King’s “Letter from a Birmingham Jail.” Rather than seek general reading comprehension, students are required to explicitly cite evidence and to trace the reasoning in arguments. The writing standards, which were neglected many states in the past, emphasize grammar, usage, and mechanics. Moreover, in order to set clearer expectations for students and teachers, the standards provide examples of the writing students should be able to produce at each grade level and in various genres.

In mathematics, the Common Core prioritizes arithmetic in the elementary grades, over less crucial content drawn from later grades such as statistics. Rather than confusing students by attaching equal weight to invented and non-standard strategies, the new standards emphasize fluency with the standard algorithms. Moreover, the new standards require students to develop automaticity with addition and multiplication math facts. Probability and statistics are delayed until middle school, where they emphasized in greater depth than in most

state standards (Dingman, Teuscher, Newton, & Kasmer, 2013). The math standards emphasize word problems starting in the early grades.

In 2010, the Thomas B. Fordham Institute compared the CCSS to the legacy standards in each state, providing grades for their clarity, specificity, content, and rigor (Carmichael, Martino, Porter-Magee and Wilson, 2010). The authors rated the CCSS with an “A-” in math and a “B+” in English. Among the states in our study, only Massachusetts achieved comparable grades, with a “B+” in math and an “A-” in English for its legacy standards. In contrast, the Fordham study rated the former math standards in Delaware, Maryland, Nevada, and New Mexico with grades of “B”, “D”, “C,” and “C,” respectively. In English, Delaware, Maryland, Nevada, and New Mexico earned an “F” and three “C’s,” respectively.

Like the new standards, the new assessments—PARCC and SBAC—are quite different from the legacy tests. The PARCC and SBAC use different item types as well as different platforms (computer vs. paper)³. For example, in ELA, most legacy assessments relied heavily on multiple-choice questions to measure reading comprehension. In contrast, PARCC and SBAC require students from Grades 3 through 11 to write short answers and longer essays. Student writing accounts for nearly 50% of the points on the PARCC ELA test in Grades 3 through 8. In contrast, open-response writing items in Massachusetts’ highly-regarded legacy state assessment (MCAS), accounted for less than a third of the total score points in elementary and middle school grades (Ansel, 2015).

In mathematics, the PARCC and SBAC assessments required students to show their work and to demonstrate their mathematical reasoning, not simply to pick the correct answer. For example, the fifth-grade PARCC mathematics assessment includes questions such as: “Shannon is building a rectangular garden that is 18 feet wide and 27 feet long. Write an equation that represents

¹ As of the writing of this report, the Common Core State Standards are still being used in 42 states and the District of Columbia, though their status is under review in five states (Missouri, New Jersey, North Carolina, Tennessee, Utah). One state (Minnesota) has adopted the standards for English language arts only. Three states that initially adopted the standards subsequently repealed them (Indiana, Oklahoma, South Carolina). Four states never adopted the standards for either mathematics or English language arts (Alaska, Nebraska, Texas, Virginia).

² Although the exemplar texts are not required reading, they provide a benchmark for teachers to use in drawing up their own reading lists.

³ The Delaware Comprehensive Assessment System (DCAS)—Delaware’s legacy assessment—is an exception, as its administration was entirely computer-based.

Many schools have had to overhaul their curricula, strengthen teachers' content knowledge, and rethink the focus of professional development.

the area of Shannon's garden. In your equation, let g represent the area of Shannon's garden." (PARCC, 2015) In the past, students may simply have been asked to calculate the area of the garden and choose from four possible answers. In this assessment, students are also given the cost of fencing and a gate, and asked to write an expression describing the total cost. Such skills lay the groundwork for algebraic reasoning. However, they were not used in the past for three reasons: the need to cover a larger number of standards, the lack of capacity for computer scoring, and the high cost of hand scoring.

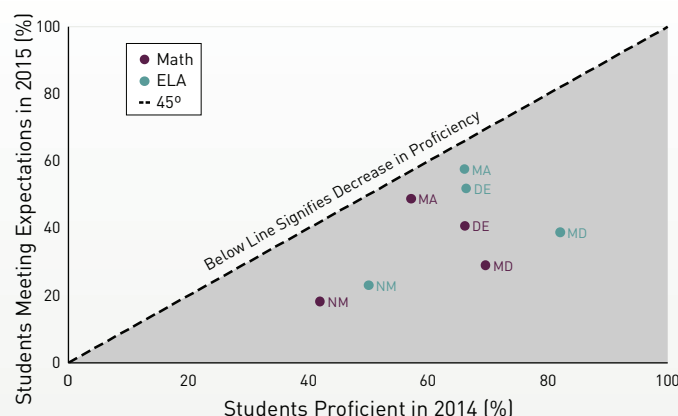
The nature of state standards and assessments influences the depth and breadth of teaching. When standards are numerous and broad, they must be assessed with multiple-choice questions, since that is the only economical way to assess a broad domain of topics in a short period of time. But, as a result, teachers provide a superficial treatment of each topic, focusing on basic skills. They have neither the time nor the incentive to help students learn to express ideas, make arguments, and analyze problems. In contrast, when the standards are more focused, and when both the standards and assessments explicitly emphasize students' writing and mathematical reasoning, teachers have more time and incentive to develop those skills (Faxon-Mills, Hamilton, Rudnick, & Stetcher, 2013).

The CCSS and the new assessments do set a higher standard, at least in the states we are studying. Figure 1 compares students' proficiency rates on the 2014 legacy assessments and the proportion of students meeting or exceeding expectations on the new assessments.⁴ (We report a student-weighted average proficiency rate for students in Grades 3 through 8.) Because the Massachusetts standards and assessments were closest to the CCSS and PARCC in terms of rigor, their students saw the smallest decline. Nevertheless, the proportion

of students meeting or exceeding expectations on the new tests was 8 percentage points lower than the 2014 proficiency rate, declining from 57% to 49% in math and 66% to 58% in English. The remaining states saw much larger declines. The proportion of students meeting expectations in Maryland was 41 points lower in math and 43 points lower in English. In Delaware, the rates fell by 26 points in math and 15 points in English. In New Mexico, the proportion of students meeting expectations was 24 points lower in math and 27 points lower in English.

The new standards and assessments represent a significant challenge for teachers and students. Many schools have had to overhaul their curricula, strengthen teachers' content knowledge, and rethink the focus of professional development. This study represents the first comprehensive examination of how the CCSS are being implemented in schools across five states and which of the strategies and supports that schools have been pursuing are associated with students' performance on the new assessments.

FIGURE 1: Comparing Rates of Proficiency in 2014 and Meeting Expectations in 2015, Grades 3–8, Math and ELA



⁴ The SBAC assessment has four achievement levels and the PARCC test has five. We used the top two categories on the tests as meeting proficiency. In Massachusetts, we reported the 2014 and 2015 proficiency rates for the subset of schools that took the PARCC test in the spring of 2015.

Section I: The Study

Who knows more about how the CCSS are playing out in schools than the teachers and principals implementing them? To learn from their experiences, we surveyed teachers and principals in a representative sample of 151 elementary and middle schools across five states. Overall, 1,498 teachers and 142 principals completed the surveys in the early spring of 2015—equivalent to response rates of 86% for teachers and 93% for principals.

The following questions guided our study design:

1. What strategies and supports are schools and teachers using to implement the CCSS?
2. Which Common Core implementation strategies are associated with students' performance on the 2014–2015 PARCC and Smarter Balanced assessments?
3. Are the new assessments more or less sensitive to the instructional differences between teachers?

We looked for state partners who could fulfill three requirements essential to our research design. First, we looked for states that were participating in the PARCC or SBAC assessment consortia in the spring of 2015, as we needed to be able to pool student results across multiple states. Second, we sought out states that could connect specific teachers to specific students, because our analysis called for linking teacher survey responses to their students' achievement. Third, we needed partners who were committed to learning about the effectiveness of different CCSS implementation approaches, as we counted on them to provide timely access to their data. Ultimately, we selected five states as partners for the study: Delaware, Maryland, Massachusetts, New Mexico, and Nevada.⁵

In each state, we used a stratified random sampling strategy to identify a sample of schools.⁶ The stratification was based on three characteristics: mean student academic achievement, percentage of students eligible for the free or reduced-price lunch program, and school location (urban, suburban, or rural). We randomly selected schools within each stratum. As Table 1 shows, the 135 schools that were randomly selected for the survey sample had very similar student and teacher characteristics to the schools that were not selected. Appendix Table A.1 shows these comparisons separately by state.⁷ The

random selection of schools, along with the application of appropriate sampling weights, ensures that our survey results are representative of each participating state.

TABLE 1: Student and Teacher Characteristics in Sample and Non-Sample Schools, Pooled Across States

	SAMPLE SCHOOLS	NON-SAMPLE SCHOOLS	DIFFERENCE (STD. ERROR)
School average 2013–2014 math score (standard deviations)	-0.063	-0.062	0.001 (0.067)
School average 2013–2014 ELA score (standard deviations)	-0.081	-0.062	-0.017 (0.057)
School percentage of students receiving free or reduced-price lunch	52.8%	53.3%	-1.0% (4.1)
School percentage of Black students	21.4%	18.9%	2.0% (2.9)
School percentage of Hispanic students	23.4%	24.4%	-1.2% (2.3)
Average teacher prior math value-added (standard deviations of student test scores)	-0.008	0.001	-0.010 (0.010)
Average teacher prior ELA value-added (standard deviations of student test scores)	0.001	0.002	-0.001 (0.008)
Average teacher experience (years)	10.8	10.9	-0.142 (0.433)

⁵ Because the Nevada Department of Education does not collect statewide information on student–teacher links, we worked with the state to recruit two school districts with data on these links—Clark County School District and Humboldt County School District. Clark County is the state's largest school district, with more than 360 schools that enroll 70% of the state's student population. We randomly selected 17 Clark County elementary and middle schools for participation in the surveys. Humboldt County has five elementary and middle schools that collectively enroll about 2,300 students; all five schools were included in the surveys.

⁶ We also collected data from an auxiliary sample of 16 schools, which the state education agencies believed to be “high implementers” of the standards. We did not use the survey responses from these schools in the descriptive survey results discussed in Section II. We did include the “high implementing” sample in Section III, however, in order to test whether the schools with high levels of teacher supports performed better. In no state did the number of “high implementing” schools represent more than 15% of the sample. Furthermore, survey response rates of teachers and principals in the “high implementing” schools were very similar to—and statistically indistinguishable from—those in the randomly selected schools.

⁷ Only one of the differences (teachers' 2013–2014 value-added in ELA) for one of the states (Delaware) was statistically significant.

To inform the content of our survey, we conducted extensive background research as well as in-depth interviews with 11 state agency officials, 20 district leaders, seven principals, and 10 teachers to learn about their experiences implementing the CCSS. From these interviews, we created separate teacher and principal surveys to inquire about a broad range of factors, including the extent to which teachers and principals have embraced the CCSS, the supports they have received from their districts and states, and the specific strategies they are using to help students master the new standards. More specifically, our surveys focused on changes in instructional materials and lesson plans, the types and amounts of professional development, the frequency and type of collaboration within schools, classroom observations and feedback, and the content of teachers' performance evaluations. We piloted the surveys with roughly 30 individuals and conducted cognitive interviews with a subset of that group. The final teacher and principal surveys are in Appendix B.

We limited the teacher survey to mathematics and ELA teachers in Grades 4 through 8. Annual testing in those grades allowed us to study changes in student achievement from the end of one school year to the next. We administered the surveys between February and April of 2015. Appendix C provides additional information about both the number and percentage of teachers and principals who completed the surveys in each of the five states.

We conducted our analysis in two stages. First, we measured the degree of teacher and principal support for the standards and catalogued the strategies that teachers and principals have used to implement the CCSS. In the fall of 2015, when we received PARCC and SBAC test scores for individual students, we started the

second stage, examining the degree to which particular aspects of implementation were associated with stronger student performance on these assessments. In doing so, we used statistical methods to control for students' characteristics (e.g., students' race/ethnicity and gender, whether they qualified for free or reduced-price lunch, etc.) and students' prior achievement on each state's previous assessments. To account for the possible effect of peers on students' achievement, we also controlled for the mean performance and characteristics of the peers in each classroom and school.

We also sought to control for characteristics of teachers and schools that might confound our results. For example, to account for the fact that stronger teachers or more effective schools may have chosen different implementation strategies, we computed and then controlled for teachers' value-added in mathematics or English in the prior school year. We describe the technical details of our analytical approach in Appendix E.

Unfortunately, we had to exclude Nevada from the second stage of our analysis. In the spring of 2015, most schools in Nevada experienced significant technical difficulties with the administration of the Smarter Balanced assessment. Only 30% of students in the state were tested successfully. The Clark County School District—Nevada's largest school district and home to most of the schools in our survey sample—tested only about 5% of its students. As a result, we could not include Nevada in our analysis of the relationships between Common Core implementation strategies and students' performance, presented in Section III. However, we have included Nevada principals' and teachers' survey responses in the descriptive findings reported in Section II.

Section II. Implementing the Common Core

In this section, we describe what we learned about the level of teacher and principal support, the professional development that teachers and schools have received, and the instructional changes that teachers and principals have made. Although we combine the responses across states for much of the analysis, we provide state-level results in Appendix D.

We report many of the results separately for mathematics teachers and ELA teachers. (If a teacher reported teaching both math and English, they were included in both subjects.)

Do teachers and principals support the Common Core?

Successful implementation of any initiative depends upon the support of teachers and principals. If teachers or principals were unconvinced of the CCSS' potential to improve students' achievement, they would be less inclined to invest the time and effort required to overhaul classroom instruction. In addition, teachers and principals play an important role in shaping parents' perceptions of the standards through their communication with students' families.

Our surveys reveal that teachers and principals in these five states have largely embraced the CCSS and believe that their schools are effectively implementing them. Three quarters of teachers reported that teachers in their school have embraced the CCSS "quite a bit" or "fully"; nine out of 10 said the same for their principal and their district administrators (see Figure 2). Furthermore, more than eight out of 10 teachers agreed that their colleagues as well as their principal were implementing the standards effectively; about three quarters (73%) reported that their district or charter school network leaders were effectively supporting the implementation process (see Figure 3).

FIGURE 2: Teacher Survey Item: *To what extent would you say that the following individuals have embraced the CCSS?*

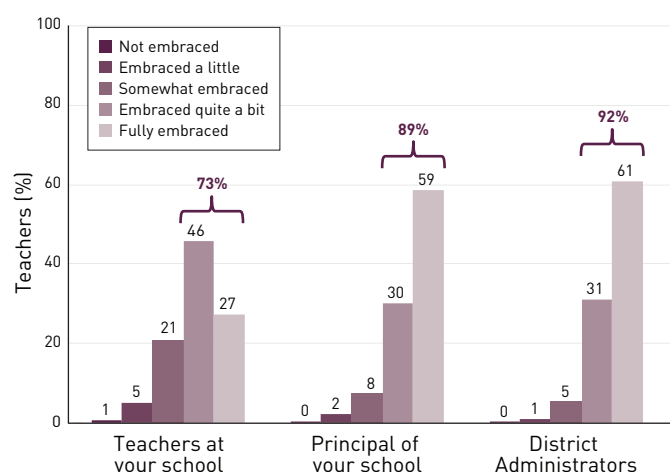
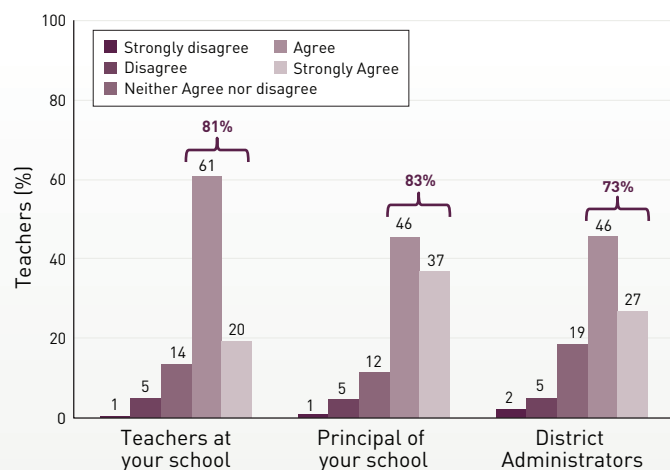


Figure 3: Teacher Survey Item: *To what extent would you agree/disagree that the following are effectively implementing the CCSS?*



Principals' responses were consistent with those of their teachers. As Figure 4 shows, nearly three quarters of principals reported that their mathematics and ELA teachers embraced the CCSS "quite a bit" or "fully." Moreover, almost seven in 10 principals (69%) agreed the CCSS will have a positive effect on student learning in the long run (see Figure 5), suggesting an underlying belief in the potential of the standards to enhance students' academic growth and development.

Seven in 10 principals (69%) agreed the CCSS will have a positive effect on student learning in the long run.

FIGURE 4: Principal Survey Item: *To what extent have teachers of these subjects at your school embraced the CCSS?*

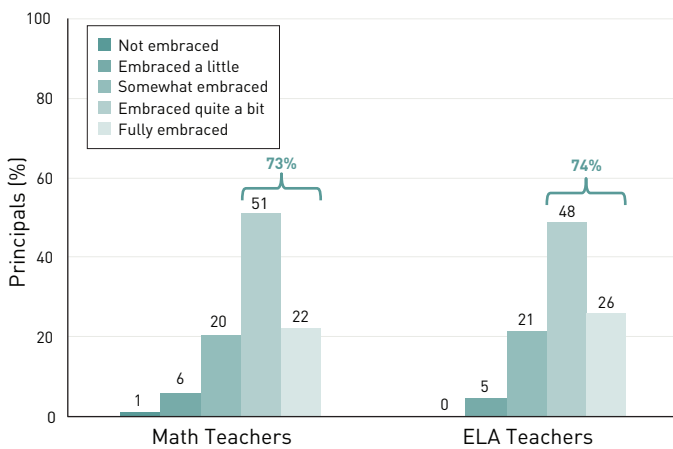
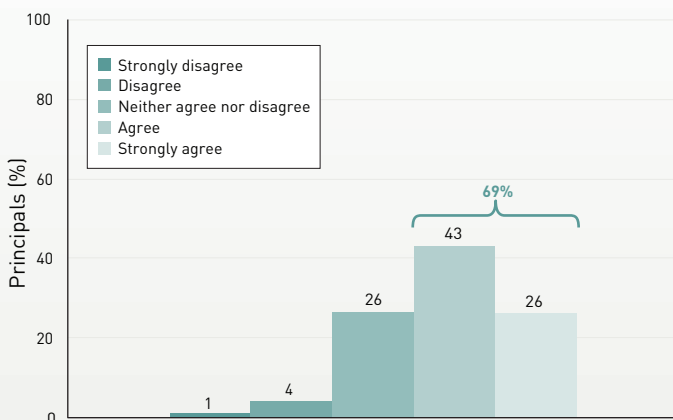
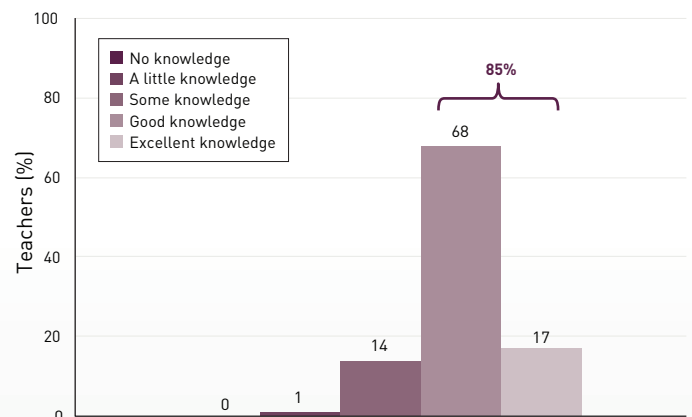


FIGURE 5: Principal Survey Item: *In the long run, do you agree or disagree the CCSS will have a positive effect on student learning?*



In addition to having embraced the Common Core, the majority of teachers reported being knowledgeable about the new standards. As Figure 6 reveals, 85% of teachers reported having good or excellent knowledge of the standards for the grades and subjects that they teach.

FIGURE 6: Teacher Survey Item: *How would you assess your own knowledge of the CCSS for the grade(s)/subject(s) you teach?*



To what extent have teachers changed their instructional practices and materials to align with the Common Core?

The teacher survey included a series of questions about the changes that teachers have made to their classroom instruction and materials, which appear to have been major. As Figure 7 shows, the vast majority of teachers have significantly altered their instructional materials, especially in mathematics. More than eight in 10 mathematics teachers (82%) reported changing at least half of their instructional materials; one in three changed almost all of them. The proportion of ELA teachers who changed their materials was a bit lower; 72% changed at least half of their materials, and one in five (21%) reported changing almost all of their materials.

The teacher survey also included questions about the extent to which teachers have changed their classroom instruction overall, as well as more detailed questions related to specific instructional shifts emphasized by the Common Core. As Figure 8 indicates, more than three quarters of teachers (76%) reported having changed at least half of their classroom instruction as a result of the CCSS; almost one fifth (19%) reported having changed almost all of it.

Figure 8 describes some of the specific changes teachers have made. The vast majority (81%) of mathematics teachers reported having increased their emphasis on students’ conceptual understanding of mathematics; 78% have increased the time students spend on real-world application of mathematical skills and knowledge.

Among ELA teachers, 86% reported having increased the amount of assigned writing in which students are expected to ground their views in evidence. Similarly, 85% of ELA teachers reported having increased the amount of informational text/nonfiction that they assign. In addition, 29% of ELA teachers reported decreasing the amount of narrative writing in which students convey real or imaginary experiences; 28% reported decreasing the amount of literature they assign. These findings suggest that teachers are emphasizing the instructional shifts that the CCSS prioritize (i.e., writing with evidence and assigning nonfiction texts). At the same time, there were some surprises: 42% reported increasing narrative writing about personal or imaginary experiences; 38% reported increasing the use of literature in reading assignments. The latter findings could be due to the fact that teachers were previously underemphasizing writing and more challenging literature because neither were included on the legacy tests.

Teacher responses were generally consistent across elementary and middle school grades, with a few notable exceptions. In mathematics, for instance, a greater share of middle school teachers (89%) than elementary teachers (69%) reported having increased their emphasis on developing students’ conceptual understanding. Similarly, a larger percentage of middle school teachers (44%) than elementary teachers (32%) have increased their emphasis on procedural skills. Among ELA teachers, a greater share of elementary teachers (35%) than middle school teachers (22%) reported having decreased narrative writing assignments related to real or imaginary experiences.

FIGURE 7: Teacher Survey Item: *Generally speaking, as a result of the CCSS, how much of your classroom instruction has changed? What percentage of your instructional materials in each subject has changed?*

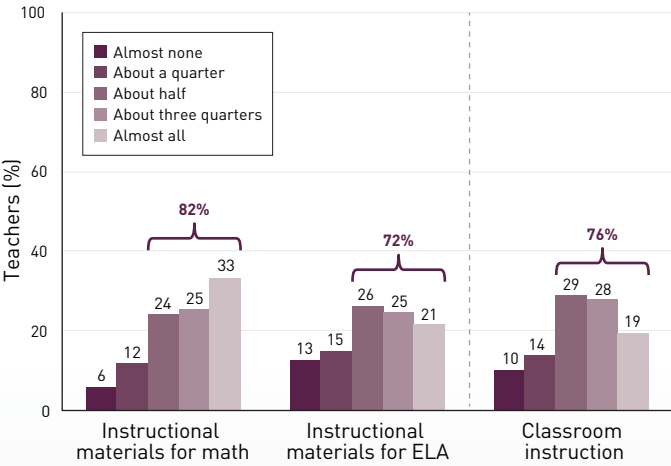
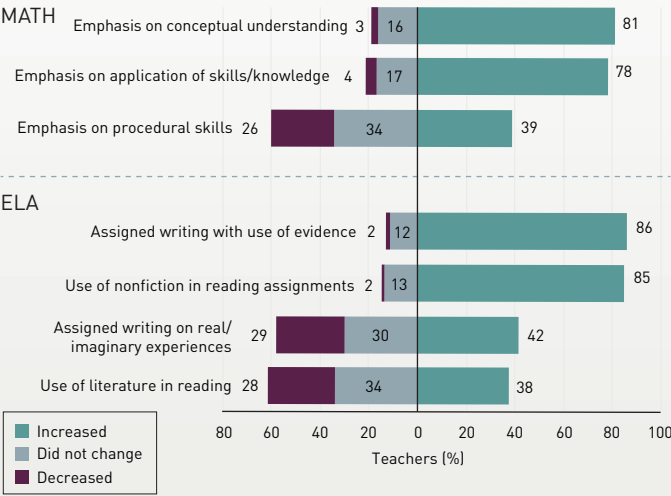


FIGURE 8: Percentage of teachers in each subject who indicated they have increased, not changed, or decreased each listed type of instruction.

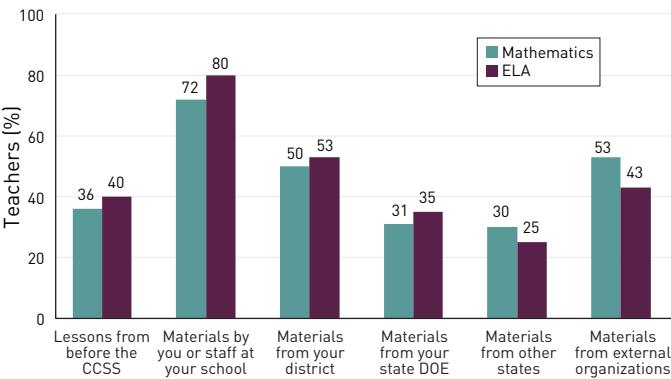


Teachers reported that they tend to use materials they have developed themselves or materials developed by other staff at their schools

What types of CCSS-aligned instructional materials are teachers using?

When asked about the types of CCSS-aligned instructional materials they use, teachers reported that they tend to use materials they have developed themselves or materials developed by other staff at their schools. As Figure 9 shows, 80% of ELA teachers and 72% of mathematics teachers reported using, on at least a weekly basis, curricular materials that they or their colleagues at their school developed. Only about half of the surveyed teachers said they have used materials from their district or charter school network on a weekly basis; similar shares have used materials from external organizations, such as commercial publishers. Finally, between a quarter and a third of teachers reported weekly use of materials developed by the state department of education in their own state or other states.

FIGURE 9: Teacher Survey Item: *How frequently do you use the following resources for instruction in English language arts/mathematics this school year? (Reported percentages combine “Between 1 and 3 times a week” and “Nearly every day.”)*



Teachers also reported turning to a multitude of online sources. Table 2 lists the four sources that teachers most frequently identified as being valuable. One third of all surveyed teachers (33%) selected EngageNY and LearnZillion as valuable in aligning their instruction to the new standards; one in five (20%) selected Achievethecore.org. Twenty-eight percent of teachers also found their state’s department of education website valuable. While these are the four sources most frequently reported as valuable in each of the survey states, their relative popularity varies across states. EngageNY and LearnZillion are particularly popular in Nevada, where nearly half of the surveyed teachers reported using them. The proportion of teachers using Achievethecore.org is especially high in Maryland, at 28%.

TABLE 2: Teacher Survey: *Select any of the following sources that have been valuable to you in aligning your instruction to CCSS this school year. (Select ALL that apply.)*

	% OF DE TEACHERS	% OF MA TEACHERS	% OF MD TEACHERS	% OF NM TEACHERS	% OF NV TEACHERS	% OF ALL TEACHERS
EngageNY	37%	39%	29%	19%	48%	33%
LearnZillion	22%	30%	40%	21%	45%	33%
State department of education website	25%	31%	30%	18%	27%	28%
Achievethecore.org	18%	17%	28%	13%	19%	20%

Note. Table shows the percentage of teachers who selected each source.

Teachers reported feeling only partially prepared to help students perform well on the new assessments.

Are students taking practice tests to prepare for the PARCC and Smarter Balanced assessments?

Aside from some limited pilot testing in 2014, the PARCC and Smarter Balanced assessments were administered for the first time in the spring of 2015. Our survey included a host of questions designed to learn more about teachers' and principals' views and experiences with these assessments, including the use of practice tests and sample items.

Teachers reported using example items or problems from PARCC and SBAC with varying frequency (see Figure 10). A quarter of teachers (23%) reported using sample items at least weekly, while one third of teachers (34%) said they use them one to three times a month.

In 2014–2015, the vast majority of students in the survey states took the computer-based version of the PARCC or Smarter Balanced assessment. (Massachusetts was an exception, where nearly half of the schools that administered PARCC opted for the paper-and-pencil administration.) When asked about how frequently their students have had the opportunity to take computer-based PARCC or SBAC practice tests in the past school year, six in ten teachers (58%) reported that their students had done so at least once (see Figure 11). This share was far higher—about 90%—in New Mexico and Nevada, as well as in schools in Massachusetts that opted for the computer-based PARCC. As Figure 11 also depicts, roughly one quarter of teachers (23%) across the five states reported that their students took a computer-based PARCC/SBAC test at least once a month.

How confident are teachers that they can teach students to succeed on these assessments?

Despite the preparations described above, teachers reported feeling only partially prepared to help students perform well on the new assessments. As Figure 12 shows, only one third of teachers (33%) reported feeling “quite prepared” or “extremely prepared” to teach their students what they need to know to succeed on PARCC/Smarter Balanced; nearly one quarter (24%) reported feeling “slightly prepared” or “not at all prepared.”

FIGURE 10: Teacher Survey Item: *How frequently have you used example problems from PARCC or SBAC assessments this school year?*

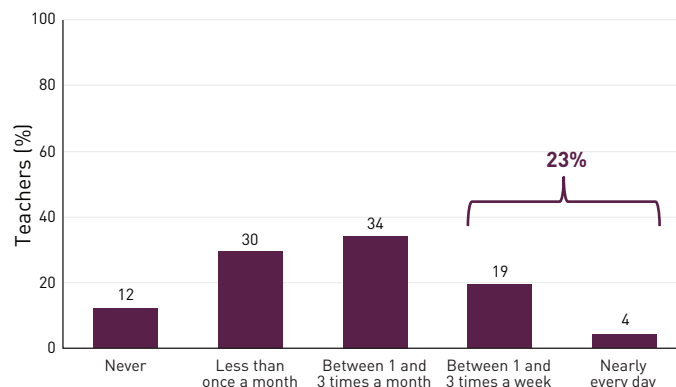


FIGURE 11: Teacher Survey Item: *How many times have your students used a computer or tablet for taking PARCC/SBAC practice assessments this school year?*

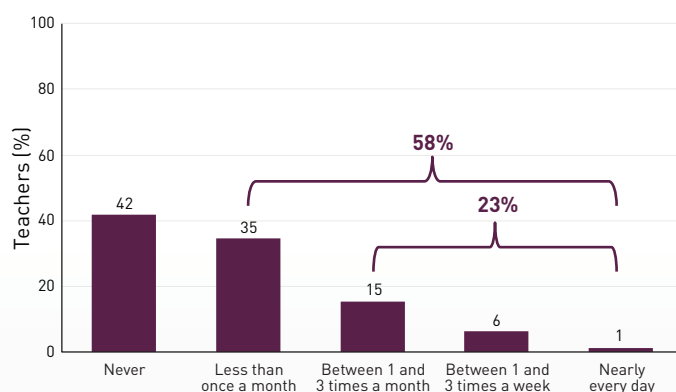
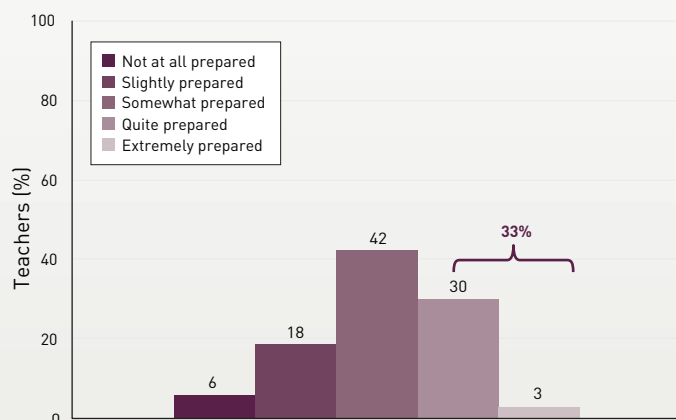


FIGURE 12: Teacher Survey Item: *How prepared do you feel to teach students what they need to know to succeed on the new CCSS-aligned assessments (PARCC/SBAC)?*



How much professional development related to the Common Core have teachers received? To what extent have teachers collaborated with each other in aligning their instruction?

Perhaps more than any other education initiative in recent history, the Common Core requires teachers to substantially change both their instructional practices and their curricular materials. Accordingly, teachers have been receiving substantial amounts of training—both in formal settings and informally at their schools—on multiple aspects of the implementation, from locating or developing high-quality aligned materials to mastering new pedagogical techniques. We asked a series of questions about the duration of training, the topics covered, and the training providers.

As shown in Table 3, the average teacher and principal reported having spent 4.5 days and 5.3 days, respectively, in formal professional development on the Common Core during the prior school year (2013–2014). When we surveyed them in the early spring of 2015, the average teacher and principal reported having spent 3.8 and 4.5 days, respectively, in CCSS-focused professional development so far that school year.

TABLE 3: Teacher/Principal Survey: *How many total days have you spent in formal professional development on the CCSS in the prior school year (2013–2014)/this school year (2014–2015)?*

	AVERAGE NUMBER OF DAYS
Teachers	
This school year (2014–2015)	3.8
Last school year (2013–2014)	4.5
Principals	
This school year (2014–2015)	4.5
Last school year (2013–2014)	5.3

The number of professional development days varied somewhat by topic. Overall, about six in 10 teachers have received one or more days of training on each of the following topics: developing materials and assessments aligned with the CCSS, developing relevant content knowledge, and learning about the PARCC/SBAC assessments (not shown). Teachers did not report as much formal training on how to tailor instruction to students with different needs, such as English language learners—37% reported receiving one or more days of professional development on this topic. Finally, at least half of all teachers reported that colleagues at their schools were the primary providers of Common Core professional development, regardless of the topic.

The survey also asked teachers about their experiences working collaboratively with colleagues on topics related to the Common Core. As Table 4 shows, just under half of all teachers (45%) reported that they have collaborated on a CCSS-related topic every week. This varied widely by topic: The highest share, 36%, reported having collaborated every week to share effective instructional strategies for teaching to the new standards. Twenty-eight percent reported that they have worked together every week on developing CCSS-aligned materials and assessments.

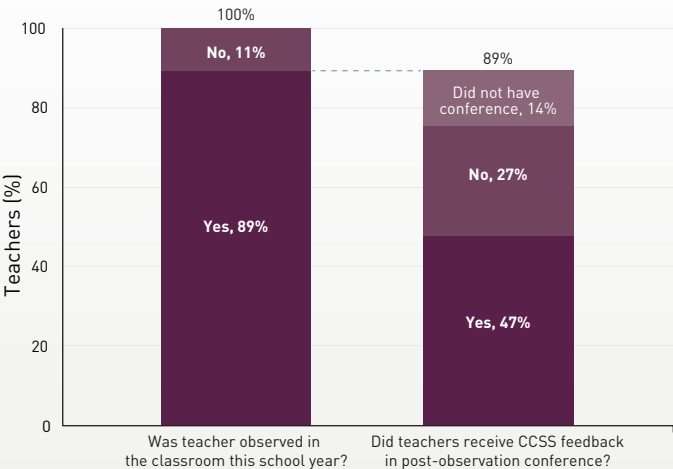
TABLE 4: Teacher Survey: *How frequently did you engage in the following types of collaborative work with colleagues, a team, or a Professional Learning Community this school year?*

	% OF TEACHERS COLLABORATING EVERY WEEK
Sharing effective instructional strategies for the CCSS	36%
Developing aligned materials or assessments	28%
Understanding CCSS and instructional shifts	24%
Analyzing student work to improve mastery of the CCSS	20%
Observing other teachers' lessons that model CCSS-aligned instruction	7%
One or more of these topics	45%

Were teachers observed in the classroom during the 2014–2015 school year? Did they receive explicit post-observation feedback on the alignment of their instruction to the Common Core?

We also asked about the types and amounts of feedback that teachers have received as they have worked to change their instruction. While the vast majority of teachers received classroom observations in 2014–2015, less than half reported receiving feedback that was directly related to the CCSS. As Figure 13 shows, nine out of 10 teachers (89%) have been observed in the classroom at least once as part of their performance evaluation, informally for coaching purposes, or both. However, just under half of all teachers (47%) have received explicit post-observation feedback on their alignment with the CCSS. Moreover, only 44% of teachers reported they could identify specific changes they made in their instructional practices as a result of that feedback (not shown). (Later, we show that specific feedback regarding alignment with the CCSS was associated with higher rates of student success in math.)

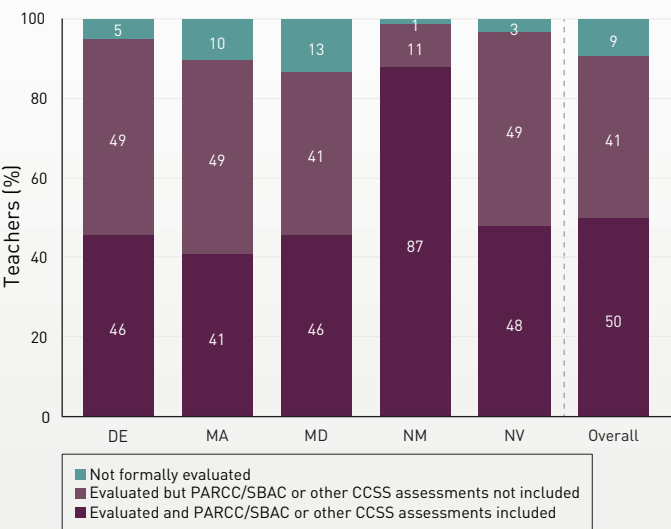
FIGURE 13: Teacher Survey Item: *Were you observed in the classroom this school year, either as part of a formal evaluation or for coaching or peer feedback? In your post-observation conferences, did you receive explicit feedback on the degree to which your instruction was aligned to the CCSS?*



To what extent is students’ performance on CCSS-aligned assessments included in teachers’ formal performance evaluations?

We asked teachers whether their students’ performance on PARCC, Smarter Balanced, or any other CCSS-aligned assessment would play a role in their formal performance evaluation in 2014–2015. (The wording of the question was intentionally broad and included formative and interim assessments as well as the incorporation of student performance in evaluation measures like student learning objectives.) Overall, half of all teachers reported that student performance on some type of CCSS-aligned assessments would play a role in their performance evaluations (see Figure 14). This share was particularly high—at 87% of teachers—in New Mexico, the only state in the study where students’ 2014–2015 PARCC test scores contributed to teachers’ performance evaluations. In the remaining states, the Common Core student outcomes would have come from interim assessments, district assessments, or student learning objectives.

FIGURE 14: Teacher Survey Item: *Will your students’ performance on PARCC/Smarter Balanced or other CCSS-aligned assessments (including formative or interim) play a role in your formal performance evaluation this school year (e.g., through student learning objectives, district-determined measures, etc.)?*



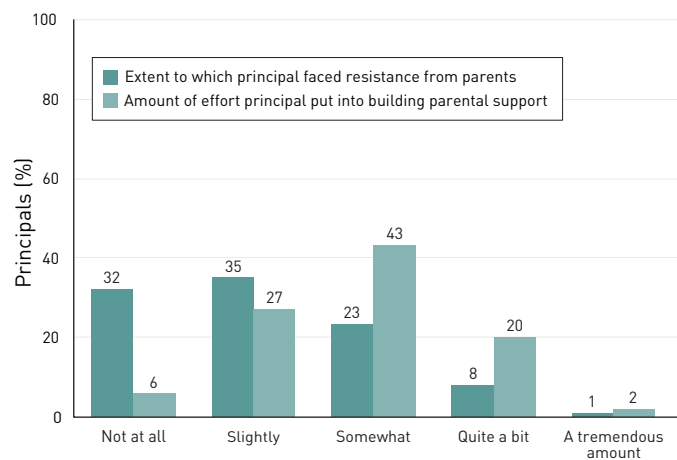
Have principals encountered resistance to the Common Core from parents?

As of the spring of 2015, principals in these five states described facing little resistance to the new standards from parents. One third of principals (32%) reported they have not encountered any parental opposition to the standards at all; another third (35%) reported having faced slight resistance (see Figure 15). In addition, 9% reported “quite a bit” or “a tremendous amount” of resistance. At the same time, two thirds of principals (66%) shared that they have put at least some effort into engaging parents to build support for the CCSS. (We have no information on whether perceptions of parental opposition have grown since the surveys were administered last spring.)

The descriptive findings presented here provide a snapshot of how the teachers and schools in our five states have been implementing the CCSS to date. As such, these results provide a foundation from which states can measure their future progress implementing the standards and preparing students for PARCC and SBAC. In addition, these results can help state policymakers assess the extent to which the current reality reflects their intended objectives for this stage of Common Core implementation.

While we hope that such descriptive findings are helpful in their own right, they do not address a critical question: Which of the strategies and supports helped students succeed on the PARCC and SBAC tests in the spring of 2015? Did schools where teachers or principals spent more time engaged in Common Core-related professional development have students that performed better on the new assessments? Did the schools where teachers reported particular types of instructional changes perform higher on PARCC and SBAC? Is there any evidence that a particular curriculum, textbook, or online resource is related to students’ performance? We investigate these and other questions in the following section.

FIGURE 15. Principal Survey Item: *To what extent have you faced resistance to the CCSS from parents of students in your school? How much effort have you put into building support for CCSS implementation among parents of students in your school?*



Section III. Which Implementation Strategies Helped Students Succeed?

A novel feature of our research design is our ability to link teachers’ survey responses to their students’ test scores on the 2014–2015 PARCC and SBAC assessments, as well as to students’ demographic characteristics and prior performance on the states’ legacy assessments. This allowed us to investigate which strategies and which of the supports they received were associated with their performance on PARCC and SBAC, controlling for other factors that might affect their performance. We controlled for students’ baseline test scores and characteristics (as well as the average prior achievement and characteristics of students in their classroom). In addition, we controlled for teachers’ value-added on the legacy test in the prior school year. While a correlational study of this nature cannot support the same causal interpretation as a randomized controlled experiment, our design allowed us to provide much more timely evidence of promising approaches that teachers and schools are using to implement the Common Core.

As any educator knows, implementing an initiative as complex as the Common Core requires that schools use more than one strategy—for example, aligning curricula to the new standards while simultaneously offering teachers professional development and measuring students’ progress on new interim assessments. While this type of multifaceted approach is to be expected, it makes it challenging for researchers to disentangle the importance of each individual strategy. Given the practical realities of how teachers and schools are implementing the CCSS, we conducted a principal components analysis on more than 50 survey items to identify clusters of strategies that schools tended to implement together. Based on this analysis, we consolidated the 50 survey items into 12 composite indices. We then analyzed the association between each composite index and students’ performance on PARCC and SBAC. (Appendix E provides additional technical details about how the indices were created.) The 12 indices are described in Table 5.

TABLE 5. Composite Indices of CCSS Implementation Strategies

INDEX	SURVEY ITEM
Principal describes school as fully embracing and effectively implementing the CCSS	Principal agrees/disagrees school’s math (or ELA) curriculum is well suited to help students master the CCSS
	Degree to which principal reports math (or ELA) teachers have embraced CCSS
	Degree to which principal reports school is prepared in terms of math (or ELA) curricula
	Degree to which principal reports school is prepared in terms of math (or ELA) formative/interim assessments
	Degree to which principal reports math (or ELA) teachers are prepared in terms of instructional practices
Teachers describe school as fully embracing and effectively implementing the CCSS	Degree to which principal reports math (or ELA) teachers are prepared in terms of content knowledge
	Math (or ELA) teacher reports that teachers in their school have embraced CCSS quite a bit or fully
	Math (or ELA) teacher reports that principal has embraced CCSS quite a bit or fully
	Math (or ELA) teacher reports that district administrators have embraced CCSS quite a bit or fully
	Math (or ELA) teacher agrees/strongly agrees that teachers at their school are effectively implementing CCSS
	Math (or ELA) teacher agrees/strongly agrees that principal is effectively implementing CCSS
	Math (or ELA) teacher agrees/strongly agrees that district leaders are effectively implementing CCSS
	Math (or ELA) teacher reports no, a little, some, good, or excellent knowledge of CCSS

Table 5. Composite Indices of CCSS Implementation Strategies, cont.

INDEX	SURVEY ITEM
Teachers describe substantial shifts in instruction and materials	Percent of classroom instruction that teacher has changed as a result of CCSS
	Percent of math (or ELA) instructional materials teacher has changed as a result of CCSS
	Math (or ELA) teacher uses lessons from before the CCSS with specified frequency (reverse-coded)
	Math teacher increased/did not change/decreased the amount of emphasis on conceptual understanding in math
	Math teacher increased/did not change/decreased the amount of time students spend on application in real-world situations
	ELA teacher increased/did not change/decreased the amount of informational text/nonfiction in reading assignments
	ELA teacher increased/did not change/decreased the amount of writing in which students use evidence
Students use CCSS-aligned practice tests	Teacher's students use a computer or tablet for taking PARCC/SBAC practice assessments with specified frequency
	Teacher uses example items from PARCC/SBAC with specified frequency
	Principal has encouraged teachers to administer CCSS-aligned practice assessments
Teachers report frequent classroom observations and feedback	Teacher was observed by principal/assistant principal with specified frequency
	Teacher was observed by department head with specified frequency
	Teacher was observed by a peer teacher with specified frequency
	Teacher was observed by other with specified frequency
	Teacher was observed by an instructional coach with specified frequency
	Teacher was observed and received post-observation feedback on CCSS alignment this school year
Principal is leading CCSS implementation, including adapting classroom observations	Degree to which principal feels prepared to identify CCSS instructional practices
	Principal changed the way school conducts classroom observation (including informal and formal observations)
	Degree to which principal considers teacher evaluation system to be aligned with CCSS
	Degree to which principal thinks simultaneous implementation of new teacher evaluation system has made CCSS implementation easier
	Number of days of professional development principal had last school year
	Principal agrees/disagrees that CCSS will have positive effect on learning
	Principal received a specified level of district support for CCSS implementation for math
	Degree to which principal views CCSS implementation as a priority
Principal reported an early start on CCSS preparation	When school began gap analysis between old and new standards for math (or ELA)
	When school began alignment of instructional materials for math (or ELA)
	When school began CCSS professional development for math (or ELA) teachers

Table 5. Composite Indices of CCSS Implementation Strategies, cont.

INDEX	SURVEY ITEM
Teachers are developing materials themselves or with colleagues in their schools	Math (or ELA) teacher uses CCSS-aligned materials developed by him- or herself, or staff at his or her school, with specified frequency
	Math (or ELA) teacher used textbook for 1 or 2 years (compared to no textbook or 3+ years), indicating a change of book (reverse-coded)
	Teacher uses assessments developed by him- or herself, or staff at his or her school, with specified frequency
Teacher professional development on CCSS	Number of days of professional development teacher received this school year
	Number of days of professional development teacher received last school year
Teacher performance evaluations include student scores on CCSS-aligned assessments	Teacher's performance evaluation includes his or her students' performance on PARCC/SBAC or other CCSS-aligned assessments
Teacher collaboration	Principal says teachers will collaborate on preparing for the CCSS with specified frequency this school year
	Teachers collaborate on understanding CCSS and instructional shifts with specified frequency
	Teachers collaborate on aligning materials or assessments to the CCSS with specified frequency
	Teachers collaborate on sharing effective instructional strategies for preparing students to meet CCSS with specified frequency
	Teachers collaborate on observing other teachers' lessons that model alignment with specified frequency
	Teachers collaborate on analyzing data to improve student mastery with specified frequency
School context	Teacher agrees/disagrees his or her school is a good place to work and learn
	Teacher agrees/disagrees teachers in his or her school are held to high professional standards
	Teacher agrees/disagrees students in his or her school follow rules of conduct
	Teacher agrees/disagrees parents/guardians support teachers

To the extent that teachers in the same school may describe the same implementation strategy differently, measurement error in teacher responses would cause us to understate the association between different strategies and students' performance based on teacher-level differences. As a result, we averaged teachers' survey responses to the school level before conducting the regression analyses described below. Therefore, we are focusing on between-school differences in implementation, using the average teacher response in each school.

Table 6 reports the relationship between each of the composite indices of school implementation and student achievement on the CCSS-aligned assessments.⁸ The composite indices are standardized and reported in terms of school-level standard deviation units. The outcome variable is students' standardized scaled scores on the PARCC or SBAC tests, standardized by grade and state. The coefficients in Table 6 represent the change in test scores per one-unit change in the independent variable (the index) in the corresponding row.⁹

In general, we find more statistically significant relationships for mathematics than for English. Specifically, the following three composite indices were statistically significantly related to student achievement in mathematics, after controlling for other factors:

- ➔ The frequency and specificity of feedback from classroom observations.
- ➔ The number of days of professional development.
- ➔ The inclusion of student performance on CCSS-aligned assessments in teachers' evaluations.

The only factor that was statistically significantly related to students' performance in English was the school context factor, which essentially measured the degree to which teachers perceived their school to be a good place to work and learn. Although interesting, it is difficult to translate that finding into action. We describe the findings in greater depth below:

Mathematics

As Table 6 shows, a difference of one standard deviation in the observation and feedback index was associated with an increase of 0.044 standard deviations in students' mathematics test scores—roughly the equivalent of 1.4 scale score points on the PARCC assessment and 4.1 scale score points on the SBAC.

TABLE 6. Associations Between Select CCSS Implementation Strategies and Student Performance on PARCC and SBAC

	MATH COEFFICIENT (STD. ERROR)	ELA COEFFICIENT (STD. ERROR)
Principal describes school as fully embracing and effectively implementing the CCSS	-0.013 (0.018)	0.012 (0.015)
Teachers describe school as fully embracing and effectively implementing the CCSS	0.032* (0.016)	-0.015 (0.013)
Teachers describe substantial shifts in instruction and materials	0.020 (0.016)	0.003 (0.016)
Use of CCSS-aligned practice tests	-0.016 (0.021)	-0.025 (0.021)
Teachers report frequent observations and feedback	0.044** (0.018)	-0.019 (0.018)
Principal is leading CCSS implementation, including adapting classroom observations	0.010 (0.016)	-0.007 (0.012)
School reported an early start on CCSS preparation	0.004 (0.014)	0.014 (0.015)
Teachers are developing materials themselves or with colleagues in their schools	0.025 (0.018)	0.023 (0.014)
Days of professional development on CCSS	0.045*** (0.016)	0.017 (0.022)
Teacher performance evaluations include student scores on CCSS-aligned tests	0.054*** (0.019)	0.011 (0.020)
Teacher collaboration	0.028 (0.019)	-0.018 (0.012)
School context	0.058 (0.036)	0.081** (0.031)

Note. Units are student-level standard deviations.

* $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$

⁸ The results discussed in this section are derived from models in which each index is entered separately, without controlling for the other indices. However, the results we highlight are robust to the simultaneous inclusion of the other composite indices in the same model.

⁹ To convert the outcomes in Table 6 into percentages, one would multiply by roughly 21. [This is similar to the calculation used to generate normal curve equivalents (NCEs).] Readers may also be interested in converting to scaled score points. To do so, one would multiply by 31 and 34 in math and ELA, respectively, to convert to scaled score points on the PARCC tests, and by 91 in math and 91 in English on the SBAC tests. [The standard deviation of PARCC mathematics test scores was equivalent to roughly 31 scale score points, though it varied somewhat by grade. On the SBAC mathematics assessment, a standard deviation was equivalent to approximately 91 scale score points, although it ranged from 75 points in Grade 4 to 112 points in Grade 8.]

Although not large, this is a moderately sizeable effect. For comparison purposes, many studies have found that students assigned to novice teachers—those with no prior teaching experience—learn about 0.08 to 0.10 standard deviations less than similar students assigned to experienced teachers (Clotfelter, Ladd, & Vigdor, 2006; Harris & Sass, 2006; Jacob, 2007; Rivkin, Hanushek, & Kain, 2005; Staiger & Rockoff, 2010). Thus, the effect of a one standard deviation difference in the index of observations and feedback is equivalent to increasing the proportion of students assigned to novice teachers by 50 percentage points.

The relationship appears to be driven primarily by the regular delivery of feedback tied to the Common Core. When we unpacked the index into its component parts—the number of observations that teachers received and the delivery of explicit feedback on the CCSS—it was the latter that mattered most. A 10-point difference in the percentage of teachers in a school who reported receiving explicit feedback was associated with a 0.01 standard deviation difference in students' performance on the PARCC/SBAC ($p < 0.05$). We also found that the frequency of observations by a department chair—someone with content knowledge in mathematics—was particularly impactful.

The importance of the frequency of observations and the specificity of feedback is consistent with findings of Taylor and Tyler (2012) in Cincinnati, as well as Papay, Taylor, Tyler, and Laski (2015) from Tennessee. In Cincinnati, Taylor and Tyler found that teachers who were observed and provided with explicit feedback on a formal rubric had students who performed 0.07 standard deviations higher in the year of observation and 0.11 standard deviations higher the subsequent year. In the more recent paper based on a randomized field trial in Tennessee, stronger teachers in a randomly chosen subset of schools were asked to mentor the weaker teachers in their own schools. Student achievement was 0.055 standard deviations higher in the treatment schools overall and 0.12 standard deviations higher in the weaker teachers' classrooms.

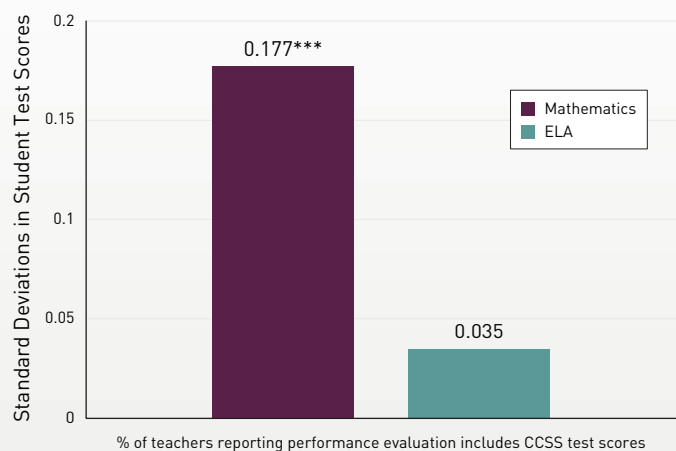
We also found a positive effect for the number of days teachers participated in **Common Core-related professional development (PD)**. In Table 3, we reported that the average teacher received 3.8 days of PD in 2014–2015 and 4.5 days in 2013–2014. In a school that was one standard deviation above the mean school, math teachers spent, on average, about two additional

days in PD each year. In other words, when teachers received two additional days of PD, the average student's performance on the mathematics PARCC/SBAC test was 0.045 standard deviations higher ($p < 0.01$), relative to similar schools.

We also examined the relationships between several individual survey items and students' PARCC and SBAC mathematics scores. Consistent with our findings on the payoff to professional development, we found that schools with higher percentages of teachers who reported being **knowledgeable about the CCSS** had students with higher mathematics scores. A 10-point difference in the percentage of math teachers reporting good to excellent knowledge of the standards was associated with a 0.015 standard deviation difference in math achievement ($p < 0.01$).

As we described in Section II, half of all teachers reported that student **achievement on CCSS-aligned assessments** played a role in their formal performance evaluations. We found that a 100-point difference in the percentage of teachers reporting that student test scores on a CCSS-aligned assessment would count in their formal evaluation was associated with a 0.18 standard deviation difference in students' achievement on the PARCC and SBAC mathematics assessments (see Figure 16).

FIGURE 16: Relationships between inclusion of students' test scores on CCSS-aligned assessments in teachers' performance evaluations and students' performance on PARCC/SBAC.



Note. Figure presents differences in student test scores between schools where 0% of teachers reported each strategy and schools where 100% of teachers reported each strategy.

Notably, we did not find strong associations between students' performance on the mathematics assessments and the extent to which teachers changed their classroom instruction or instructional materials.

We also examined whether there was a relationship between students' performance on PARCC or SBAC and the particular mathematics curricula and textbooks that teachers and schools were using. We found that 45% of all mathematics teachers switched to a new textbook during the 2013–2014 or 2014–2015 school year. (Another quarter of teachers, 24%, had used their current textbook for three or more years, and 31% were using no textbook at all.) While teachers in our sample reported using many different textbooks, there were five math textbooks that teachers reported using most frequently. When there were 30 or more teachers in the sample using a given textbook, we measured differences in their students' performance relative to the remaining students in the state.

We found no statistically significant difference in achievement for students using three of the textbooks. However, two textbooks were statistically significantly related to students' performance—one positively and one negatively. The average student using *GO Math!* (Houghton Mifflin Harcourt) as their primary textbook scored 0.1 standard deviations higher ($p < 0.05$) than similar students using other textbooks or no textbook at all. In contrast, the average student using another textbook scored 0.15 standard deviations lower ($p < 0.05$) on the new math assessments. (We are not releasing the name of the second textbook because we could not confirm which edition teachers were using.) Both estimates are sizable, implying that textbook choice is a high-stakes decision.

Our finding of positive achievement gains for students using *GO Math!* is consistent with an independent curriculum review published by EdReports.org, which gathered panels of math educators to evaluate the alignment of 20 mathematics textbooks. In Grades 4 through 8, *GO Math!* ranked in the top three in terms of focus, coherence, rigor, and mathematical practice-content connections. *GO Math!* was also ranked highly in a separate review by William Schmidt and his colleagues at Michigan State.¹⁰

English Language Arts

The only statistically significant predictor of students' performance on the PARCC and SBAC ELA assessments was a measure of school context, which we borrowed

from New Teacher Center's (n.d.) Teaching, Empowering, Leading and Learning (TELL) survey. The school context index captures the degree to which teachers perceive a school to be a pleasant place to work, where they are held to high professional standards, and where students behave and parents are supportive. We find that schools where teachers reported a positive work environment performed statistically significantly higher on the ELA test.

Additional Results

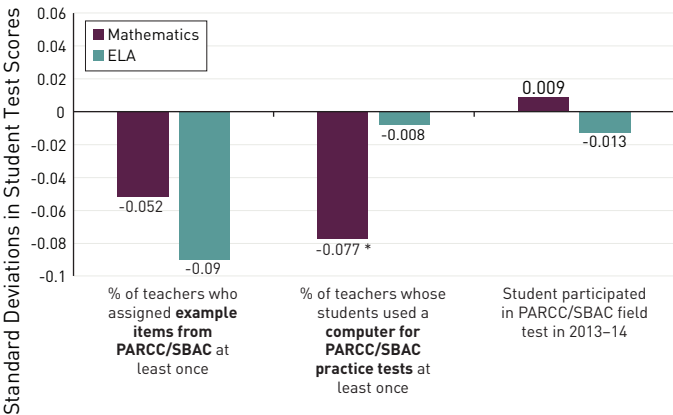
We did not find statistically significant relationships for some other implementation strategies that practitioners and educators frequently cited as important during our initial interviews and in the surveys. For example, a full quarter of all teachers ranked collaboration with their colleagues as the single most important strategy in helping them prepare for the new standards; another 15% considered it the second most important strategy. Moreover, nearly half of the teachers (45%) reported collaborating with their colleagues every week on a CCSS-related topic. However, we did not find any significant relationships between the frequency of teacher collaboration and student achievement for either mathematics or ELA. Moreover, we did not find that other factors—such as getting more frequent observations, receiving feedback, changing instructional materials, developing one's own materials, receiving more professional development—accentuated the effect of collaboration. Given the extent to which teachers endorsed collaboration, future work should investigate whether there are specific types of collaboration that we were unable to pinpoint in our survey that do pay off for children.

In Section II of this report, we reported that about six in 10 teachers have assigned PARCC/SBAC example questions to their students at least once a month. Six in ten teachers also reported that their students have taken a computer-based PARCC/SBAC practice test at least

¹⁰ Based on personal communications with William Schmidt. For a description of the methodology used, see <http://education.msu.edu/csc/pdf/Navigator-Report.pdf>.

once. Neither of these practice strategies seems to be related to students' performance (Figure 17). Similarly, a subset of students in each state participated in the spring 2014 field tests for PARCC and SBAC. However, we found no evidence that such students outperformed similar students who were not exposed to the field tests the prior spring.¹¹

FIGURE 17: Relationships between the use of PARCC/SBAC example items, the use of computers for PARCC/SBAC practice tests, and student participation in the 2013–2014 PARCC/SBAC field tests and students' performance on PARCC/SBAC.



Note. The figure presents differences in student test scores between schools where 0% of teachers reported each strategy and schools where 100% of teachers reported each strategy. Participation in the PARCC/SBAC field tests is a student-level indicator obtained from state data.

¹¹ The New Mexico Public Education Department was not able to provide records on which students participated in the 2013–2014 PARCC field tests. We therefore excluded New Mexico from analyses of this indicator.

Section IV. Gauging the Sensitivity of the New Assessments to Instructional Differences Between Teachers

A goal of the CCSS is to encourage teachers and schools to develop students' skills at writing, analyzing, and solving problems. Our surveys reveal that teachers in the participating states are, indeed, reporting greater emphasis in those areas. However, in order for those efforts to persist and for school districts to find effective means of supporting teachers in making that shift, the new tests must be sensitive to teachers' efforts to develop those skills. If the tests do identify teachers who are particularly successful at developing student writing, for instance, school districts will be more able to reward and retain those teachers. Moreover, they will be able to measure the impact of professional development programs aimed at helping teachers develop those skills.

Although we cannot point to specific implementation strategies that were effective in English language arts, our findings suggest that the new assessments are more sensitive to differences between teachers, especially in middle school English classes.

In order to measure the change in the overall sensitivity of the tests, we estimated the variation in teacher effects on student achievement on legacy and CCSS-aligned assessments. Specifically, we measured the difference between each student's actual and expected performance on the end-of-year assessments, based on the student's own prior achievement, demographic characteristics, and program participation, as well as the mean prior achievement and characteristics of his or her peers and school. We estimated teacher impacts by the degree to which the average student in the class outperformed (or underperformed in relation to) students with similar prior achievement and peers. We then gauged the variation across teachers in these effectiveness estimates. (For more details, see Appendix E.)

Essentially, we asked, "How much did the performance of students seem to depend upon the specific teacher who taught them?" We measured how the apparent importance of teachers changed over time, before and after the administration of the new assessments. If instructional differences between teachers mattered to the same degree for the new tests as for the legacy

Our findings suggest that the new assessments are more sensitive to differences between teachers, especially in middle school English classes.

tests, then we should see little change in the variation in teacher effects. If, on the other hand, differences in instruction mattered more for the new tests, then we would expect to see an increase in the variation in student performance between teachers.

We estimated teacher effects for three school years, 2012–2013, 2013–2014, and 2014–2015. We report the results separately by grade level and subject as well as by year. For instance, as reported in Figure 18, a standard deviation in teacher effects in elementary math was equivalent to 0.20 student-level standard deviations in 2012–2013.¹² This means that the average student assigned to a teacher in the top quartile scored 0.50 standard deviations, or roughly 10 percentage points, higher than a student assigned to a teacher in the bottom quartile. That is quite a large difference in achievement for two teachers to produce in a single school year. For comparison purposes, the Black–White achievement gap is equivalent to approximately 0.8 standard deviations, or 16 percentage points (Staiger & Rockoff, 2010).

¹² The reported standard deviations for elementary teacher effects were adjusted downward to reflect the fact that they include teacher-by-year (or teacher-by-class) error variance. To calculate the adjustment factors, we ran a multi-year middle school model that estimated teacher, teacher-by-year, and class-level variance components. In these models, class-level variance accounted for 20.9% of total teacher, teacher-by-year, and class-level variance in math, and 20.3% in ELA. The variance of elementary teacher effects were adjusted downwards in those proportions. We were able to estimate the class-level variances in middle school by the variation in performance between different sections taught by the same teacher.

Although teacher effects grew in both elementary and middle schools and in both math and ELA between 2014 and 2015, the increase was especially large in middle school ELA, where the standard deviation in teacher effects grew by almost 50 percent (from 0.12 to 0.18).

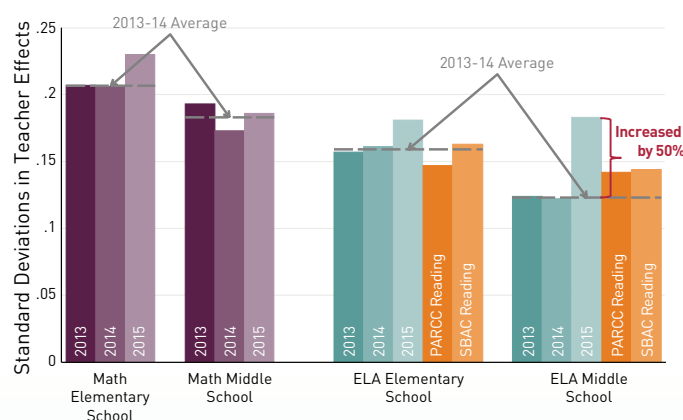
In the past, it has been common for researchers to find that teachers account for less variation in student performance in literacy than in math. Many researchers have interpreted such evidence to mean that teachers have smaller impacts on students' literacy than on their math skills. However, on the new CCSS-aligned tests, the variation in teacher effects on middle school ELA is similar in magnitude to the variation in teacher effects on math.

Why did the variation in teacher effects on the CCSS-aligned tests middle school increase? There is suggestive evidence that it is due to the greater weight placed on student writing. Given the high cost of scoring student writing, the legacy assessments in most states were primarily multiple choice tests of reading comprehension. Even as the standards called for students to become more proficient writers in middle school, the tests did not measure student writing. In Delaware, for instance, all of the items on the legacy middle school English exams were multiple choice. Even in Massachusetts, a state widely regarded as having a high quality legacy assessment, the writing prompts were limited to Grades 4 and 7. The failure to include writing would have diminished the sensitivity of the legacy assessments to differences in teachers' writing instruction. (It may also have weakened teachers' incentives to develop students' writing abilities.)

To investigate the role that writing may have played, we estimated teacher effects solely on the reading portion of the PARCC and SBAC tests. We have reported those in Figure 18 as well. When limited to the reading items, the teacher effects on the PARCC and SBAC tests are similar in magnitude—a standard deviation in teacher effectiveness corresponds to 0.14 standard deviations in student achievement—to those previously observed on the legacy state assessments. Apparently, the rise in variance of teacher effects is due to the new subscores on the tests.¹³ On the PARCC test, the only other subscore is writing and, in a separate analysis, we found larger variance in teacher effects on writing. On the SBAC test, the three additional subscores are in writing, speaking and listening, and research and inquiry. When analyzing the results further, we saw that most of the increase was due to increased variance in teacher effects on the writing subscore, rather than speaking and listening or research and inquiry.

On one hand, our survey identified few school-level implementation strategies that were predictive of instructional improvement and student achievement on the CCSS in English. None of the factors that were associated with better mathematics achievement seemed to predict better English achievement. On the other hand, the new assessments seem to be more sensitive to instructional differences between teachers, especially in middle school English. These results suggest that we need more work to find effective interventions designed to help teachers with writing instruction. In future surveys of this kind, researchers should include more detailed questions about the types of supports in writing instruction that teachers have received.

FIGURE 18: Standard deviation of teacher effects, by subject, grade level, and year.



¹³ Another possible explanation is the fact that the student baseline scores from 2014 did not include writing, while the outcome scores did. It seems unlikely, however, given that the proportion of the variance in the PARCC and SBAC scores "explained" by baseline achievement and student and peer characteristics was similar to that from earlier years. The proportion of variance in the outcomes did not decline. Also, in the year before the new tests, the variation in English teacher effects in Massachusetts was larger in Grades 4 and 7, which included writing. We will see if the variation in teacher effects in ELA remain high in 2015–2016, when students' baseline scores will include controls for writing.

Conclusion

In the five states included in this study, teachers and principals have embraced the CCSS and believe their students will benefit from them in the long run. Moreover, they report having made substantial changes in their lesson plans and instructional materials to align with the new standards. Much of teachers' and principals' professional development has been focused on preparing for the Common Core, and in one state—New Mexico—policymakers have altered the statewide teacher evaluation system to include data on students' performance on PARCC. While the political debate over the Common Core has swirled, teachers and administrators have been working to implement the standards. It would be ironic if states, in the name of resisting federal power, were to undercut the investments their teachers have made and change direction yet again.

Our results identify several state- and district-level policies that can support students' mastery of the new, more ambitious standards. For instance, we find that more training and more classroom observations with explicit feedback on the required changes in instruction are associated with greater student achievement on the PARCC and SBAC math assessments. Yet, in many schools and districts, observations of teachers' classroom practices have not yet been adapted to reflect the new standards. Only about half of teachers reported getting explicit feedback related to the Common Core. Teachers will be more successful in implementing the standards if they are not simply left to make instructional changes on their own and instead get the feedback they need to change their instruction.

We also find that students perform better when teachers are being evaluated based on student achievement. Critics of teacher evaluation reforms have worried that doing so leads teachers to teach to the test. This is a greater concern when the assessments are measuring low-level skills. With more rigorous assessments designed to measure higher standards, such incentives may be helpful in encouraging schools to meet the new standards. For instance, the new math assessments require students to show their work and demonstrate mathematical reasoning. Such changes will hopefully lead to better math instruction.

Finally, although we cannot yet point to specific ways to help teachers improve student performance on the English assessments, our results suggest that the new assessments are more sensitive to the work they are doing, especially in middle school English language arts. In the past, state assessments have focused heavily on reading comprehension and, therefore, missed what middle school teachers may have been doing to support student writing. In turn, the paucity of student writing on the legacy tests may have led some teachers to lessen their emphasis on writing. The new assessments are more sensitive to writing instruction and, hopefully, may encourage teachers to emphasize writing in their classrooms.

As schools in multiple states continue to implement the new standards in coming years, we will have more opportunities to track implementation and identify predictors of success. In addition to providing the field with timely evidence about promising implementation strategies, we believe that the design of this study can serve as a useful model for informing future implementation. By collaborating with states committed to using evidence to inform policy and practice, we were able to overcome many of the traditional limitations of survey-based research (e.g., low response rates, inability to link teachers to their students, inability to identify and link individual survey responses to additional sources of data). Through these collaborations, we are able to provide timely evidence on the implementation of the Common Core. We hope this is just the first of many future examples of rigorous, fast-turnaround studies designed to support local implementation.

Appendix A

TABLE A1: Student and Teacher Characteristics in Sample and Non-Sample Schools, by State

	DELAWARE			MARYLAND		
	Sample schools	Non-sample schools	Difference (std. error)	Sample schools	Non-sample schools	Difference (std. error)
School average 2013–2014 math score <i>(standard deviations)</i>	-0.029	-0.204	0.175 (0.117)	-0.172	-0.086	-0.086 (0.098)
School average 2013–2014 ELA score <i>(standard deviations)</i>	-0.021	-0.203	0.181 (0.123)	-0.154	-0.088	-0.066 (0.091)
School percentage of FRPL students	54.6%	59.9%	-5.3% (0.057)	52.8%	51.3%	1.5% (0.056)
School percentage of Black students	26.8%	36.8%	-10.0% (0.065)	42.6%	37.4%	5.2% (0.062)
School percentage of Hispanic students	23.7%	16.3%	7.3% (0.067)	11.8%	13.7%	-1.8% (0.028)
Average teacher prior math VAM	0.009	-0.004	0.014 (0.018)	-0.008	0.001	-0.010 (0.012)
Average teacher prior ELA VAM	0.021	-0.001	0.022** (0.010)	-0.002	0.001	-0.004 (0.005)
Average teacher experience <i>(years)</i>	12.2	12.6	-0.449 (0.614)	11.3	11.0	0.371 (0.537)
	MASSACHUSETTS			NEW MEXICO		
	Sample schools	Non-sample schools	Difference (std. error)	Sample schools	Non-sample schools	Difference (std. error)
School average 2013–2014 math score <i>(standard deviations)</i>	0.009	-0.037	0.047 (0.133)	-0.011	-0.036	0.025 (0.088)
School average 2013–2014 ELA score <i>(standard deviations)</i>	-0.051	-0.042	-0.009 (0.107)	-0.016	-0.025	0.009 (0.086)
School percentage of FRPL students	38%	42.7%	-4.7% (0.081)	82.6%	79.3%	3.2% (0.068)
School percentage of Black students	10.7%	9.0%	1.7% (0.045)	1.2%	1.7%	-0.5% (0.004)
School percentage of Hispanic students	17.7%	18.3%	-0.6% (0.044)	56.9%	60.5%	-3.6% (0.059)
Average teacher prior math VAM	-0.022	0.002	-0.024 (0.020)	0.02	0.003	0.017 (0.013)
Average teacher prior ELA VAM	0	0.002	-0.001 (0.019)	0.002	0.002	0.001 (0.009)
Average teacher experience <i>(years)</i>	9.7	10.4	-0.687 (0.935)	11.2	11.1	0.069 (0.694)

Note. FRPL = free and reduced-price lunch; VAM = value-added measure.

The technical difficulties Nevada experienced with the 2014–2015 Smarter Balanced administration left most students without SBAC test scores. As these scores serve as the main outcome measure in this study, we were unable to include surveys from Nevada in the full analyses and did not collect any individual student or teacher data from its two participating districts. However, using aggregate school-level information from the Nevada Department of Education website, we confirmed that the survey schools selected at random from Clark County School District do not differ from the rest of the district schools in important student demographic and achievement characteristics. See Table A2 below for more information:

TABLE A2: Student and Teacher Characteristics in Sample and Non-Sample Schools from Clark County School District, Nevada

	NEVADA		
	Sample schools	Non-sample schools	Difference (std. error)
School average percentage of proficient students in math (2013–2014)	58.6%	61.1%	-2.5% (0.046)
School average percentage of proficient students in ELA (2013–2014)	63.9%	62.9%	0.91% (0.038)
School percentage of FRPL students	59.9%	62.2%	-2.4% (0.062)
School percentage of Black students	13.3%	13.0%	0.26%
School percentage of Hispanic students	44.8%	45.7%	-0.98% (0.058)

Note. FRPL = free and reduced-price lunch.

Appendix B

TABLE B1: Teacher Survey



Center for Education Policy Research HARVARD UNIVERSITY

Common Core Survey (Teacher Edition)

Your school has been invited to participate in a study of Common Core implementation conducted by researchers at Harvard University. We need your help to report on the types and amounts of support you have received in preparation for the Common Core State Standards and to identify which supports were the most effective. No identifiable data will be shared with your supervisor, your district or the state department of education. To improve the quality of support that you and your colleagues receive in the future, we encourage you to be forthright in your responses.

What it means to participate. Participation entails completing the following survey, which takes approximately 15-20 minutes. Its purpose is to gather information about Common Core implementation strategies in your school, such as different types of professional development activities and aligned instructional materials.

Your experiences are important! To help students master the new Common Core standards, it is essential to learn which strategies lead to student learning gains. Your responses will help districts and schools across the country support teachers more effectively in preparing students to meet the Common Core standards.

Your participation is voluntary. While responding to the survey is voluntary, we hope you will choose to participate. While taking the survey, you can skip any questions that you do not wish to answer or stop the survey at any time. We hope that you will answer as many questions as you can so that we gain an accurate understanding of your experiences.

Compensation. In appreciation for your time and input on the survey, we will compensate you with \$30. We have included a \$10 Amazon.com gift card in this letter. (If you received the survey by email, you can also find the gift card code in the same email as your survey link). Upon completion of the survey, you will receive an additional \$20 Amazon.com gift card. The \$20 gift card will be emailed to you within two weeks of submitting the survey.

Your answers are confidential. Your answers will be kept confidential and your information will not be shared outside the research team. The information we collect from the survey will be reported without any personal identifying information. Your responses will be combined with those of all teachers in your state who complete the survey. Responses will be used for research and educational purposes only. We foresee no risks to you from your participation in this study.

If you have any questions about the study, you may contact Antoniya Owens at the Center for Education Policy Research at Harvard University, at (617) 496-5200 or antoniya_owens@gse.harvard.edu. For questions about your rights as a research participant, you may contact Harvard University Committee on the Use of Human Subjects in Research, 1414 Massachusetts Avenue, Cambridge, MA 02138, at (617) 495-2847 or cuhs@fas.harvard.edu.

Because the same survey is being used in multiple states, we use the term Common Core State Standards (CCSS) throughout the survey. **As you provide your responses, please bear in mind that your state may have a different name for the new standards, such as those below:**

- Delaware:** Delaware Common Core State Standards
- Maryland:** Maryland College and Career-Ready Standards
- Massachusetts:** 2011 Massachusetts Curriculum Frameworks
- Nevada:** Nevada Academic Content Standards in English Language Arts and Mathematics
- New Mexico:** New Mexico Common Core State Standards

MARKING INSTRUCTIONS

- Use a No. 2 pencil or blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the oval completely.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

CORRECT

●

INCORRECT

✓ X •

DO NOT WRITE IN THIS AREA

SERIAL #

TABLE B1: Teacher Survey

1. Please indicate your agreement with the conditions outlined on page 1.

- ☐ I agree to participate in this survey. The purpose and conditions of this research have been sufficiently explained.
☐ I do not agree with the conditions outlined above and will not participate in the survey.

2. Do you teach *English Language Arts* or *Mathematics* at either the elementary or middle school level?

- ☐ I teach English Language Arts. ☐ I teach mathematics. ☐ I teach both English Language Arts and mathematics. ☐ I do not teach either subject.

If you selected "I do not teach either subject", please stop here. The survey is intended for mathematics and/or ELA teachers only. Thank you for your time.

3. To what extent would you say that the following individuals have embraced the Common Core State Standards?

	Not embraced	Embraced a little	Somewhat embraced	Embraced quite a bit	Fully embraced
Teachers at your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal of your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Teachers at my school are effectively implementing the Common Core State Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal of my school is effectively supporting the implementation of the Common Core State Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District/charter school network leaders are effectively supporting the implementation of the Common Core State Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How would you assess your own knowledge of the Common Core State Standards for the grade(s)/subject(s) you teach?

- ☐ No knowledge ☐ A little knowledge ☐ Some knowledge ☐ Good knowledge ☐ Excellent knowledge

6. Generally speaking, how much of your classroom instruction has changed as a result of the Common Core State Standards?

- ☐ Almost none ☐ About a quarter ☐ About half ☐ About three quarters ☐ Almost all

7. If you have made any important changes to your classroom instruction since the adoption of the Common Core State Standards, please tell us about the most important change.

The following questions focus on the instructional materials and resources you have used for instruction in *English Language Arts* during this school year (2014-15).

Only answer Questions 8 through 18 if you teach ELA or you teach both ELA and mathematics.

If you teach mathematics only, please skip to Question 19.

8. How frequently do you use the following resources for instruction in English Language Arts this school year (2014-15)?

	Never	Less than once a month	Between 1 and 3 times a month	Between 1 and 3 times a week	Nearly every day
Lessons you used before the CCSS were adopted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials aligned with the CCSS developed by you or staff at your school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials aligned with the CCSS developed by your district or charter school network (including in collaboration between district/network and school staff).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials aligned with the CCSS developed by your state department of education (e.g. model curriculum units, exemplars, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials aligned with the CCSS developed by other states.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials aligned with the CCSS developed by external organization(s) (e.g. commercial publishers, nonprofits, higher education institutions, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please select the name of the textbook, curriculum or program you are using for instruction in English Language Arts this school year (2014-15). (Mark only ONE. If you are using more than one, please select the one you use the most.)

- ☐ Accelerated Reader
☐ Book It!
☐ Direct Instruction (published by Scholastic)
☐ Elements of Literature (published by Holt McDougal)
☐ Harcourt Reading (published by Harcourt)
☐ Houghton Mifflin Reading (published by Houghton Mifflin Harcourt)
☐ Great Source
☐ Journeys (published by Houghton Mifflin Harcourt)
☐ Literacy by Design (published by Houghton Mifflin Harcourt)
☐ Literature (published by Holt McDougal)
☐ Prentice Hall Literature (published by Prentice Hall Pearson)
☐ RAZ-Kids
☐ Reading Wonders (published by McGraw Hill)
☐ Scott Foresman Reading Street (published by Pearson)
☐ SRA Reading or SRA Open Court Reading
☐ Storytown (published by Harcourt)
☐ Treasures (published by Macmillan-McGraw-Hill)
☐ Trophies (published by Harcourt)
☐ Other: Please specify title, publisher, edition.
☐ No, I do not use any.

TABLE B1: Teacher Survey

If you selected "No, I do not use any" in Question 9, please skip to Question 13.

10. How many years has the textbook, curriculum or program you selected in question 9 been used in your school?
☐ This is the first year. ☐ This is the second year. ☐ It has been in use for 3 or more years.
11. How frequently do you use the textbook, curriculum or program you selected in question 9 in your ELA/Reading instruction this school year?
☐ Less than once a month ☐ Between 1 and 3 times a month ☐ Between 1 and 3 times a week ☐ Nearly every day
12. Please describe the ways in which you are using the textbook, curriculum or program you selected in question 9 as part of your instruction this school year.
☐ I use it as my primary curriculum ☐ I use it as supporting material (e.g., as a source of text for reading practice, homework assignments, or assessment tasks)
13. If you are using any other *online* English Language Arts curricula or programs that you have found particularly valuable in preparing students for the CCSS, please list them here.
14. Overall, approximately what percentage of your instructional materials in English Language Arts has changed as a result of the Common Core State Standards?
☐ Almost none ☐ About a quarter ☐ About half ☐ About three quarters ☐ Almost all
15. Since the adoption of the Common Core State Standards, have you changed the amount of informational text (non-fiction) in your reading assignments?
☐ Decreased quite a bit ☐ Decreased somewhat ☐ No change ☐ Increased somewhat ☐ Increased quite a bit
16. Since the adoption of the Common Core State Standards, have you changed the amount of literature in your reading assignments?
☐ Decreased quite a bit ☐ Decreased somewhat ☐ No change ☐ Increased somewhat ☐ Increased quite a bit
17. Since the adoption of the Common Core State Standards, have you changed the amount of assigned writing in which students are expected to support a point of view with reasons and specific evidence or write informative/explanatory texts to convey ideas and information clearly?
☐ Decreased quite a bit ☐ Decreased somewhat ☐ No change ☐ Increased somewhat ☐ Increased quite a bit
18. Since the adoption of the Common Core State Standards, have you changed the amount of student narrative writing, in which students convey real or imagined experiences?
☐ Decreased quite a bit ☐ Decreased somewhat ☐ No change ☐ Increased somewhat ☐ Increased quite a bit

The following questions focus on the **instructional materials and resources** you have used for instruction in **mathematics** during this school year (2014-15).

Only answer Questions 19 through 28 if you teach mathematics or you teach *both* mathematics and ELA.
 If you teach ELA *only*, please skip to Question 29.

19. How frequently do you use the following resources for instruction in mathematics *this school year* (2014-15)?

	Never	Less than once a month	Between 1 and 3 times a month	Between 1 and 3 times a week	Nearly every day
Lessons you used before the Common Core State Standards were adopted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials aligned with the CCSS developed by you or staff at your school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials aligned with the CCSS developed by your district or charter school network (including materials developed in collaboration between district/network and school staff).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials aligned with the CCSS developed by your state department of education (e.g. model curriculum units, exemplars, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials aligned with the CCSS developed by other states.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials aligned with the CCSS developed by external organization(s) (e.g. commercial publishers, nonprofits, higher education institutions, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Please select the name of the textbook or curriculum you are using for instruction in mathematics *this school year* (2014-15). (Mark only ONE. If you are using more than one textbook or curriculum, please select the one you use the most.)

<input type="radio"/> Algebra I (published by Prentice Hall Pearson) <input type="radio"/> College Preparatory Mathematics (published by CPM) <input type="radio"/> Connected Mathematics (published by Prentice-Hall Pearson) <input type="radio"/> enVisionMATH (published by Scott Foresman-Pearson) <input type="radio"/> Everyday Mathematics (published by Everyday Learning McGraw-Hill) <input type="radio"/> GO Math! (published by Houghton Mifflin Harcourt) <input type="radio"/> HSP Math (published by Houghton Mifflin Harcourt) <input type="radio"/> Holt McDougal Mathematics (published by Holt McDougal-HMH)	<input type="radio"/> Math Connects (published by Glencoe McGraw-Hill) <input type="radio"/> Math Expressions (published by Houghton Mifflin Harcourt) <input type="radio"/> Math in Focus or Singapore Math (published by Great Source HMH) <input type="radio"/> Prentice Hall Math (published by Prentice Hall-Pearson) <input type="radio"/> Think Math! <input type="radio"/> Other: Please specify title, publisher, edition.
---	--

☐ No, I do not use any.

DO NOT WRITE IN THIS AREA



SERIAL #

TABLE B1: Teacher Survey

If you selected “No, I do not use any” in Question 20, please skip to Question 24.

21. How many years has the textbook or curriculum you selected in question 20 been used in your school?
☐ This is the first year. ☐ This is the second year. ☐ It has been in use for 3 or more years.
22. How frequently do you use the textbook or curriculum you selected in question 20 in your mathematics instruction this school year?
☐ Less than once a month ☐ Between 1 and 3 times a month ☐ Between 1 and 3 times a week ☐ Nearly every day
23. Please describe the ways in which you are using the textbook or curriculum you selected in question 20 as part of your instruction this school year.
☐ I use it as my primary curriculum ☐ I use it as supporting material (e.g., as a source of problems for practice, homework assignments, or assessment tasks)
24. If you are using any other *online* mathematics curricula or programs that you have found particularly valuable in preparing students for the CCSS, please list them here.
25. Overall, approximately what percentage of your instructional materials in mathematics has changed as a result of the Common Core State Standards?
☐ Almost none ☐ About a quarter ☐ About half ☐ About three quarters ☐ Almost all
- The Common Core State Standards attempt to balance three aspects of rigor in mathematics: conceptual understanding, procedural skill and fluency, and application. The following questions ask you to describe the degree to which you have changed your focus on each of the three aspects of rigor since the adoption of the standards.
26. Since the adoption of the new standards, to what extent have you changed your emphasis on *conceptual understanding* in math, helping students learn the meaning behind the math?
☐ Decreased quite a bit ☐ Decreased somewhat ☐ No change ☐ Increased somewhat ☐ Increased quite a bit
27. Since the adoption of the new standards, to what extent have you changed the time students spend on *procedural skill*, helping students quickly and accurately perform operations?
☐ Decreased quite a bit ☐ Decreased somewhat ☐ No change ☐ Increased somewhat ☐ Increased quite a bit
28. Since the adoption of the new standards, to what extent have you changed the time students spend on *application*, helping students apply their skills and knowledge in real-world situations?
☐ Decreased quite a bit ☐ Decreased somewhat ☐ No change ☐ Increased somewhat ☐ Increased quite a bit
-
29. Select any of the following sources that have been valuable to you in aligning your instruction to the CCSS *this school year*. (Select ALL that apply.)
- | | |
|--|--|
| <input type="checkbox"/> Blackboard Learn (Maryland)
<input type="checkbox"/> EdWin (Massachusetts)
<input type="checkbox"/> Other online repository of sample instructional materials
<input type="checkbox"/> State department of education website
<input type="checkbox"/> Side-by-side crosswalks or gap analyses between the old and the new standards
<input type="checkbox"/> EQulP/Tri-State Rubric
<input type="checkbox"/> Other rubrics or tools for evaluating alignment of instructional materials to the CCSS | <input type="checkbox"/> Achievethecore.org
<input type="checkbox"/> Better Lesson
<input type="checkbox"/> EngageNY
<input type="checkbox"/> Learn Zillion
<input type="checkbox"/> Open Educational Resource Commons
<input type="checkbox"/> Share My Lesson
<input type="checkbox"/> Teaching Channel
<input type="checkbox"/> Other online resources: Please describe. |
|--|--|
-
30. How frequently have you used the following types of assessments aligned to the Common Core *this school year*?
- | | Never | Less than once a month | Between 1 and 3 times a month | Between 1 and 3 times a week | Nearly every day |
|--|-----------------------|------------------------|-------------------------------|------------------------------|-----------------------|
| Assessments developed by you or staff at your school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interim or formative assessments developed by your district or charter school network (including in collaboration between district/network and school staff) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interim or formative assessments developed by the state department of education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interim or formative assessments developed by other states | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interim or formative assessments developed by external organization(s) (e.g. commercial publishers, nonprofits, higher education institutions, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Example problems from PARCC or Smarter Balanced assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
31. *This school year*, have you used any assessments developed by external organizations (e.g., Scantron Performance Series, ANet, ATI Galileo, Test Whiz, etc.)?
☐ No ☐ Yes, please specify:

TABLE B1: Teacher Survey

32. Generally speaking, how prepared do you feel to teach students what they need to know to succeed on the new CCSS-aligned assessments (PARCC/Smarter Balanced)?
☐ Not at all prepared ☐ Slightly prepared ☐ Somewhat prepared ☐ Quite prepared ☐ Extremely prepared
33. How many times have your students used a computer or tablet for taking PARCC/Smarter Balanced practice assessments this school year?
☐ Never ☐ Less than once a month ☐ Between 1 and 3 times a month ☐ Between 1 and 3 times a week ☐ Nearly every day
34. How many times have your students used a computer or tablet for taking other types of assessments, including formative or interim assessments?
☐ Never ☐ Less than once a month ☐ Between 1 and 3 times a month ☐ Between 1 and 3 times a week ☐ Nearly every day
35. Overall, how frequently do your students use a computer or tablet in your class(es) for any purpose?
☐ Never ☐ Less than once a month ☐ Between 1 and 3 times a month ☐ Between 1 and 3 times a week ☐ Nearly every day

The following questions focus on your experience with **formal professional development** (e.g. training sessions, workshops, etc.) related to the Common Core State Standards.

36. How many total days have you spent in formal professional development on the Common Core State Standards *this school year (2014-15)*? (Please add up all training sessions focused on the Common Core State Standards, including partial days. Please add up the total number of hours and divide by 8 hours, the equivalent of a full day. Then round the total number of days to the nearest integer. Feel free to approximate.)
☐ Less than 1 day ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 days or more
37. How many total days have you spent in formal professional development on the Common Core State Standards *last school year (2013-14)*? (Please add up all training sessions focused on the Common Core State Standards, including partial days. Please add up the total number of hours and divide by 8 hours, the equivalent of a full day. Then round the total number of days to the nearest integer. Feel free to approximate.)
☐ Less than 1 day ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 days or more
38. Please describe your experience *this school year (2014-15)* with formal professional development on the following topics. (If a training session covered more than one topic, please report the approximate time spent on each topic. Please add up the total number of hours and divide by 8 hours, the equivalent of a full day. Then round the total number of days to the nearest integer. Feel free to approximate.)

	How many days did you participate in each kind of professional development?							What was the format of this professional development?		
	Did not participate	Less than 1 day	1 day	2 days	3 days	4 days	5 or more days	In person	Online	Both in person and online
Understanding the Common Core standards and instructional shifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing materials or assessments aligned with the Common Core standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tailoring instruction to students with different needs (e.g. ELL students, students with special needs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing your knowledge of content in your subject area(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about the new assessments (PARCC, Smarter Balanced)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Who was the primary provider of each type of professional development?										
	Did not participate	Staff from my school (administrator, lead teachers)	Staff from my district or charter school network	State department of education	Institute of higher education	External provider	I don't know			
Understanding the Common Core standards and instructional shifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Developing materials or assessments aligned with the Common Core standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Tailoring instruction to students with different needs (e.g. ELL students, students with special needs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Developing your knowledge of content in your subject area(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Learning about the new assessments (PARCC, Smarter Balanced)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

TABLE B1: Teacher Survey

Only answer Questions 40–42 if you selected “External provider” in Question 39. Otherwise, skip to Question 43.

40. If you participated in professional development on the Common Core led by an external provider *this school year*, please identify the provider below. (Mark only ONE. If you have participated in professional development with more than one provider, please identify the provider with which you’ve worked the most.)

☐ Achieve
☐ Expeditionary Learning
☐ International Reading Association
☐ Knowledge Delivery Systems
☐ Laying the Foundation
☐ Marzano Research Laboratory
☐ PARCC
☐ Pearson
☐ Smarter Balanced
☐ Solution Tree
☐ Student Achievement Partners
☐ Other: Please describe.

41. How many days did you spend in professional development led by the external provider you selected in Question 40 *this school year*? (For partial days, please consider 8 hours to be equal to 1 day.)

☐ Less than 1 day
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 9
☐ 10
☐ 11
☐ 12
☐ 13
☐ 14
☐ 15 days or more

42. How useful did you find the professional development led by the external provider you selected in Question 40 teaching to the Common Core State Standards?

☐ Not at all useful
☐ Slightly useful
☐ Somewhat useful
☐ Quite useful
☐ Extremely useful

43. How frequently did you engage in the following types of collaborative work with colleagues, a team, or a professional learning community *this school year*?

	Once a year or never	1–3 times a semester	1–3 times a month	Every week
Understanding the Common Core standards and instructional shifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligning materials or assessments to the Common Core State Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing effective instructional strategies for preparing students to meet the Common Core State Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observing other teachers’ lessons that model instruction aligned to the Common Core State Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing data (e.g. formative assessment results, student work) to improve student mastery of the Common Core State Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions focus on your experiences with classroom observations and instructional coaching during *this school year (2014–15)*.

44. Were you observed in the classroom *this school year (2014–15)*, either as part of a formal evaluation or for coaching or peer feedback?

☐ Yes
☐ No

If you selected “No” in Question 44, please skip to Question 49.

45. How frequently were you observed by these individuals on the alignment of your instruction to the Common Core State Standards *this school year*? (Please consider both formal and informal classroom observations.)

	Never	1–2 times	3–4 times	More than 4 times
Principal or assistant principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department head	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. In the classroom observations that were part of your *formal performance evaluation* this school year, were you explicitly evaluated on the alignment of your classroom instruction to the Common Core State Standards?

☐ Yes
☐ No
☐ I did not have a formal performance evaluation this school year.

47. In your post-observation conferences this school year, did you receive explicit feedback on the degree to which your instruction was aligned to the Common Core State Standards? (Please consider post-observation conferences from both formal and informal observations.)

☐ Yes
☐ No
☐ I did not have post-observation conferences.

48. Can you identify specific changes in your instruction that you made as a result of post-observation feedback related to its alignment to the Common Core State Standards? (Please consider post-observation feedback from both formal and informal observations.)

☐ Yes
☐ No
☐ I did not receive post-observation feedback.

49. Will your students’ performance on PARCC/Smarter Balanced or other CCSS-aligned assessments (including formative or interim) play a role in your formal performance evaluation this school year (e.g. through Student Learning Objectives, District-Determined Measures, etc.)?

☐ Yes
☐ No
☐ I do not have a formal performance evaluation this school year.

50. Outside of classroom observations, how frequently did an instructional coach provide you with other types of support on the alignment of your instruction to the Common Core State Standards this school year?

☐ Once
☐ 1–3 times a semester
☐ 1–3 times a month
☐ Every week
☐ I did not work with an instructional coach.

TABLE B1: Teacher Survey

51. How useful was your work with the instructional coach?

☐ Not at all useful ☐ Somewhat useful ☐ Extremely useful
☐ Slightly useful ☐ Quite useful ☐ I did not work with an instructional coach.

52. When you think about all of the strategies for implementing the Common Core State Standards, how useful was each of the following strategies for helping you prepare your students to meet the CCSS?

	Not at all useful	Not useful	Somewhat useful	Useful	Very useful	Not applicable
Instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative and interim assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PARCC/Smarter Balanced practice assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative work with colleagues, a team, or a professional learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom observations and feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with instructional coach(es)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. When you think about all of the strategies for implementing the Common Core State Standards, please rank the degree to which each strategy has helped you prepare your students to meet the standards this school year, ranging from 1 (most important) to 7 (least important).

Please mark rank clearly in box, example:

<input type="text"/> Using aligned instructional materials	<input type="text"/> PARCC/Smarter Balanced practice assessments	<input type="text"/> Classroom observations and feedback
<input type="text"/> Formative and interim assessments	<input type="text"/> Formal professional development	<input type="text"/> Work with instructional coach(es)
<input type="text"/>	<input type="text"/> Collaborative work with colleagues, a team, or a professional learning community	

54. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Overall, my school is a good place to work and learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are held to high professional standards for delivering instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this school follow rules of conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/guardians support teachers, contributing to their success with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. What is the primary subject you teach? (If you teach multiple subjects, please select the subject you teach for the highest number of hours during a typical week.)

☐ All subjects (General education) ☐ Physical Education/Health Science
☐ English Language Arts or Reading ☐ Technology or other Applied Science
☐ Mathematics ☐ Career or Technical Education
☐ Science ☐ Other: Please describe
☐ Social Studies or History
☐ Art or Music

56. Which option best describes your current teaching load?

☐ Full-time ☐ Less than full-time but more than half-time ☐ Half-time ☐ Less than half-time

57. How many years, including this year, have you been a teacher?

☐ 1 ☐ 3 ☐ 5 ☐ 7 ☐ 9 ☐ 11 ☐ 13 ☐ 15 ☐ 17 ☐ 19
☐ 2 ☐ 4 ☐ 6 ☐ 8 ☐ 10 ☐ 12 ☐ 14 ☐ 16 ☐ 18 ☐ 20 years or more

58. Were you teaching in your current school last school year (2013-14)?

☐ Yes ☐ No

59. What grade(s) do you teach this school year (2014-15)? (Select ALL that apply.)

☐ Pre-K ☐ 6th Grade
☐ Kindergarten ☐ 7th Grade
☐ 1st Grade ☐ 8th Grade
☐ 2nd Grade ☐ 9th Grade
☐ 3rd Grade ☐ 10th Grade
☐ 4th Grade ☐ 11th Grade
☐ 5th Grade ☐ 12th Grade

60. Please enter your name, date and email address in the spaces provided below. Please note that we will only use this information to send you your \$20 gift card.

Name (first and last):

Today's Date (mm/dd/yyyy):

Email address:

TABLE B2: Principal Survey



Center for Education Policy Research

HARVARD UNIVERSITY

Common Core Survey (Principal Edition)

Your school has been invited to participate in a study of Common Core implementation conducted by researchers at Harvard University. We need your help to report on the types and amounts of support your school has received in preparation for the Common Core State Standards and to identify which supports were the most effective. No identifiable data will be shared with your supervisor, your district or the state department of education. To improve the quality of support that you and your colleagues receive in the future, we encourage you to be forthright in your responses.

What it means to participate. Participation entails completing the following survey, which takes approximately 15-20 minutes. Its purpose is to gather information about Common Core implementation strategies in your school, such as different types of professional development activities and aligned instructional materials.

Your experiences are important! To help students master the new Common Core standards, it is essential to learn which strategies lead to student learning gains. Your responses will help districts and schools across the country support teachers more effectively in preparing students to meet the Common Core standards.

Your participation is voluntary. While responding to the survey is voluntary, we hope you will choose to participate. While taking the survey, you can skip any questions that you do not wish to answer or stop the survey at any time. We hope that you will answer as many questions as you can so that we gain an accurate understanding of your experiences.

Compensation. In appreciation for your time and input on the survey, we will compensate you with \$30. We have included a \$10 Amazon.com gift card in this letter. (If you received the survey by email, you can also find the gift card code in the same email as your survey link). Upon completion of the survey, you will receive an additional \$20 Amazon.com gift card. The \$20 gift card will be emailed to you within two weeks of submitting the survey.

Your answers are confidential. Your answers will be kept confidential and your information will not be shared outside the research team. The information we collect from the survey will be reported without any personal identifying information. Your responses will be combined with those of all teachers in your state who complete the survey. Responses will be used for research and educational purposes only. We foresee no risks to you from your participation in this study.

If you have any questions about the study, you may contact Antoniya Owens at the Center for Education Policy Research at Harvard University, at (617) 496-5200 or antoniya_owens@gse.harvard.edu. For questions about your rights as a research participant, you may contact Harvard University Committee on the Use of Human Subjects in Research, 1414 Massachusetts Avenue, Cambridge, MA 02138, at (617) 495-2847 or cuhs@fas.harvard.edu.

Because the same survey is being used in multiple states, we use the term Common Core State Standards (CCSS) throughout the survey. **As you provide your responses, please bear in mind that your state may have a different name for the new standards,** such as those below:

Delaware: Delaware Common Core State Standards
Maryland: Maryland College and Career-Ready Standards
Massachusetts: 2011 Massachusetts Curriculum Frameworks
Nevada: Nevada Academic Content Standards in English Language Arts and Mathematics
New Mexico: New Mexico Common Core State Standards

MARKING INSTRUCTIONS

- Use a No. 2 pencil or blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the oval completely.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

CORRECT



INCORRECT



TABLE B2: Principal Survey

1. Please indicate your agreement with the conditions outlined on page 1.

- ☐ I agree to participate in this survey. The purpose and conditions of this research have been sufficiently explained.
☐ I do not agree with the conditions outlined above and will not participate in the survey.

The following questions focus on the progress and readiness of your school in terms of Common Core State Standards implementation.

2. To what extent has CCSS implementation required your teachers to change their instructional practices?

- ☐ Not at all ☐ Slightly ☐ Somewhat ☐ Quite a bit ☐ A tremendous amount

3. When did your school begin significant efforts related to the following aspects of CCSS implementation?

	School year 2012-13 or earlier	School year 2013-14	School year 2014-15	Planning to do this but have not started	Not planning to do this
Gap analysis between old and new standards for mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gap analysis between old and new standards for ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment of instructional materials for mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment of instructional materials for ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development for mathematics teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development for ELA teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Prior to this school year (2014-15), how prepared were the following aspects of your school for implementing the CCSS?

	Not at all prepared	Slightly prepared	Somewhat prepared	Quite prepared	Extremely prepared
Mathematics teachers' instructional practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA teachers' instructional practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics teachers' content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA teachers' content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics formative and interim assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA formative and interim assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. As of now, how prepared are the following aspects of your school for implementing the CCSS?

	Not at all prepared	Slightly prepared	Somewhat prepared	Quite prepared	Extremely prepared
Mathematics teachers' instructional practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA teachers' instructional practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics teachers' content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA teachers' content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics formative and interim assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA formative and interim assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions focus on your teachers' and your views about the Common Core State Standards and the professional development you have received related to CCSS implementation.

6. To what extent have teachers of different subjects at your school embraced the CCSS?

	Not embraced	Embraced a little	Somewhat embraced	Embraced quite a bit	Fully embraced
Mathematics teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers of other subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. In the long run, do you agree or disagree that the CCSS will have a positive effect on student learning?

- ☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly agree

8. How many total days have you spent in formal professional development on the CCSS this school year (2014-15)?

(Please add up the total number of hours, including partial days, and divide by 8 hours, the equivalent of a full day. Then round the total number of days to the nearest integer. Feel free to approximate.)

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 days or more

9. How many total days did you spend in formal professional development on the CCSS last school year (2013-14)?

(Please add up the total number of hours, including partial days, and divide by 8 hours, the equivalent of a full day. Then round the total number of days to the nearest integer. Feel free to approximate.)

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 days or more

10. How satisfied are you with the quality of the professional development you have received related to the CCSS?

- ☐ Not at all satisfied ☐ Slightly satisfied ☐ Somewhat satisfied ☐ Quite satisfied ☐ Extremely satisfied

11. To what extent do you feel prepared to identify CCSS-aligned instructional practices during classroom observations of your teachers?

- ☐ Not at all ☐ Slightly ☐ Somewhat ☐ Quite a bit ☐ A tremendous amount

The following questions focus on the capacity, resources and supports for your school related to Common Core State Standards implementation.

12. Which staff member at your school has been the primary leader of CCSS implementation for *mathematics*?

- ☐ There is no primary leader. ☐ Principal ☐ Department chair ☐ Lead teacher
☐ Assistant principal ☐ Instructional coach ☐ Other: _____

TABLE B2: Principal Survey

13. Please describe the level of involvement of the following staff member(s) at your school with CCSS implementation for mathematics.

	Not at all involved	Slightly involved	Somewhat involved	Quite involved	Extremely involved
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistant principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade-level/department teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Which staff member at your school has been the primary leader of CCSS implementation for English Language Arts?

☐ There is no primary leader. ☐ Principal ☐ Department chair ☐ Lead teacher

☐ Assistant principal ☐ Instructional coach ☐ Other: _____

15. Please describe the level of involvement of the following staff member(s) at your school with CCSS implementation for English Language Arts.

	Not at all involved	Slightly involved	Somewhat involved	Quite involved	Extremely involved
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistant principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade-level/department teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Please indicate your level of agreement with the following statements:

Our school's mathematics curriculum is well suited to help our students master the CCSS. ☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly agree

Our school's ELA curriculum is well suited to help our students master the CCSS. ☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly agree

17. Do all schools in your district at your grade level use the same curricula for the following subjects?

Mathematics ☐ Yes ☐ No ELA ☐ Yes ☐ No

18. In response to your state's adoption of the CCSS, have you taken any of the following actions?

a. Encouraged teachers to use collaborative time to work with their colleagues to prepare for the CCSS ☐ Yes ☐ No

b. Changed the way your school conducts classroom observations (including informal and formal observations of full or partial lessons) ☐ Yes ☐ No

c. Encouraged teachers to administer CCSS-aligned practice assessments ☐ Yes ☐ No

d. Encouraged teachers to analyze and discuss examples of students' work ☐ Yes ☐ No

Only answer Question 19, if you selected Yes on Question 18a

19. In a typical month this school year, approximately how much time do teachers have to collaborate in preparing for the CCSS?

☐ An hour or two ☐ A half-day ☐ 1 day ☐ 2-3 days ☐ 4 days or more

Only answer Questions 20 and 21, if you selected Yes on Question 18b

20. Approximately how many classroom observations will the average ELA or math teacher receive this school year that explicitly focus on CCSS-aligned instruction?

☐ 1-2 ☐ 3-4 ☐ 5-6 ☐ 7-9 ☐ 10 or more

21. Please tell us how your school's classroom observation process has changed as a result of CCSS? [Select ALL that apply.]

☐ Using a different rubric ☐ Providing post-observation feedback focused on aligning instruction to the CCSS

☐ Conducting more observations

☐ Referring teachers to training materials or opportunities

☐ Other: _____

22. How effective was the support you have received from your school district or charter school network in implementing the CCSS for each subject?

	Did not receive support	Ineffective	Somewhat ineffective	Neither effective nor ineffective	Somewhat effective	Very effective
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. How effective was the support you have received from your state department of education in implementing the CCSS for each subject?

	Did not receive support	Ineffective	Somewhat ineffective	Neither effective nor ineffective	Somewhat effective	Very effective
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. To what extent have you faced resistance to the CCSS from parents of students in your school?

☐ Not at all ☐ Slightly ☐ Somewhat ☐ Quite a bit ☐ A tremendous amount

25. How much effort have you put into building support for CCSS implementation among parents of students in your school?

☐ Not at all ☐ Slightly ☐ Somewhat ☐ Quite a bit ☐ A tremendous amount

TABLE B2: Principal Survey

26. Please describe any *partnerships with external organizations* that you have formed as part of CCSS implementation?

	Have you partnered with the following types of organizations?		How would you assess the quality of these partnerships?			
	Yes	No	Low	Medium	High	N/A
College or universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-profit organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commercial vendors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Which of the following options best describes the priority of CCSS implementation at your school?

☐ My top priority ☐ Among my top three priorities ☐ A priority, but below my top three priorities ☐ Not a priority

28. Schools in your state are simultaneously implementing the CCSS and a new teacher evaluation system. To what extent is the new teacher evaluation system aligned with the CCSS?

☐ Not at all ☐ Slightly ☐ Somewhat ☐ Quite a bit ☐ A tremendous amount

29. To what extent has the simultaneous implementation of the new teacher evaluation system made it easier or more difficult for your school to implement the CCSS?

☐ Much more difficult ☐ More difficult ☐ Neither easier nor more difficult ☐ Easier ☐ Much easier

30. When you think about all of the strategies you have used to implement the CCSS at your school, please rank the degree to which each strategy has helped you prepare your students to meet the standards this school year, ranging from 1 (most important) to 7 (least important).

Please mark rank clearly in box, example:

<input type="checkbox"/> Aligning instructional materials	<input type="checkbox"/> PARCC/Smarter Balanced practice assessments	<input type="checkbox"/> Classroom observations and feedback
<input type="checkbox"/> Formative and interim assessments	<input type="checkbox"/> Formal professional development	<input type="checkbox"/> Work with instructional coach(es)
<input type="checkbox"/>	<input type="checkbox"/> Collaborative work with colleagues, a team, or a professional learning community	

31. When you think about all of the obstacles you have faced in your implementation of the CCSS, please rank the challenges below from 1 (most challenging) to 5 (least challenging).

Please mark rank clearly in box, example:

<input type="checkbox"/> Insufficient/low-quality curricular materials and assessments	<input type="checkbox"/> Funding limitations
<input type="checkbox"/> Insufficient technology	<input type="checkbox"/> Limitations in teachers' content knowledge or instructional practices
	<input type="checkbox"/> Limitations in students' prior knowledge

The following questions focus on the **administration of the PARCC/Smarter Balanced assessments**.

32. In which of the following grades and subjects did students in your school participate in the field tests of PARCC/Smarter Balanced *last school year* (i.e. in the spring of 2014)? [Select ALL that apply.]

Grade 3 <input type="checkbox"/> Mathematics <input type="checkbox"/> ELA	Grade 5 <input type="checkbox"/> Mathematics <input type="checkbox"/> ELA	Grade 7 <input type="checkbox"/> Mathematics <input type="checkbox"/> ELA
Grade 4 <input type="checkbox"/> Mathematics <input type="checkbox"/> ELA	Grade 6 <input type="checkbox"/> Mathematics <input type="checkbox"/> ELA	Grade 8 <input type="checkbox"/> Mathematics <input type="checkbox"/> ELA

33. Will students in your school be taking the *computer-based* PARCC/Smarter Balanced assessments *this school year (2014-15)*? ☐ Yes ☐ No

34. To what extent do the following issues present a challenge to administering the computer-based PARCC/Smarter Balanced assessments at your school?

	I don't know	Too soon to tell	Not a Challenge	Minor Challenge	Major Challenge
Availability of sufficient numbers of computers with adequate processing speed and screen characteristics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of adequate internet access and bandwidth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of expertise to address technology problems that may arise during test administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. How many years have you served as the principal of *this* school?

☐ 1 ☐ 3 ☐ 5 ☐ 7 ☐ 9 ☐ 11 ☐ 13 ☐ 15 ☐ 17 ☐ 19
☐ 2 ☐ 4 ☐ 6 ☐ 8 ☐ 10 ☐ 12 ☐ 14 ☐ 16 ☐ 18 ☐ 20 years or more

36. How many *total* years have you served as the principal of *this* or *any other* school?

☐ 1 ☐ 3 ☐ 5 ☐ 7 ☐ 9 ☐ 11 ☐ 13 ☐ 15 ☐ 17 ☐ 19
☐ 2 ☐ 4 ☐ 6 ☐ 8 ☐ 10 ☐ 12 ☐ 14 ☐ 16 ☐ 18 ☐ 20 years or more

37. Please enter your name, date and email address in the spaces provided below. Please note that we will only use this information to send you your \$20 gift card.

Name (first and last):

Today's Date (mm/dd/yyyy):

Email address:

Appendix C

TABLE C1: Teacher Sample Sizes and Survey Response Rates

	Teachers in sample (<i>n</i>)	Teachers completing surveys (<i>n</i>)	Response rate
Delaware	297	252	85%
Massachusetts	321	292	91%
Maryland	447	399	89%
New Mexico	410	335	82%
Nevada	272	220	81%
Total	1747	1498	86%

TABLE C2: Principal Sample Sizes and Survey Response Rates

	Principals in sample (<i>n</i>)	Principals completing surveys (<i>n</i>)	Response rate
Delaware	23	23	100%
Massachusetts	28	28	100%
Maryland	37	34	92%
New Mexico	42	36	86%
Nevada	22	20	91%
Total	152	141	93%

Appendix D

TABLE D1: Teacher Survey

TO WHAT EXTENT WOULD YOU SAY THAT TEACHERS AT YOUR SCHOOL HAVE EMBRACED THE CCSS?						
	DE	MA	MD	NM	NV	Overall
Not embraced	1.6%	0.1%	0.9%	0.3%	2.3%	0.7%
Embraced a little	6.6%	4.0%	5.0%	6.5%	8.2%	5.2%
Somewhat embraced	24.2%	16.4%	26.5%	15.3%	22.7%	20.7%
Embraced quite a bit	40.2%	50.8%	44.1%	45.5%	32.9%	45.7%
Fully embraced	26.7%	28.4%	23.1%	32.4%	32.9%	27.4%
Skipped question	0.7%	0.2%	0.5%	0.0%	0.9%	0.3%
Number of teachers	225	253	348	295	219	1340
TO WHAT EXTENT WOULD YOU SAY THAT THE PRINCIPAL OF YOUR SCHOOL HAS EMBRACED THE CCSS?						
	DE	MA	MD	NM	NV	Overall
Not embraced	0.0%	0.9%	0.0%	0.0%	0.4%	0.4%
Embraced a little	4.4%	2.7%	1.3%	2.5%	1.4%	2.2%
Somewhat embraced	5.9%	6.9%	8.7%	6.9%	6.5%	7.5%
Embraced quite a bit	35.9%	28.2%	31.2%	33.5%	23.5%	30.1%
Fully embraced	50.6%	59.8%	57.1%	56.2%	67.8%	58.5%
Skipped question	3.2%	1.4%	1.8%	0.9%	0.4%	1.5%
Number of teachers	225	253	348	295	219	1340
TO WHAT EXTENT WOULD YOU SAY THAT DISTRICT ADMINISTRATORS HAVE EMBRACED THE CCSS?						
	DE	MA	MD	NM	NV	Overall
Not embraced	2.8%	0.0%	0.0%	0.2%	0.4%	0.2%
Embraced a little	1.9%	0.1%	0.8%	2.5%	2.0%	0.9%
Somewhat embraced	3.8%	5.6%	3.7%	7.1%	7.7%	5.2%
Embraced quite a bit	31.7%	35.9%	27.0%	32.6%	22.8%	31.1%
Fully embraced	56.4%	57.1%	66.4%	56.7%	65.4%	60.9%
Skipped question	3.4%	1.2%	2.2%	0.9%	1.7%	1.7%
Number of teachers	225	253	348	295	219	1340

TABLE D2: Teacher Survey

TO WHAT EXTENT DO YOU AGREE OR DISAGREE TEACHERS AT YOUR SCHOOL ARE EFFECTIVELY IMPLEMENTING THE CCSS?						
	DE	MA	MD	NM	NV	Overall
Strongly disagree	0.0%	0.0%	1.0%	0.2%	2.3%	0.6%
Disagree	8.6%	2.4%	6.2%	6.3%	7.7%	5.0%
Neither agree nor disagree	9.0%	13.1%	13.2%	14.3%	18.7%	13.5%
Agree	64.1%	66.4%	60.8%	52.8%	50.9%	61.1%
Strongly agree	18.2%	18.1%	18.5%	26.4%	20.4%	19.6%
Skipped question	0.0%	0.0%	0.3%	0.0%	0.0%	0.1%
Number of teachers	225	253	348	295	219	1340
TO WHAT EXTENT DO YOU AGREE OR DISAGREE YOUR PRINCIPAL IS EFFECTIVELY IMPLEMENTING THE CCSS?						
	DE	MA	MD	NM	NV	Overall
Strongly disagree	0.3%	1.1%	1.0%	0.3%	1.7%	1.0%
Disagree	5.8%	4.7%	4.4%	4.7%	5.1%	4.7%
Neither agree nor disagree	9.0%	17.3%	8.4%	9.4%	5.7%	11.7%
Agree	50.5%	48.6%	43.7%	41.3%	44.9%	45.6%
Strongly agree	34.3%	28.3%	42.5%	44.4%	42.4%	37.0%
Skipped question	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%
Number of teachers	225	253	348	295	219	1340
TO WHAT EXTENT DO YOU AGREE OR DISAGREE DISTRICT ADMINISTRATORS ARE EFFECTIVELY IMPLEMENTING THE CCSS?						
	DE	MA	MD	NM	NV	Overall
Strongly disagree	3.2%	1.7%	2.2%	2.8%	3.7%	2.2%
Disagree	10.2%	2.6%	4.2%	10.5%	5.5%	5.0%
Neither agree nor disagree	11.3%	19.1%	17.5%	20.0%	24.1%	18.6%
Agree	45.3%	53.5%	43.2%	40.6%	37.6%	46.3%
Strongly agree	29.9%	22.6%	32.2%	25.1%	27.2%	27.1%
Skipped question	0.0%	0.5%	0.6%	1.0%	1.9%	0.7%
Number of teachers	225	253	348	295	219	1340

TABLE D3: Principal Survey

TO WHAT EXTENT HAVE MATHEMATICS TEACHERS AT YOUR SCHOOL EMBRACED THE CCSS?						
	DE	MA	MD	NM	NV	Overall
Not embraced	0.0%	0.0%	0.0%	7.2%	0.0%	1.1%
Embraced a little	0.0%	2.8%	13.0%	0.0%	4.3%	5.9%
Somewhat embraced	40.5%	8.0%	32.7%	11.8%	28.9%	20.2%
Embraced quite a bit	40.5%	62.9%	39.1%	46.8%	59.8%	50.9%
Fully embraced	19.0%	26.3%	15.2%	34.3%	7.0%	22.0%
Skipped question	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Number of principals	22	24	31	30	19	126

TO WHAT EXTENT HAVE ELA TEACHERS AT YOUR SCHOOL EMBRACED THE CCSS?						
	DE	MA	MD	NM	NV	Overall
Not embraced	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Embraced a little	0.0%	0.0%	8.1%	11.6%	0.0%	4.5%
Somewhat embraced	14.9%	17.2%	30.3%	14.8%	18.6%	21.3%
Embraced quite a bit	55.9%	56.5%	41.8%	38.2%	53.9%	48.5%
Fully embraced	29.2%	26.3%	19.8%	35.4%	27.5%	25.6%
Skipped question	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Number of principals	22	24	31	30	19	126

TABLE D4: Principal Survey

IN THE LONG RUN, DO YOU AGREE OR DISAGREE THAT THE CCSS WILL HAVE A POSITIVE EFFECT ON STUDENT LEARNING?						
	DE	MA	MD	NM	NV	Overall
Strongly disagree	0.0%	0.0%	0.0%	3.6%	0.0%	0.5%
Disagree	8.0%	1.1%	7.9%	4.9%	0.0%	4.3%
Neither agree nor disagree	16.8%	38.3%	23.8%	15.3%	0.0%	26.3%
Agree	53.6%	42.3%	31.7%	59.8%	56.1%	42.7%
Strongly Agree	21.5%	18.3%	36.6%	16.4%	43.9%	26.2%
Skipped question	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Number of principals	22	24	31	30	19	126

TABLE D5: Teacher Survey

HOW WOULD YOU ASSESS YOUR OWN KNOWLEDGE OF THE CCSS FOR THE GRADE(S)/SUBJECT(S) YOU TEACH?						
	DE	MA	MD	NM	NV	Overall
No knowledge	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
A little knowledge	3.6%	0.0%	1.9%	1.9%	0.4%	1.2%
Some knowledge	17.4%	8.4%	18.8%	13.2%	15.9%	13.8%
Good knowledge	60.0%	76.5%	63.7%	64.4%	59.9%	68.1%
Excellent knowledge	18.6%	14.7%	15.1%	20.6%	23.2%	16.6%
Skipped question	0.4%	0.4%	0.5%	0.0%	0.7%	0.4%
Number of teachers	225	253	348	295	219	1340

TABLE D6: Teacher Survey

OVERALL, APPROXIMATELY WHAT PERCENTAGE OF YOUR INSTRUCTIONAL MATERIALS IN MATHEMATICS HAS CHANGED AS A RESULT OF THE CCSS?						
	DE	MA	MD	NM	NV	Overall
Almost none	13.5%	6.5%	4.0%	6.0%	5.3%	5.9%
About a quarter	9.3%	18.6%	5.9%	13.0%	5.8%	11.7%
About half	28.5%	29.4%	20.6%	19.0%	18.8%	23.8%
About three quarters	18.9%	19.3%	31.1%	28.9%	20.6%	25.0%
Almost all	28.5%	25.1%	37.6%	32.3%	47.7%	32.5%
Skipped question	1.3%	1.1%	0.8%	0.7%	1.9%	1.0%
Number of teachers	145	167	214	189	121	836
OVERALL, APPROXIMATELY WHAT PERCENTAGE OF YOUR INSTRUCTIONAL MATERIALS IN ELA HAS CHANGED AS A RESULT OF THE CCSS?						
	DE	MA	MD	NM	NV	Overall
Almost none	11.1%	19.3%	8.9%	11.4%	4.6%	12.6%
About a quarter	19.0%	21.6%	8.3%	17.2%	6.0%	14.7%
About half	24.4%	27.4%	27.3%	25.0%	17.6%	25.9%
About three quarters	24.1%	19.9%	28.9%	26.8%	22.2%	24.5%
Almost all	20.2%	11.1%	26.1%	18.5%	48.6%	21.5%
Skipped question	1.3%	0.6%	0.6%	1.1%	1.1%	0.8%
Number of teachers	150	173	228	202	160	913
GENERALLY SPEAKING, HOW MUCH OF YOUR CLASSROOM INSTRUCTION HAS CHANGED AS A RESULT OF THE CCSS?						
	DE	MA	MD	NM	NV	Overall
Almost none	6.0%	16.3%	5.5%	7.4%	7.4%	10.0%
About a quarter	13.2%	21.9%	7.7%	13.0%	4.8%	13.8%
About half	31.9%	29.3%	28.0%	28.0%	27.5%	28.6%
About three quarters	27.6%	20.4%	35.5%	27.3%	28.4%	27.7%
Almost all	20.4%	11.7%	23.0%	24.0%	30.6%	19.4%
Skipped question	0.9%	0.4%	0.3%	0.4%	1.3%	0.5%
Number of teachers	225	253	348	295	219	1340

TABLE D7: Teacher Survey

Percentage of teachers in each subject who indicated they have increased somewhat or quite a bit the following types of instruction:

MATHEMATICS						
SINCE THE ADOPTION OF THE NEW STANDARDS, TO WHAT EXTENT HAVE YOU CHANGED YOUR EMPHASIS ON CONCEPTUAL UNDERSTANDING IN MATH, HELPING STUDENTS LEARN THE MEANING BEHIND THE MATH?						
	DE	MA	MD	NM	NV	Overall
Increased somewhat or quite a bit	80%	76%	89%	74%	81%	81%
SINCE THE ADOPTION OF THE NEW STANDARDS, TO WHAT EXTENT HAVE YOU CHANGED THE TIME STUDENTS SPEND ON PROCEDURAL SKILL, HELPING STUDENTS QUICKLY AND ACCURATELY PERFORM OPERATIONS?						
	DE	MA	MD	NM	NV	Overall
Increased somewhat or quite a bit	55%	29%	43%	45%	39%	39%
SINCE THE ADOPTION OF THE NEW STANDARDS, TO WHAT EXTENT HAVE YOU CHANGED THE TIME STUDENTS SPEND ON APPLICATION, HELPING STUDENTS APPLY THEIR SKILLS AND KNOWLEDGE IN REAL-WORLD SITUATIONS?						
	DE	MA	MD	NM	NV	Overall
Increased somewhat or quite a bit	80%	72%	83%	76%	89%	78%
ENGLISH LANGUAGE ARTS						
SINCE ADOPTION OF THE CCSS, HAVE YOU CHANGED THE AMOUNT OF INFORMATIONAL TEXT/NONFICTION IN YOUR READING ASSIGNMENTS?						
	DE	MA	MD	NM	NV	Overall
Increased somewhat or quite a bit	82%	87%	86%	81%	84%	85%
SINCE ADOPTION OF CCSS, HAVE YOU CHANGED THE AMOUNT OF LITERATURE IN YOUR READING ASSIGNMENTS?						
	DE	MA	MD	NM	NV	Overall
Increased somewhat or quite a bit	35%	36%	41%	37%	37%	38%
SINCE ADOPTION OF CCSS, HAVE YOU CHANGED THE AMOUNT OF ASSIGNED WRITING IN WHICH STUDENTS ARE EXPECTED TO SUPPORT A POINT OF VIEW WITH REASONS AND SPECIFIC EVIDENCE OR WRITE INFORMATIVE/EXPLANATORY TEXTS TO CONVEY IDEAS AND INFORMATION CLEARLY?						
	DE	MA	MD	NM	NV	Overall
Increased somewhat or quite a bit	83%	87%	90%	81%	79%	86%
SINCE ADOPTION OF CCSS, HAVE YOU CHANGED THE AMOUNT OF STUDENT NARRATIVE WRITING, IN WHICH STUDENTS CONVEY REAL OR IMAGINED EXPERIENCES?						
	DE	MA	MD	NM	NV	Overall
Increased somewhat or quite a bit	38%	38%	48%	41%	35%	42%

Table D8: Teacher Survey

<i>HOW FREQUENTLY DO YOU USE THE FOLLOWING RESOURCES FOR INSTRUCTION IN ENGLISH LANGUAGE ARTS THIS SCHOOL YEAR (2014–2015)?</i>						
	DE	MA	MD	NM	NV	Overall
Lessons from before the CCSS	36%	51%	30%	50%	26%	40%
Materials developed by you or staff at your school	85%	74%	87%	81%	75%	80%
Materials developed by your district or charter school network	64%	40%	72%	41%	45%	53%
Materials developed by your state department of education	37%	22%	48%	32%	36%	35%
Materials developed by other states	26%	12%	27%	32%	49%	25%
Materials developed by external organizations (e.g. commercial publishers, nonprofits, etc.)	47%	40%	31%	61%	60%	43%
<i>HOW FREQUENTLY DO YOU USE THE FOLLOWING RESOURCES FOR INSTRUCTION IN MATHEMATICS THIS SCHOOL YEAR (2014–2015)?</i>						
	DE	MA	MD	NM	NV	Overall
Lessons from before the CCSS	49%	42%	27%	41%	28%	36%
Materials developed by you or staff at your school	72%	69%	80%	68%	61%	72%
Materials developed by your district or charter school network	52%	37%	72%	41%	33%	50%
Materials developed by your state department of education	31%	19%	44%	27%	36%	31%
Materials developed by other states	29%	25%	32%	29%	55%	30%
Materials developed by external organizations (e.g. commercial publishers, nonprofits, etc.)	42%	66%	36%	64%	59%	53%

Table D9: Teacher Survey

<i>HOW FREQUENTLY HAVE YOU USED EXAMPLE PROBLEMS FROM THE PARCC/SMARTER BALANCED PRACTICE ASSESSMENTS THIS SCHOOL YEAR?</i>						
	DE	MA	MD	NM	NV	Overall
Never	9.3%	16.9%	11.1%	3.9%	9.5%	12.0%
Less than once a month	26.3%	33.9%	29.2%	24.5%	24.1%	29.7%
Between 1 and 3 times a month	41.3%	29.1%	35.1%	39.7%	40.8%	34.3%
Between 1 and 3 times a week	16.8%	17.8%	18.7%	25.9%	16.9%	19.2%
Nearly every day	4.6%	1.9%	5.6%	5.2%	6.9%	4.2%
Skipped question	1.7%	0.4%	0.2%	0.7%	1.8%	0.6%
Number of teachers	225	253	348	295	219	1340
<i>HOW MANY TIMES HAVE YOUR STUDENTS USED A COMPUTER OR TABLET FOR TAKING PARCC/SMARTER BALANCED PRACTICE ASSESSMENTS THIS SCHOOL YEAR?</i>						
	DE	MA	MD	NM	NV	Overall
Never	29.5%	71.7%	32.2%	9.8%	11.1%	41.9%
Less than once a month	58.8%	16.0%	44.1%	44.8%	49.0%	34.9%
Between 1 and 3 times a month	7.6%	7.4%	16.9%	28.1%	27.8%	15.3%
Between 1 and 3 times a week	1.2%	4.5%	4.7%	15.4%	10.2%	6.4%
Nearly every day	2.2%	0.3%	1.3%	1.8%	1.9%	1.1%
Skipped question	0.6%	0.1%	0.8%	0.0%	0.0%	0.4%
Number of teachers	225	253	348	295	219	1340

Table D10: Teacher Survey

HOW PREPARED DO YOU FEEL TO TEACH STUDENTS WHAT THEY NEED TO KNOW TO SUCCEED ON THE NEW CCSS-ALIGNED ASSESSMENTS (PARCC/SBAC)?						
	DE	MA	MD	NM	NV	Overall
Not at all prepared	8.0%	5.1%	7.8%	5.5%	1.9%	6.0%
Slightly prepared	23.4%	18.7%	18.4%	18.3%	13.4%	18.4%
Somewhat prepared	47.2%	40.8%	42.5%	42.0%	41.5%	42.0%
Quite prepared	18.4%	32.2%	27.2%	30.0%	37.7%	29.8%
Extremely prepared	1.9%	2.5%	2.3%	3.9%	5.0%	2.8%
Skipped question	1.2%	0.8%	1.8%	0.4%	0.5%	1.1%
Number of teachers	225	253	348	295	219	1340

Table D11: Teacher/Principal Survey

HOW MANY TOTAL DAYS HAVE YOU SPENT IN FORMAL PROFESSIONAL DEVELOPMENT ON THE CCSS THIS SCHOOL YEAR (2014–2015)?						
	DE	MA	MD	NM	NV	Overall
Teachers						
This school year (2014–2015)	3.4	3.4	4.4	3.7	4.1	3.8
Last school year (2013–2014)	5	3.9	5	4.6	4.4	4.5
Principals						
This school year (2014–2015)	4.3	4.3	5.1	3.7	4.6	4.5
Last school year (2013–2014)	5.4	5.1	5.6	5.5	4.3	5.3

Note. Table shows the average number of reported days.

Table D12: Teacher Survey

HOW FREQUENTLY DID YOU ENGAGE IN THE FOLLOWING TYPES OF COLLABORATIVE WORK WITH COLLEAGUES, A TEAM, OR A PROFESSIONAL LEARNING COMMUNITY THIS SCHOOL YEAR?						
	DE	MA	MD	NM	NV	Overall
Understanding the Common Core shifts and standards	22.2%	15.5%	28.6%	25.1%	37.6%	23.6%
Aligning materials and assessments to the CCSS	32.8%	18.4%	35.1%	25.2%	42.3%	27.9%
Sharing effective instructional strategies for preparing students to meet the CCSS	36.0%	25.8%	44.7%	32.1%	53.0%	36.0%
Observing other teachers' lessons that model instruction aligned to the CCSS	5.5%	4.4%	7.2%	7.9%	14.2%	6.7%
Analyzing data (student work) to improve student mastery of the CCSS	25.2%	12.2%	24.9%	17.5%	33.0%	19.8%
One or more of these topics	45.2%	32.0%	56.0%	40.4%	59.7%	44.5%

Note. Table shows the percent of teachers who reported engaging in such work every week.

Table D13: Teacher Survey

WERE YOU OBSERVED IN THE CLASSROOM THIS SCHOOL YEAR, EITHER AS PART OF A FORMAL EVALUATION OR FOR COACHING OR PEER FEEDBACK?						
	DE	MA	MD	NM	NV	Overall
Yes	92.2%	88.7%	83.2%	98.8%	97.3%	89.1%
No	7.4%	11.3%	16.6%	1.1%	2.3%	10.8%
Skipped question	0.4%	0.0%	0.2%	0.1%	0.4%	0.1%
Number of teachers	225	253	348	295	219	1340
IN YOUR POST-OBSERVATION CONFERENCES, DID YOU RECEIVE EXPLICIT FEEDBACK ON THE DEGREE TO WHICH YOUR INSTRUCTION WAS ALIGNED TO THE CCSS?						
Yes	56.0%	39.0%	47.0%	56.0%	63.0%	47.0%
No	24.0%	31.0%	23.0%	33.0%	24.0%	27.0%
Was observed but did not have a post-observation conference	13.0%	18.0%	14.0%	10.0%	7.0%	14.0%
Was not observed	7.4%	11.3%	16.6%	1.1%	2.3%	10.8%
Skipped question	0.4%	0.0%	0.2%	0.4%	2.9%	0.4%
Number of teachers	225	253	348	295	219	1340

Table D14: Principal Survey

TO WHAT EXTENT HAVE YOU FACED RESISTANCE TO THE CCSS FROM PARENTS OF STUDENTS IN YOUR SCHOOL?						
	DE	MA	MD	NM	NV	Overall
Not at all	44.1%	24.8%	31.7%	48.8%	29.8%	32.1%
Slightly	45.5%	56.4%	13.6%	14.0%	64.2%	35.1%
Somewhat	10.4%	17.7%	36.5%	19.8%	5.9%	23.4%
Quite a bit	0.0%	0.0%	18.3%	10.3%	0.0%	7.9%
A tremendous amount	0.0%	0.0%	0.0%	7.2%	0.0%	1.1%
Skipped question	0.0%	1.1%	0.0%	0.0%	0.0%	0.4%
Number of principals	22	24	31	30	19	126
HOW MUCH EFFORT HAVE YOU PUT INTO BUILDING SUPPORT FOR CCSS IMPLEMENTATION AMONG PARENTS OF STUDENTS IN YOUR SCHOOL?						
Not at all	2.5%	10.1%	2.0%	9.9%	0.0%	6.2%
Slightly	26.6%	48.7%	12.9%	7.8%	15.6%	26.9%
Somewhat	51.8%	39.6%	34.0%	67.4%	45.0%	42.8%
Quite a bit	15.4%	1.6%	40.8%	14.9%	39.4%	20.3%
A tremendous amount	3.7%	0.0%	6.4%	0.0%	0.0%	2.4%
Skipped question	0.0%	0.0%	3.9%	0.0%	0.0%	1.4%
Number of principals	22	24	31	30	19	126

Appendix E: Technical Appendix

I. Sampling Design

We stratified all schools serving Grades 4–8 in each state based on the percentage of students eligible for the federal free and reduced-price lunch program, students' average math achievement in 2014, and indicators of each school's rural, suburban, or urban location (Tipton, 2013). The number of teachers sampled from each stratum was proportional to the share of the state's math and ELA teachers in Grades 4–8 in each stratum. We chose the number of schools to sample from each stratum based on the average estimated number of teachers per school (rounded to the nearest integer, with a minimum of 1). Within a stratum, we selected schools with probability proportional to size (PPS) using a random number generator, with size being the estimated number of teachers in tested grades and subjects.

Because cluster analysis is sensitive to the choice of schools used to “seed” the clusters, we started by choosing 500 different sets of initial seeds. For each set of seeds, we simulated 100 samples using our PPS sampling method. For each of these samples, we calculated the squared distance of the sample average to the actual population average of the clustering variables using Gower's distance formula (Tipton, 2013). We chose the seed schools with the lowest average distance to the population means.

We performed a separate cluster analysis within each state. In Massachusetts, we clustered schools that administered PARCC in 2014–2015 separately from those that administered MCAS. Overall, we used 10 clusters per state in Nevada, New Mexico, Maryland, Delaware, and Massachusetts's PARCC-taking schools, with a target sample of schools employing 340 teachers in each state. For the MCAS schools in Massachusetts, we created four clusters and chose one school in each, as we only planned to include these schools in the descriptive survey analyses and not in analyses of the associations between CCSS implementation and PARCC/SBAC test scores.

II. Weighting

Because we used PPS and then surveyed every math and ELA teacher in the selected schools, teachers in different schools had unequal probabilities of selection. (An individual teacher in a large school had a higher probability of being sampled.) As a result, we used sampling weights to estimate the population distribution of teacher responses in the five states.

We had a target sample of 340 teachers in each state. The sampling weights for teachers and principals were calculated as follows:

$$w_{jis} = \frac{1}{\hat{p}_i}$$

$$\hat{p}_{is} = \frac{e_i n_s}{E_s}$$

$$n_s = \frac{\frac{340 * E_s}{\sum_{s=1}^S E_s}}{\frac{E_s}{N_s}} = \frac{340 * N_s}{\sum_{s=1}^S E_s}$$

In the equations above, the j subscript refers to teacher (or principal), the i subscript refers to school, the s subscript refers to stratum, and S is the total number of strata in the state. In addition, e_i is the estimated number of teachers in the tested grades and subjects in the school (based on data on school size and other data provided to us by the state agencies at the time of randomization), n_s refers to the number of schools selected in the stratum, and E_s represents the total number of teachers in the stratum.

In some states, the estimated number of teachers proved to be inaccurate. (For instance, the estimated number of teachers in tested grades and subjects provided to us for Massachusetts was far higher than the actual in most schools.) As a result, to generate the final weights for teachers, we post-multiplied the sampling weights by the ratio of actual to estimated teachers in the schools we surveyed. To generate the final weights for principals, we post-multiplied by the ratio of actual number of principals in the state (from administrative data) by the sample estimate of the number of principals in the state.

We also collected data in an auxiliary sample of schools that the state agencies believed to be “high implementers” of the CCSS. We did not use the survey

responses from these schools when describing the population distribution in the five states, since they were not part of the random sample. We did use the “high implementing” sample in Section III, however, in order to test whether the schools with high levels of teacher supports performed better. In no state did the number of “high implementing” schools represent more than 15 percent of the sample.

III. Creation of Survey Composite Indices

Because the teacher and principal survey instruments collectively contain nearly 100 items, we reduced the dimensionality by creating composite indices. To create the composite indices, we first conducted a principal component analysis (PCA) on multiple survey items. We restricted the variables included in the PCA to a more parsimonious set that directly captured either attitudes towards the CCSS or implementation of specific and replicable strategies. Given the combination of continuous, binary, and ordinal items, we used a correlation matrix where each correlation was calculated using the most appropriate method (i.e., polychoric correlation between ordinal or binary items, Pearson between continuous items, and polyserial between ordinal or binary and continuous items). We applied an oblique promax rotation, from which we created eight initial components by assigning items to the components where they had the highest absolute value loading. We made some additional modifications to the components, adding or removing survey items when there was a strong theoretical justification for doing so. Overall, we derived 12 components for which we analyzed associations with students’ performance on PARCC and SBAC. Table 5 in Section III provides the complete list of these indices and their constituent survey items.

For the items that were on a 5-point Likert scale, we assigned a value of 1 through 5 to each response. For items that were on continuous scales (such as days of professional development), we used the reported value. For items that required respondents to choose one of multiple ranges, we used the midpoint of each range (e.g., “2–3 days” became 2.5). We standardized each item to have a mean of 0 and a standard deviation of 1 across all teachers. We took the average response on each item within each school, and then took the average across all items in each index within each school. Finally, we re-standardized these index scores across schools.

IV. Model Specification

The analyses described in Section III of this report are estimated using the following student-level equation:

$$a_{i,k,t} = \alpha A_{i,t-1} + \beta S_{i,t} + \delta P_{k,t} + \gamma T_{k,t} + \rho E_{i,t} + \zeta C_{s,t} + v_{i,k,t} \text{ where } v_{i,k,t} = \mu_k + \theta_{k,t} + \varepsilon_{i,k,t}$$

where the outcome of interest, $a_{i,k,t}$ is the standardized test score for student i taught by teacher k during school year t . The remaining terms in the equation are defined below:

- ➔ $A_{i,t-1}$ (a vector of each student’s prior achievement) includes:
 - $a_{i,t-1}$, student i ’s test score in the same subject (e.g., math when predicting math) from the previous school year, $t-1$
 - the square and cube of $a_{i,t-1}$
 - the interaction of $a_{i,t-1}$ with a series of six indicator variables that show student i ’s grade level in the prior school year, $t-1$
 - $a'_{i,t-1}$, student i ’s test score in the other subject (e.g., reading when predicting math) from the previous school year, $t-1$. If a student was missing $a'_{i,t-1}$ then we imputed it with a value of 0 (the average)
 - an indicator of whether $a'_{i,t-1}$ was imputed
 - an indicator of whether student i participated in PARCC or SBAC field tests in the previous school year, $t-1$ (field testing occurred during the 2013–2014 school year)
 - an indicator of whether student i took the current year’s test using a computer-based or paper administration
- ➔ $S_{i,t}$ includes:
 - an indicator for student i ’s gender
 - a set of seven mutually exclusive indicators of student i ’s racial or ethnic category (Black, Asian, Hispanic, Native American, White, other, and multiple)
 - an indicator for whether student i was eligible for free or reduced-price lunch in school year t
 - an indicator for whether student i was classified as an English language learner or as limited English proficient in school year t
 - an indicator for whether student i had an individualized education program in school year t

- an indicator for whether student i was retained in grade (i.e., was at the same grade level in school years $t-1$ and t)
 - an indicator for whether student i was new to their school in school year t (i.e., was not at the same school in school year $t-1$)
 - an indicator for whether student i took a supplemental class in the same subject during school year t (e.g., a catch-up math class for math)
- ➔ $P_{i,t}$ includes:
- the average and standard deviation of $a_{i,t-1}$ and $a'_{i,t-1}$ for all students in student i 's class
 - the total number of students in student i 's class
 - the percentage of students in student i 's class who participated in PARCC or SBAC field tests in the previous school year $t-1$ (field testing occurred during the 2013–2014 school year)
 - percentage of student i 's class that is male
 - percentage of student i 's class that belongs to each of the seven racial or ethnic categories
 - percentage of student i 's class eligible for free or reduced-price lunch in school year t
 - percentage of student i 's class that was classified as English language learner or limited English proficient in school year t
 - percentage of student i 's class that had an individualized education program in school year t
 - percentage of student i 's class that was retained in grade in school year t
 - percentage of student i 's class that was new to the school in school year t
- ➔ $T_{k,t}$ includes:
- $\hat{\mu}_{k,t-1}$, teacher k 's effectiveness estimate from the prior school year $t-1$. If a teacher's effectiveness could not be estimated in the prior year (e.g., teacher k was not present last year, taught a different subject, or taught too few students), then we imputed $\hat{\mu}_{k,t-1}$ to the average value (0)
 - an indicator for whether or not $\hat{\mu}_{k,t-1}$ was imputed
- ➔ $E_{i,t}$ includes:
- an indicator for which state student i was enrolled in
 - an indicator for student i 's grade in school year t

- ➔ $C_{s,t}$ is the component score or other school-level implementation measure, capturing one or more CCSS implementation strategies at student i 's school, s , in school year t .
- The coefficient on $C_{s,t}$, ζ , is the outcome of interest, reported in Section III

As noted above, we estimated the equation one component at a time.

When estimating teacher effects in Section IV, we used a similar specification, excluding $T_{k,t}$ and $C_{s,t}$, and estimated random effects for each teacher. In middle school grades, we also included random effects for the specific course section.

V. Sample Exclusions

Our sample of students was limited to records where all of the following were true:

- ➔ Both end-of-year and prior year scores in the same subject, $a_{i,k,t}$ and $a_{i,t-1}$, were not missing
- ➔ All of $S_{i,t}$ was not missing
- ➔ Student i can be linked to one core teacher k from whom the student received instruction in the subject
 - The vast majority of students were taught by only one teacher in one class for a given subject
 - If student i was in multiple classes with teacher k , the one where student i spent more of their time was assigned; if there was a tie, or time in class could not be determined, one class was chosen at random
 - If student i was taught by multiple teachers, but only one of them was teaching a core class (e.g., student i was taking both fifth-grade math and supplemental arithmetic), student i was assigned to the teacher of the core class
 - If student i was taught by multiple teachers in multiple core classes, then student i was excluded
- ➔ The class to which student i was assigned contained at least five but no more than 40 students; records with class sizes outside of these limits were generally indicative of misidentified class codes and accounted for approximately 1% of students.

VI. Estimation

When estimating the relationship between student achievement and the component indices, we used OLS estimation, with standard errors that allowed for clustering within schools. When estimating teacher effects, we used hierarchical linear modeling (HLM) with nested random effects for teachers and for different course sections taught by the same teacher (μ_k and $\theta_{j,k,t}$). We estimated teacher random effects, $\hat{\mu}_k$, using empirical Bayes methods. These empirical Bayes estimates are the “shrunk” estimates of teacher effects (Raudenbush & Bryk, 2002). We used shrunk estimates of teacher effects in 2013–2014 as a control for teachers’ prior effectiveness.

References

- Ansel, D. (2015). *A comparison of the MCAS and PARCC assessment systems*. Boston, MA: Executive Office of Education. Retrieved from www.mass.gov/edu/docs/eoe/comparison-mcas-parcc.pdf
- Carmichael, S. B., Martino, G., Porter-Magee, K., & Wilson, W. S. (2010). *The state of state standards—and the Common Core—in 2010*. Washington, DC: Thomas B. Fordham Institute.
- Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2006). Teacher–student matching and the assessment of teacher effectiveness. *The Journal of Human Resources*, 41(4), 778–820.
- Dingman, S., Teuscher, D., Newton, J., & Kasmer, L. (2013). Common mathematics standards in the United States: A comparison of K–8 state and Common Core standards. *The Elementary School Journal*, 113(4), 541–564.
- EdReports.org. (2015). *Go Math*. Retrieved January 12, 2016, from <http://www.edreports.org/reports/series/math-a.html>
- Faxon-Mills, S., Hamilton, L. S., Rudnick, M., & Stetcher, B. M. (2013). *New assessments, better instruction? Designing assessment systems to promote instructional improvement*. Santa Monica, CA: RAND Corporation. Retrieved from http://www.rand.org/pubs/research_reports/RR354
- Harris, D. N., & Sass, T. R. (2006). *Value-added models and the measurement of teacher quality*. Unpublished manuscript, Tallahassee, Florida State University.
- Jacob, B. (2007). The challenges of staffing urban schools with effective teachers. *The Future of Children*, 17(1), 129–154.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English Language Arts & Literacy: Key shifts in English language arts*. Retrieved January 6, 2016, from <http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>
- New Teacher Center. (n.d.). *Teaching, Empowering, Leading and Learning (TELL) Survey* [Measurement instrument]. Retrieved from <http://www.newteachercenter.org/teaching-empowering-leading-and-learning-tell-survey>
- Papay, J., Taylor, E., Tyler, J., & Laski, M. (2015, July). Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance data [Working Paper]. Providence, RI: Brown University.
- Partnership for Assessment of Readiness for College or Careers. (n.d.). Grade 5 mathematics performance based assessment practice test. Retrieved January 15, 2016, from http://parcc.pearson.com/resources/Practice_Tests/Grade_5/Math/PC194837-001_5MathOPTB_PT.pdf
- Raudenbush, S. W., & Bryk, A. S. (2002). *Hierarchical linear models: Applications and data analysis methods* (2nd ed.). Woburn, MA: Sage.
- Rivkin, S. G., Hanushek, E. A., & Kain, J. (2005). Teachers, schools and academic achievement. *Econometrica*, 73(2), 417–458.
- Staiger, D. O., & Rockoff, J. E. (2010). Searching for effective teachers with imperfect information. *Journal of Economic Perspectives*, 24(3), 97–118.
- Taylor, E., & Tyler, J. (2012). The effect of evaluation on teacher performance. *American Economic Review*, 102(7), 3628–3651.
- Tipton, E. (2013). Stratified sampling using cluster analysis: A sample selection strategy for improved generalizations from experiments. *Evaluation Review*, 37(2), 109–139. <http://dx.doi.org/10.1177/0193841X13516324>

Mathematics Curriculum Effects on Student Achievement in California

Cory Koedel
Diyi Li
Morgan S. Polikoff
Tenice Hardaway
Stephani L. Wrabel

September 2016

We estimate relative achievement effects of the four most commonly adopted elementary-mathematics textbooks in the fall of 2008 and fall of 2009 in California. Our findings indicate that one book, Houghton Mifflin's *California Math*, is more effective than the other three, raising student achievement by 0.05-0.08 student-level standard deviations of the grade-3 state standardized math test. We also estimate positive effects of *California Math* relative to the other textbooks in higher elementary grades. The differential effect of *California Math* is educationally meaningful, particularly given that it is a schoolwide effect and can be had at what is effectively zero marginal cost.

Acknowledgement

This study is based upon work supported by the National Science Foundation under Grant No. 1445654 and the Smith Richardson Foundation. Any opinions, findings, and conclusions or recommendations expressed in this study are those of the author(s) and do not necessarily reflect the views of the funders.

1. Introduction

Several recent experimental and quasi-experimental studies point toward differences in curriculum materials having educationally meaningful effects on student achievement (Agodini et al, 2010; Bhatt and Koedel, 2012; Bhatt, Koedel and Lehmann, 2013). Chingos and Whitehurst (2012) argue that relative to other potential educational interventions – and in particular human resource interventions – making better-informed decisions about curriculum materials represents an easy, inexpensive and quick way to raise student achievement. However, the extent to which educational administrators can improve achievement by selecting better curriculum materials is hampered by a general lack of information about the content, quality, and efficacy of various materials. Given the wide variety of curriculum materials from which decision makers can choose, and the wide variety of implementation contexts (e.g., high/low poverty schools, states with different curricular goals and assessments, etc.), the handful of available efficacy studies is far from sufficient to inform those charged with selecting curriculum materials on behalf of students.

We contribute to the sparse literature on curricular efficacy by leveraging unique school-level data on textbook adoptions to estimate the relative effects on student achievement of four commonly-used elementary mathematics textbooks in California (we refer to curriculum materials as “curricula” and “textbooks” interchangeably throughout our study). Textbook adoptions are reported by individual schools as a requirement of the 2004 *Eliezer Williams et al. vs. State of California et al.* court ruling and resulting legislation. The plaintiff in the case argued that low-income students do not have access to the same high-quality resources available to their higher-income peers. As a result of the *Williams* ruling, each school in the state is required to report on the presence of various educational resources, including textbooks. These data are kept in School Accountability Report Cards (SARCs) as PDF files available online from the California Department of Education (CDE).

We manually collect textbook data from schools' SARC data and merge textbook adoptions with a longitudinal data file containing information about school achievement and characteristics. We use the merged file to perform a quasi-experimental evaluation of curriculum effects on grade-3 state standardized assessments. Our results indicate that one elementary mathematics textbook – *California Math* published by Houghton Mifflin – outperformed the other three popular textbooks during the period we study. Specifically, we estimate that *California Math* increased student test scores by 0.05 to 0.08 student-level standard deviations on the grade-3 test relative to the alternatives. We extend our analysis into grades 4 and 5 and find that *California Math* increased math achievement in these grades as well, particularly in grade-5.

The differential curriculum effects that we document in California are on the lower end of the range of estimates reported in similar recent studies, which have been between 0.08 and 0.17 student-level standard deviations (Agodini et al., 2010; Bhatt and Koedel, 2012; Bhatt, Koedel, and Lehmann, 2013). That said, the effect of *California Math* is still educationally meaningful, particularly given the scope of the intervention and low cost of implementation. With regard to scope, curriculum effects apply on average across entire cohorts of students in schools. With regard to cost, as noted by Bhatt and Koedel (2012) and Chingos and Whitehurst (2012), the marginal cost of choosing one textbook over another is so small that it is effectively zero.¹

The fact that estimated differences in curriculum effects in California are smaller than in the handful of locales where other, similar evaluations have been conducted is interesting and worthy of further exploration. This could be due to differences in the curricula studied, evaluation contexts (including the assessments used to gauge impact), or simply sampling variability. Ideally, our efficacy

¹ We do not know the list price of the textbooks used in this study, but available research indicates that most textbooks adopted by a state are approximately the same unit cost. The elementary mathematics books in Boser et al. (2015) cost an average of \$34 per pupil, or approximately 0.32% of per-pupil spending (the true per-pupil expenditure is even lower because textbooks are used for multiple years).

estimates could be compared to a much larger set of similar estimates for the same and different curricula, and in similar and different evaluation contexts, to gain further insight into this finding. However, given that so few states collect textbook adoption data, and correspondingly there are so few studies of curricular efficacy, we can do little more than speculate as to the source of the differential results. Our inability to contextualize our findings within a larger literature – which essentially does not exist – highlights the frustrating lack of information nationally about the effectiveness of different sets of curriculum materials.

2. Background & Data

California has what is best described as a partially centralized curriculum adoption process. The important centralized feature is that the state initiates the process for a particular subject in a particular year by assembling a list of “state approved” curriculum materials. This list then goes out to districts, but it is advisory only. Districts can choose any curriculum materials they would like – on list or off – or they can choose not to adopt curriculum materials at all. Like other states with partially centralized adoption processes, districts in California adopt new curriculum materials in each subject on roughly the same schedule – in math, California districts have recently adopted new textbooks on a six-year cycle (2008-09 to 2014-15), though again districts can choose when and whether to adopt. This cycle length is typical of other states. Districts are all prompted to move together by the state’s initiation of the adoption process, so the large majority of districts make adoption decisions in the years immediately following the state adoption.

We focus our analysis on elementary mathematics textbooks adopted in California schools in either fall-2008 or fall-2009. Our curriculum materials data, which we collected manually from schools’ 2013 SARCs, include information on textbooks from this adoption cycle that were still in use in 2013 in most schools (only a small fraction of schools adopted a new textbook after fall-2009 and before the publication of the 2013 SARCs, which we drop – see details below). The textbook adoption we

study was intended for fall-2008 and the state-approved list was released in November of 2007, but based on data collected from individual schools' SARCs it appears that many schools and districts delayed the adoption one year. Thus, we refer to the adoption as occurring in 2009/2010 (for presentational convenience we refer to school years by the spring year throughout our study – e.g., “2009” for “2008-09”).

We merge information on schools' curriculum adoptions from their SARCs with a longitudinal database containing school and district characteristics and achievement outcomes covering the school years 2003 to 2013, constructed based on publicly-available data from the CDE. We supplement the CDE data with data from the United States Census on the median household income and education level in the local-area for each school, which we link at the zip-code level. Achievement effects are estimated using school-average test scores on state standardized math assessments.² We focus most of the evaluation on grade-3 achievement, which aligns our study with previous related work focusing on early primary grades (Agodini et al., 2010; Bhatt and Koedel, 2012; Bhatt, Koedel and Lehmann, 2013), but also extend our analysis to examine curriculum effects on test scores in grades 4 and 5.

Appendix Table A.1 provides details about the construction of our analytic sample starting with the universe of elementary schools in California. There are several notable attrition points from the sample. First, although California provides a SARC template for schools, which some follow, the quality of information about curriculum materials reported on the SARCs varies greatly. Curriculum materials information was either not reported (perhaps because no book was used in some cases), or reported in such a way that the actual textbook used is indeterminate, for 20.8 percent of elementary

² Access to student-level test scores would offer little additional value for our evaluation because the curriculum-adoption data are at the school level, making schools the smallest feasible units of analysis. It is also unlikely that student-level data on test scores and curriculum exposure (we are not aware of the latter existing anywhere in the United States), even if available, would meaningfully improve inference from our evaluation because very few schools report using more than one set of curriculum materials in the same grade, which implies limited treatment variability within schools that could be exploited with student-level data (these schools are a small subsample of “non-uniform” adopters reported in Appendix Table A.1)

schools in the state. As an example of an indeterminate report, a district might only list a publisher's name for a publisher that produced more than one state-approved textbook (e.g., list "Houghton Mifflin", which published both Houghton Mifflin *Harcourt California HSP Math* and Houghton Mifflin *California Math*). In such a case, if no other information is provided, the actual textbook cannot be determined. We drop all schools from the sample that report no textbook information or indeterminate information.

A second notable reason schools were removed from the analytic sample is that they report a curriculum adoption year other than 2008 or 2009 on the 2013 SARC. Appendix Table A.1 shows that this applies to approximately 15.9 percent of schools. Schools may have delayed adoptions beyond 2009 for a variety of reasons, including budgetary issues or a lack of need. As an example of the latter, a school may have adopted off-cycle in a recent year prior to 2009/2010, and thus may not have needed to adopt new materials on the standard timeline.

A third significant source of attrition from our dataset, conditional on schools adopting textbooks in 2008 or 2009 and reporting identifiable materials, is that we drop approximately 8 percent of schools that either (a) explicitly indicate using more than one textbook in grades 1-3, or (b) indicate using more than one textbook in the school, and where the SARC was ambiguous about which curriculum materials were used in which grades. The reason for this restriction is that we focus primarily on estimating achievement effects on grade-3 mathematics tests. Schools that use more than one textbook in grades 1-3 have mixed treatments. While in principle these schools could be used to examine mixed-treatment effects, in practice there are too few observations for an effective analysis along these lines, so we simply drop them from the analytic sample.³

³ When we extend our analysis to grades 4 and 5 later on, we also extend the restriction of constant materials usage to grades 4-5. Most schools that used constant materials in grades 1-3 also used the same materials in grades 4-5, but there is a small amount of sample attrition owing to this issue when we examine the later grades.

After imposing these data restrictions, plus a few other minor restrictions detailed in Appendix Table A.1, we are left with a sample of just over half of the schools in California. These schools clearly report which curriculum materials they use, and use the same materials in grades 1-3. Among them, 78 percent adopted one of these four textbooks: *enVision Math California* published by Pearson Scott Foresman, *California Math* published by Houghton Mifflin, *California Mathematics: Concepts, Skills, and Problem Solving* published by McGraw-Hill, and *California HSP Math* published by Houghton Mifflin Harcourt. We focus our evaluation on these textbooks and the schools that adopted them. In total, this group initially included 2,281 California schools spread across 311 districts; however, after our analysis began we also dropped data from the Los Angeles Unified School District (LAUSD) and Long Beach Unified School District (LBUSD). Both districts are much larger than all other districts in the state, which created comparability problems in our evaluation. After dropping LAUSD and LBUSD schools, our final analytic dataset includes 1,878 California schools in 309 districts.

Table 1 provides descriptive characteristics and sample sizes for all California schools in our initial universe and schools that were retained in our final analytic sample. We also report separate statistics for schools that adopted each of the four focal curricula. The initial universe of schools in column 1 includes all schools in the CDE data for which at least one grade-3 test score is available during the years 2009-2013, school characteristics are available for either 2007 or 2008, and the highest grade is 8 or lower.⁴ The table shows that schools in our analytic sample are negatively selected relative to all schools in the state, but not substantially. Within our analytic sample, adopters of *California Math* are similar to, although somewhat more advantaged than, adopters of the other curricula. However, there is substantial distributional overlap in pre-adoption achievement and other school characteristics

⁴ Prior to merging in the curriculum data and performing our analysis centered on when actual adoptions occurred, these conditions are the minimal conditions for inclusion into our analytic sample. For example, no school without a test score from 2009 or later can be included in our study because test scores from 2009 and later are the outcomes by which we evaluate curricular efficacy.

between *California Math* adopters and the comparison schools, which facilitates our analysis as outlined below. This overlap is illustrated in Appendix Figure B.1.

3. Focal Textbooks

As noted above, the textbooks we study were adopted in either fall-2008 or fall-2009 (the state refers to these textbooks as being a part of the 2007 adoption cycle – see California Department of Education, 2009). The adoption was to select books aligned with the state’s 1997 mathematics content standards and 2005 mathematics framework. The multi-step adoption process, which is described in detail in the adoption report (California Department of Education, 2009), included 14 content experts (university professors) and 141 instructional materials experts (k-12 educators) divided into 26 panels. The chosen books were required to meet criteria in five categories: Mathematics content/alignment, program organization, assessment, universal access, and instructional planning and support. The final selections passed through a public comment period and were approved by the State Board of Education in winter-2007.

There were ten textbooks for grades K-3 that were approved. We study four of these books, which we chose because they were the most popular. In addition to their popularity making these books the most policy-relevant ones to study, it also affords sufficient sample sizes to support our empirical evaluation. In this section, we briefly describe the four books, drawing on available data from the What Works Clearinghouse, the state adoption report, and available web materials. All of the textbooks we study are the California editions of their respective book series. Because some of the information available online describes the national or Common Core versions of these series, we cannot always be confident that it applies to the California versions we study. We are hampered in our descriptions by the fact that there is little or no publicly available information about the differences between state-specific and national versions of textbooks.

Pearson Scott Foresman's *enVision Math California* is an early edition of the *enVision* series that is still marketed and sold by Pearson as Common Core and Texas editions. According to the WWC, *enVision* aims to help students develop an understanding of mathematics concepts through problem-based instruction, small-group interaction, and visual learning, with a focus on reasoning and modeling. Each lesson is intended to include small-group problem solving. The book's lead author, Randall Charles, was a coauthor of the National Council of Teachers of Mathematics' Focal Points, widely considered a reform-oriented mathematics document. Despite its seemingly reform-oriented description, analyses of other editions of *enVision* (the Common Core and Florida grade-4 versions) found them to be typical in terms of their cognitive demand coverage and far below the level of cognitive demand emphasized in the standards (Polikoff, 2015). The California state adoption report indicates that this curriculum met all five evaluative criteria.

We have far less information about the other three textbooks. The California state adoption report indicates that all three meet the five evaluative criteria (California Department of Education, 2009). Houghton Mifflin's *California Math* and Harcourt's *California HSP Math* are both updated versions of textbooks previously adopted by the state in the 2001 adoption, while McGraw-Hill's *California Mathematics* was not adopted previously by the state. Other than this, we were unable to find information about the Houghton Mifflin and Harcourt books. McGraw-Hill's *California Mathematics* has an evaluation report (Papa & Brown, 2007) that describes the book as including both conceptual understanding and guided practice and argues that it aligns with what is known about effective mathematics instruction. McGraw-Hill does not appear to have published any books in this series since 2009. In the conclusion we return to the challenge of characterizing these textbooks, and correspondingly, in interpreting our results based on student achievement in terms of their content and form.

4. Empirical Strategy

4.1 Methodological Overview

We estimate the achievement effects of *California Math* relative to a composite alternative of the three other focal curricula using three related empirical strategies: (a) kernel matching, (b) common-support-restricted ordinary least squares (restricted OLS), and (3) “remnant”-based residualized matching. The unit of analysis in our study is the school, but we cluster our standard errors at the district level to reflect data dependence within districts across schools, including along the dimension of curriculum adoptions. We describe our methods within the context of our evaluation of grade-3 test scores. The methods carry over directly when we extend our analysis to study test scores in grades 4 and 5, as we discuss briefly when we present those results below.

4.1.1 Matching

Our matching estimators follow Bhatt and Koedel (2012) and draw on the larger matching literature to identify the approach best-suited to our data (Caliendo and Kopeinig, 2008; Frölich, 2004). The key to identification is the conditional independence assumption (CIA). The CIA requires potential outcomes to be independent of curriculum choice conditional on observable information. Denoting potential outcomes by $\{Y_0, Y_1\}$, curriculum treatments by $D \in \{0, 1\}$, and X as a vector of (pre-treatment) observable school, district and local-area characteristics, the CIA can be written as:

$$Y_0, Y_1 \perp D \mid X \tag{1}$$

Conditional independence will not be satisfied if there is unobserved information that influences both treatments and outcomes. For example, if districts have access to information that is unobserved to the researcher, Z , such that $P(D=1 \mid X, Z) \neq P(D=1 \mid X)$, and the additional information in Z influences outcomes, matching estimates will be biased. We discuss the plausibility of the CIA in our context and provide evidence consistent with it being satisfied below.

We match schools using propensity scores (Rosenbaum and Rubin, 1983; Lechner, 2002). The

propensity score model predicts whether each school adopted *California Math* as a function of a variety of school, district and local-area characteristics. Specified as a probit, our propensity score model is as follows:

$$T_{sd} = \mathbf{X}_s \boldsymbol{\beta}_1 + \mathbf{X}_d \boldsymbol{\beta}_2 + \varepsilon_{sd} \quad (2)$$

In Equation (2), T_{sd} is an indicator variable equal to one if school s in district d adopted *California Math* and zero if it adopted one of the other focal curricula. \mathbf{X}_s and \mathbf{X}_d are vectors of school and district covariates, respectively, that include the variables listed in Table 1. For schools, \mathbf{X}_s includes pre-adoption student achievement in math and reading, the share of students by race, gender, language fluency and economic disadvantage, school enrollment (cubic), and whether the school adopted new materials in 2008 or 2009. The vector \mathbf{X}_s also includes the log of median household income and the share of individuals over age-25 without a high school degree in the local area – these data are taken from the 2013 American Community Survey 5-year average (from the U.S. Census) and merged to schools at the zip-code level.⁵ The vector \mathbf{X}_d includes district level pre-adoption achievement in math and reading, and enrollment (cubic).⁶

With the estimated propensity scores from equation (2) in hand, we estimate the average treatment effect (ATE) of adopting *California Math*. Defining *California Math* as curriculum j and the composite alternative as curriculum m , where Y_j and Y_m are standardized test-score outcomes for

⁵ We also include a binary variable to indicate CDE data quality for individual schools and an indicator for missing Census data. The CDE data-quality indicator is equal to one if the enrollment counts by subgroup (e.g., by race, gender, etc.) do not exactly match total reported enrollment for schools. For most schools the subgroup enrollments sum to total enrollment and this variable is of no practical consequence in our analysis (i.e., if we omit the variable entirely our results are unchanged).

⁶ The non-test-score school and district covariates are averaged over the two years immediately prior to the adoption of the new materials, and the test-score covariates are from two years before the adoption. We follow Bhatt and Koedel (2012) in not using test score information from the year immediately before the new books were adopted because this information would not have been available to decision makers at the time of the decision per the above discussion. That said, none of our findings are substantively affected if we include lagged test score information from the year just before adoption into the selection models as well.

adopters of j and m , respectively, we estimate $ATE_{j,m} \equiv E(Y_j - Y_m | D \in \{j, m\})$. We use kernel matching estimators (with the Epanechnikov kernel), which construct the match for each “treated” school using a weighted average of “control” schools, and vice versa. The formula for our estimate of $ATE_{j,m}$ is:

$$\hat{\theta}_{j,m} = \frac{1}{N^S} \left[\sum_{j \in N_j \cap S_p} \{Y_j - \sum_{m \in I_{0j} \cap S_p} W(j, m) Y_m\} - \sum_{m \in N_m \cap S_p} \{Y_m - \sum_{j \in I_{0m} \cap S_p} W(m, j) Y_j\} \right] \quad (3)$$

In (3), N^S is the number of schools using j or m on the common support, S_p . I_{0j} indicates the schools that chose m in the neighborhood of observation j , and I_{0m} indicates the schools that chose j in the neighborhood of observation m . Neighborhoods are defined by a fixed bandwidth parameter obtained via conventional cross-validation (as in Bhatt and Koedel, 2012). $W(j, m)$ and $W(m, j)$ weight each comparison school outcome depending on its distance, in terms of estimated propensity scores, from the observation of interest. We compute separate ATE estimates by year based on the distance from the adoption year using the formula in Equation (3). All of our standard errors are estimated via bootstrapping using 250 replications and clustered at the district level (i.e., with district re-sampling). We omit a more detailed discussion of the matching estimators for brevity but more information can be found in Caliendo and Kopeinig (2008), Heckman et al. (1997), and Mueser et al. (2007).

4.1.2 Restricted OLS

We also use restricted OLS models to estimate curriculum effects for schools on the common support of propensity scores. We use the same school and district characteristics taken from pre-adoption data in the OLS models as we use to match schools, allowing the coefficients to change over time as follows:

$$Y_{sdt} = \mathbf{X}_s \boldsymbol{\pi}_{1t} + \mathbf{X}_d \boldsymbol{\pi}_{2t} + T_{sd} \boldsymbol{\theta} + u_{sdt} \quad (4)$$

In Equation (4), Y_{sdt} is a grade-3 math test score for school s in district d in year t , \mathbf{X}_s and \mathbf{X}_d are

the vectors of pre-adoption school/district characteristics that we use for matching as described above (these variables do not change over time), T_{sd} is an indicator equal to one if the school adopted *California Math*, and u_{sd} is the error term. The coefficient vectors π_{1t} and π_{2t} allow the pre-adoption school and district characteristics to differentially predict achievement over time.

The OLS estimates are very similar to the matching estimates. They rely on the same assumption of conditional independence for identification. The benefit of the OLS models is that they improve statistical precision by imposing a parametric form – linearity – on the outcome model. The cost is that if the linearity assumption is not justified it could introduce bias (Black and Smith, 2004). In our application, where California schools and districts are diverse and we have small samples (at least by the standards of matching analyses, and particularly when one accounts for district clustering), the efficiency benefit of imposing the linear functional form is substantial. This will become clear when we present our findings below. With regard to the potential for the linearity assumption to introduce bias into our estimates, we show results from falsification tests that provide no indication that our OLS estimates are biased.

4.1.3 *Remnant-Based Residualized Matching*

Remnant-based residualization is another way to improve statistical power. It blends aspects of the restricted-OLS and matching strategies. The fundamental idea, taken from Sales et al. (2014), is to pull in data from outside of the evaluation – i.e., “remnant data” – to improve statistical inference. Sales et al. (2014) suggest several potential uses of remnant-based residualization – in our application the appeal is that the procedure can remove noise from the outcome data prior to matching, thereby improving the precision of our estimates. Our evaluation is particularly well-suited for remnant-based residualization because we have access to substantial data from outside of the evaluation; e.g., from schools in California that use a textbook outside of the four focal curricula.

The “remnant” sample we use includes data from all schools in California that adopted a new curriculum in fall-2008 or fall-2009 uniformly, but chose a curriculum other than one of the four primary textbooks (there are 632 such schools per Appendix Table A.1). Thus, these schools are outside of our evaluation sample. Following Sales et al. (2014), we start by estimating the following linear regression model using the remnant data:

$$Y_{sdt} = \mathbf{X}_s \boldsymbol{\alpha}_{1t} + \mathbf{X}_d \boldsymbol{\alpha}_{2t} + \eta_{sdt} \quad (5)$$

In Equation (5), Y_{sdt} is a grade-3 math test score for school s in district d in year t and \mathbf{X}_s and \mathbf{X}_d are defined as above.⁷ After estimating equation (5), we store the coefficient estimates $\hat{\boldsymbol{\alpha}}_{1t}$ and $\hat{\boldsymbol{\alpha}}_{2t}$ and construct the following residualized test score outcome for each school *in our analytic sample* in each year:

$$Q_{sdt} = Y_{sdt} - (\mathbf{X}_s \hat{\boldsymbol{\alpha}}_{1t} + \mathbf{X}_d \hat{\boldsymbol{\alpha}}_{2t}) \quad (6)$$

In Equation (6), Y_{sdt} is the grade-3 test score for school s in district d in year t for a school that adopted one of the four primary curricula. \mathbf{X}_s and \mathbf{X}_d continue to be defined as above. $\hat{\boldsymbol{\alpha}}_{1t}$ and $\hat{\boldsymbol{\alpha}}_{2t}$ are out-of-sample parameter estimates based on the remnant data that link the pre-adoption school and district characteristics to test-score outcomes by year.

Intuitively, Equation (6) can be described as specifying a set of general relationships between school/district characteristics and test-score outcomes in California as defined by $\hat{\boldsymbol{\alpha}}_{1t}$ and $\hat{\boldsymbol{\alpha}}_{2t}$. Implementing the matching procedure on the residualized outcomes, Q_{sdt} , is very similar to the restricted OLS approach, with the added benefit that the adjustment parameters $\hat{\boldsymbol{\alpha}}_{1t}$ and $\hat{\boldsymbol{\alpha}}_{2t}$ are

⁷ The use of covariates from before the 2009/2010 adoptions is not particularly important given that none of these schools used any of the curricula of interest, but we follow the same timing convention as in other parts of our analysis for consistency. We obtain similar results if we estimate equation (5) using data from different years.

estimated entirely out of sample. Using an out-of-sample “training set” for the outcome model has several conceptual benefits over using in-sample data (as was the case with OLS) as described by Sales et al. (2014). In our application it addresses the concern that bias could be introduced by the OLS models if the covariate coefficients are disproportionately influenced by schools in the control condition, which dominate our sample. This in turn would result in asymmetric overfitting of the outcome model, potentially causing bias.⁸

A concern with remnant-based residualization is that the relationships between school/district characteristics and test scores may be different in the analytic sample and the remnant sample. Although in such a scenario the adjustment parameters $\hat{\mathbf{a}}_{1t}$ and $\hat{\mathbf{a}}_{2t}$ will be less useful, Sales et al. (2014) show that the procedure still improves inference, albeit by less. In practice, if $\hat{\mathbf{a}}_{1t}$ and $\hat{\mathbf{a}}_{2t}$ measure a relatively constant set of relationships between characteristics and outcomes in California schools within years, remnant-based residualization and restricted OLS should return similar results. Below, we show that this is the case in our application. Moreover, results from both approaches are as expected in two different falsification exercises, which lends credence to their agreement in the evaluation.

4.2 *Conditional Independence*

All three approaches outlined above rely on the assumption of conditional independence, or selection-on-observables, for identification (the restricted-OLS and remnant-residualization methods further impose a functional form on the outcome model to improve statistical power, utilizing either in-sample or out-of-sample data). Is conditional independence plausible in our evaluation context? Can it be examined empirically?

⁸ We are not aware of a specific example of this particular problem causing bias, but the possibility is implied in related findings by Hansen (2008), who shows that bias can be caused when observations in one condition (either treatment or control) disproportionately supply identifying variation for covariates.

We begin by making the intuitive case for conditional independence in the context of evaluating curriculum-material effects. One reason that the CIA is plausible is that curriculum materials are adopted on behalf of large groups of students and teachers rather than being the product of individual choice (in practice most adoptions are districtwide; some are made at the school level). In evaluations where individuals choose whether to seek treatment, individual characteristics that are difficult to observe such as motivation and innate ability may influence treatment and outcomes. This would violate the CIA. However, in the case of school and district-level choices and conditional on the rich covariates to which we have access – pre-adoption test scores, demographic and socioeconomic status measures, etc. (see Table 1) – it is more difficult to tell a compelling selection story. For example, consider two school districts with similar shares of students by race, economic-disadvantage status and language status, and located in zip codes with similar socioeconomic conditions. It is harder to argue that there are substantial differences in group-average unobservable characteristics like motivation or innate ability across these districts that are not already accounted for by the group-level observed measures, certainly relative to the case of a treatment influenced by individual choice.

One could also argue that school- and district-level differences in teacher quality, which are not directly accounted for in our study, might lead to a violation of the CIA if teacher quality helps to determine curriculum adoptions (research is quite clear that teacher quality affects student achievement – e.g., see Koedel, Mihaly and Rockoff, 2015). However, many of the same arguments from the preceding paragraph apply – specifically, it would need to be the case that there are systematic differences in teacher quality across schools and districts after conditioning on the rich set of educational and economic characteristics of schools and their local areas used in our study. Such a condition is even less plausible when one recognizes that most of the variation in teacher quality occurs within schools (Aaronson, Barrow and Sanders, 2007; Koedel and Betts, 2011); not across

schools, let alone districts. The limited cross-school variation in teacher quality leaves little scope for systematic differences in the quality of teachers across schools and districts to lead to significant violations of the CIA.

As noted by Bhatt and Koedel (2012), perhaps the biggest conceptual threat to the CIA in curriculum evaluations is that some high-level educational decision makers simply make better choices than others. For example, effective leaders might choose a more effective textbook and also make other decisions that improve student outcomes, which would violate the CIA because “decision-maker quality” is not observed in our data. While acknowledging this concern, Bhatt and Koedel (2012) offer two reasons why this problem might be minor in practice. First, the curriculum adoption process in most schools and districts is a complex and multi-faceted process, and based on available documentation it does not appear that any single decision maker has undue influence (Zeringue et al., 2010). Second, even if a single decision maker did have undue influence, it is not clear that this person would have sufficient information to make an informed choice. As noted previously, given the large number of textbook options and the many potential educational contexts under which materials are adopted, the evidence base on curricular efficacy is insufficient. While there are new resources available to help districts make decisions (e.g., the ratings available at EdReports.org), such resources did not exist in 2008, and it is not clear whether and how those resources actually capture textbook efficacy. Thus, while we view the “strong decision maker” hypothesis as the biggest conceptual threat to the CIA, there are reasons to expect it may not be practically important either.⁹

While it is useful to discuss the plausibility of the CIA in conceptual terms, the discussion thus far has been speculative. To address this issue more formally in our analysis, we complement our

⁹ In work complementary to this evaluation, we have also interviewed 16 district administrators randomly chosen from across California about the curriculum adoption processes in their districts. These interviews confirm the complexity of the adoption process and indicate that decisions are driven by committees made up mostly of teachers. In none of the districts was there evidence of a strong decision maker.

primary estimates of curriculum effects with two different types of falsification estimates designed to examine the plausibility of the CIA. The falsification estimates cannot be used to confirm the satisfaction of the CIA (it is not possible to confirm with certainty that the CIA is upheld); however, they can be used to look for evidence consistent with the CIA being violated.

The falsification tests are designed to look for curriculum effects in situations where (a) we should not expect any effects at all, or (b) we should expect small effects at most. If, for example, we estimate non-zero “curriculum effects” in situations where we know the effects should be zero, this would be a strong indication that selection bias is problematic in our study. In the first set of falsification tests we estimate curriculum effects from textbooks adopted in 2009 and 2010 on student test scores in *previous years*, prior to the use of the textbooks of interest in schools. True curriculum effects in previous years should be zero. In the second set of falsification tests we estimate the effects of math curriculum adoptions on English/Language-Arts (ELA) scores. Math curriculum effects on ELA scores should be zero or near-zero (there may be small spillover effects).

Estimates from all of our falsification tests are as expected and provide no indication that the primary results are biased by unobserved selection. We elaborate on our falsification tests and their interpretation when we show the results below.

5. Results

5.1 Six Pairwise Comparisons

We compare *California Math* to a composite alternative of the three other focal curricula. To arrive at this final research design, we began our evaluation by examining all six possible pairwise comparisons across the four focal curricula described above. After performing the six comparisons it became clear that it would be difficult to obtain meaningful insight from the individual pairwise comparisons. Two issues arose: (1) covariate-by-covariate balance is mediocre in some of the pairwise comparisons with little scope for improvement given our small sample sizes (at least relative to typical

matching applications), and (2) statistical power is limited. The statistical power issue is more problematic than we had initially anticipated because our point estimates suggest curriculum effects in California that are smaller than in previous, similar evaluations. Moreover, because of the diversity of curriculum materials adopted in California relative to other states – which means that there are fewer districts adopting any single book – and the district-level clustering structure necessitated in the evaluation, our effective sample sizes in the pairwise comparisons are no larger in California than in previous studies in smaller states.

Despite their limitations, collectively the pairwise comparisons suggestively point toward *California Math* being more effective than the other three commonly-adopted textbooks. Moreover, they also point toward the other three curricula having similar effects. It is these preliminary results that motivate our comparison of *California Math* to the composite alternative of the other three curricula. Rebuilding the evaluation in this way is advantageous because it allows us to identify better matches for *California Math* schools and to perform a better-powered study of the effectiveness of *California Math* relative to the other three books. For interested readers, Appendix Table B.1 presents disaggregated matching estimates for the six pairwise comparisons that led us to restructure our study to focus on *California Math*.¹⁰

5.2 Comparison of *California Math* to the Composite Alternative

5.2.1 The Propensity Score

The propensity score model as shown in Equation (2) explains roughly 12 percent of the variance in curriculum adoptions between *California Math* and the composite alternative. The limited scope for observed selection into curriculum materials implied by this R-squared value is notable given

¹⁰ Appendix Table B.1 presents a lot of information tersely. It will be easier to interpret after reading through Section 5.2 and the corresponding tables showing our primary results from the composite comparison.

that our covariates are strong predictors of achievement.¹¹ For interested readers, Appendix Table B.2 reports results from the estimation of Equation (2) for our evaluation of *California Math*. The only statistically significant predictors of a *California Math* adoption are the linear, squared and cubed district-enrollment variables. Thus, collectively, the covariates do not predict adoptions of *California Math* well. The lack of predictive power in the selection model is consistent with qualitative accounts of the complexity of the curriculum adoption process and the lack of clear objectives and information to make decisions (Jobrack, 2011; Zeringue et al., 2010).

5.2.2 Covariate Balance

Table 2 presents information on covariate balance in our comparison between schools that adopted *California Math* and schools that adopted one of the other three curricula of interest after matching. The table reports results for each year of the data panel separately, including both pre- and post-adoption years. Subsequent tables follow a similar reporting format.

The results for each school are centered around the year of the curriculum adoption. In the case of a fall-2008 adoption, year-1 indicates the 2008-09 school year (the first year the new book was used), year-2 indicates the 2009-10 school year, etc.; for a fall-2009 adoption, year-1 indicates the 2009-10 school year. We use data from the two years preceding the adoption to match schools, as described in Section 3, so we do not perform any direct analysis in these years. Thus, the first pre-adoption year for each school shown in Table 2 and subsequent tables is year-P3 – three years prior to adoption. For schools that first used the new books during the 2008-09 school year, year-P3 is the 2005-2006 school year, year-P4 is 2004-2005, etc.

¹¹ There are several ways to empirically verify this statement, but we must be careful to not contaminate the predictive power of our covariates with their predictive power over curriculum materials. As one straightforward data point, we can use the remnant sample and estimate a model of achievement during the first year of a new adoption using our matching covariates. The R-squared from this regression is 0.74.

Although we split out the data year-by-year in Table 2, the years are strongly dependent. The practical implication of the data dependence is that balancing evidence from a second year of the data panel provides very little new information relative to what can be inferred from one year of data. Put differently, because the sample of schools is largely unchanged from year to year (except for changes due to school openings and closings and, for small schools, data reporting issues) and the treatment designation does not change over time (i.e., adoptions are static), covariate balance should be expected to change very little from one year to the next.¹² Nonetheless, for completeness we show balancing results year-by-year in Table 2.

As suggested by Smith and Todd (2005), we present results from several balancing tests. The first row of the table reports the number of unbalanced covariates using simple covariate-by-covariate t-tests among the matched sample. A covariate where the difference between treatment and control values is significant at the 5 percent level is reported as unbalanced. We use 22 covariates in total to match schools and none are individually unbalanced at the 5 percent level within the matched sample based on the t-tests. This indicates that the unconditional differences in school characteristics shown in Table 1 disappear completely in the matched comparisons.¹³

In Row 2, we report the average absolute standardized difference across all covariates. Following Rosenbaum and Rubin (1985), the formula for the absolute standardized difference for covariate X_k is given by:

$$SDIFF(X_k) = \frac{\left| \frac{1}{N^S} \left[\sum_{j \in N_j \cap S_p} \{X_{kj} - \sum_{m \in I_{0j} \cap S_p} W(j, m) X_{km}\} - \sum_{m \in N_m \cap S_p} \{X_{km} - \sum_{j \in I_{0m} \cap S_p} W(m, j) X_{kj}\} \right] \right|}{\sqrt{\frac{Var(X_{kj}) + Var(X_{km})}{2}}} * 100 \quad (7)$$

¹² In fact, the only reason that covariate balance changes from year-to-year is because of changes to the analytic sample owing to school openings and closings. The sample is centered around the matching years and year-1; thus going forward the sample shrinks as some schools close, and going backward it shrinks because some schools that were matched at the time of the new adoption had not yet opened.

¹³ The covariates are as listed in Table 1. As noted above, we also use cubics in school and district enrollment and include a variable to indicate CDE data quality for individual schools.

The numerator in Equation (7) is analogous to the formula for our matching estimators in Equation (3) where we replace Y with X_k and take the absolute value (note the denominator is calculated using the full sample). The absolute average standardized difference is complementary to the covariate-by-covariate t-tests reported in the first row of the table. Beyond measuring purely statistical differences as with the t-tests, the absolute average standardized difference provides an indication of the magnitude of potential imbalance.

A weakness of reporting on standardized differences is that there is not a clear rule by which to judge the results. Rosenbaum and Rubin (1985) suggest that a value of 20 is large, although recent studies have applied more stringent criteria (e.g., Sianesi, 2004). The average absolute standardized differences that we report in Table 2 are quite small compared to similar estimates reported in other studies, on the order of just 3-4 percent across the pre- and post-adoption years of our data panel. This corroborates the result from the t-tests that the covariates are well-balanced between *California Math* adopters and other schools. In Appendix Table B.3 we report standardized differences on a covariate-by-covariate basis for interested readers.

Rows 3 and 4 of Table 2 show results from alternative, regression-based balancing tests proposed by Smith and Todd (2005). Like with the standardized difference measure, we perform the regression test for each covariate in each year and aggregate the results. Specifically, we estimate the following regression on a covariate-by-covariate basis:

$$X_{ik} = \beta_0 + \beta_1 p_i + \beta_2 p_i^2 + \beta_3 p_i^3 + \beta_4 p_i^4 + \beta_5 D_i + \beta_6 D_i p_i + \beta_7 D_i p_i^2 + \beta_8 D_i p_i^3 + \beta_9 D_i p_i^4 + \xi_{ik} \quad (8)$$

In Equation (8), X_{ik} represents a covariate from the propensity-score specification for school i , p_i is the estimated propensity score, and D_i is an indicator variable equal to one if the school adopted *California Math* and zero otherwise. The test for balance is a test for whether the coefficients β_5 - β_9

are jointly equal to zero – that is, whether treatment predicts the X 's conditional on a quartic of the propensity score.

We report the number of unbalanced covariates at the 5 percent level and the average p-value from the joint test of significance for β_5 - β_9 across the 22 covariates in each year. Although we see marginally more unbalanced covariates than would be expected by chance using the Smith-Todd tests (2-3 per year), the implied level of imbalance is small. Moreover, the average p-values from the regression tests are consistently around 0.50 across the covariates in each year, which is as expected in a balanced comparison.¹⁴

Overall, based on the balancing information in Table 2, we conclude that our comparison of *California Math* to the composite alternative is well-balanced along the observable dimensions of our data.

5.2.3 Estimated Curriculum Effects for Grade 3

Table 3 shows results for our comparison between *California Math* and the composite alternative for cohorts of students exposed to 1-3 years of the curriculum materials in grade-3. The year-1 results compare students who used these textbooks for grade-3 only (and used previously-adopted materials in grades 1 and 2), the year-2 results show results for students who used the books in grades 2 and 3, and the year-3 and year-4 results are for students who used the books in all three grades leading up to the grade-3 test.

The point estimates from all three estimation strategies are similar and indicate effect sizes on the order of 0.05-0.08 student-level standard deviations of achievement.¹⁵ However, the standard

¹⁴ We report covariate-by-covariate balancing results for the primary comparison in Appendix Table B.3.

¹⁵ The analysis is performed using school-level achievement measures. Effect sizes are converted into student-level standard deviation units, which are more commonly reported for other educational interventions in the literature, by multiplying them *ex post* by the ratio σ_s / σ_i , where σ_s is the standard deviation of the distribution of school-averaged math test scores and σ_i is the standard deviation of the distribution of student-level scores. We calculate σ_s using data from all reporting schools in California each year; σ_i is provided for all students by the CDE in annual

errors for the matching estimates are much larger than for the OLS or remnant-residualized estimates. The standard errors decrease using the latter two methods because the linear regression model removes variation in outcomes attributable to observed covariates. The cost of the improved precision is that the linear specification may be wrong, which is a reason that the parametrically less-restrictive matching estimators are preferred conceptually. That said, below we provide evidence in the form of falsification tests suggesting that our use of the linear functional form to improve precision does not result in biased estimates.

It is somewhat surprising that the treatment effect estimates do not become more pronounced over time in Table 3. That is, one might expect cohorts of students who are exposed to the curricula for all three years during grades 1-3 (students in year-3 or year-4 in the table) to show larger test-score differences than cohorts of students who are exposed for just 1-2 years (students in year-1 or year-2), but no such pattern emerges. There are a number of potential explanations. One possibility is that there is a dosage effect, but it is small enough that we lack the statistical power to detect it. Given the sizes of our standard errors, even in the OLS and remnant-residualized models, moderate dosage effects cannot be ruled out. Another possibility is that the most-recent textbook is the dominant treatment. Given that even the year-1 students used the new textbooks in grade-3, which is the most recent year of instruction leading up to the grade-3 test, it is possible that increased dosage in earlier grades is not important enough to show up in contemporary achievement results (if it matters at all). This explanation is plausible and consistent with numerous other studies showing fade-out in educational interventions (e.g., Chetty, Friedman and Rockoff, 2014; Currie and Thomas, 2000; Deming, 2009; Krueger and Whitmore, 2001). Another explanation is that curriculum-materials quality is not stable from grade-to-grade. We are not aware of any research that directly informs this

reports. Our conversion follows Bhatt and Koedel (2012). The ratio of σ_s / σ_i averaged across years in our data panel is 0.45 (the ratio varies very little from year to year).

hypothesis, but Bhatt, Koedel and Lehmann (2013) show that math curriculum effects can vary by subtopic, documenting at least one dimension of non-uniformity in effects. Our analyses of grades 4 and 5, shown below, are also suggestive of some grade-to-grade variability in the efficacy of *California Math* in the late elementary grades.

6. Falsification Tests

In this section we present results from falsification models designed to detect violations to our key identifying assumption, conditional independence. The idea behind the falsification models is to estimate “curriculum effects” in situations where there should not be any, or only very small effects. If we detect “curriculum effects” in situations where there should be none, or if we detect large curriculum effects in situations where small effects (at most) are expected, it would be suggestive of bias in our primary estimates.

We estimate two types of falsification models. The first type is a time-inconsistent model where we estimate curriculum effects on student achievement for cohorts of students who pre-date the adoption of the curriculum materials we study: specifically, students in the cohorts from year-p3 to year-p6. If our matching and regression-adjusted models are resulting in truly balanced comparisons (on observed and *unobserved* dimensions), we would not expect to see achievement differences between cohorts of students in matched schools prior to the curriculum adoptions of interest. The second type of falsification model estimates math curriculum effects on achievement in ELA. We estimate some time-inconsistent ELA models and some ELA models using achievement data that overlap with the timing of the math curriculum adoptions. In the latter case we cannot rule out non-zero curriculum effects because math curricula may have spillover effects onto ELA achievement. However, we would expect smaller cross-subject effects.

One issue with the falsification models is that we do not know which curriculum materials were used by schools prior to the curriculum adoption we study. No such longitudinal data on

curriculum-materials adoptions exist, which points to an underlying problem with the state of curriculum data and research. In our models we rely on lagged school-level test scores to capture the impacts of previous curriculum materials on achievement (and all other educational inputs that we do not observe, for that matter), despite our inability to directly observe these materials. Whether this strategy is sufficient is ultimately an empirical question, which our falsification tests are designed to inform. If lagged test scores (and our other controls) are not sufficient to control for previous curriculum effects, and if curriculum adoptions are correlated across cycles within schools (which seems likely, but again data are limited), serial correlation in adoptions would be expected to manifest itself in the falsification tests in the form of non-zero pre-adoption “curriculum effects.”

Table 4 shows the first set of falsification results from the time-inconsistent models of math achievement. Across all three estimation strategies and in all pre-adoption years, the false “effects” of *California Math* relative to the composite alternative are substantively small and far from statistical significance. This is as expected if our methods are sufficient to generate balanced comparisons. Table 5 shows the complementary falsification results using ELA achievement as the dependent variable. As is the case in Table 4, all of our estimates in Table 5 are small and statistically insignificant.¹⁶

Figure 1 visually illustrates our treatment effect and falsification estimates side-by-side over time. The bars with asterisks are for estimates that are statistically distinguishable from zero at the 5 percent level.

7. Results for Grades 4 and 5

Figures 2 and 3 show results from the full replication of our methods applied to grade-4 and grade-5 test scores, respectively. We follow analogous procedures as in the grade-3 analysis to produce

¹⁶ For the remnant-residualized estimates in ELA, we re-estimate Equation (5) using ELA scores from the remnant sample to obtain appropriate adjustment parameters analogously to the procedure we follow for math scores described in Section 4.1.3.

the results for grades 4 and 5.¹⁷ Like with the sample we constructed for our analysis of grade-3 scores, our grade-4 and grade-5 samples are well-balanced between *California Math* and composite-alternative schools. This is not surprising because the samples are essentially the same.¹⁸ We do not report the balancing details for the grade-4 and grade-5 samples for brevity, but they are available upon request. The falsification results for the higher grades are shown in Figures 2 and 3; as in Figure 1, they provide no indication of selection bias in our primary estimates.

Taken together, our findings in Figures 2 and 3 are broadly consistent with the interpretation that *California Math* outperformed the composite of the other three focal curricula in California. Specifically, the estimates in grade-4 are all nominally positive and sometimes statistically significant, and the estimates in grade-5 are larger than in grade-3 and statistically significant in all post-treatment years, at least using restricted OLS and remnant-based residualization. There is no evidence to suggest a negative relative effect of *California Math* in any grade or year.

The effect sizes we estimate are largest in grade-5, but it is somewhat puzzling that they are smallest in grade-4. The up-and-down pattern of estimates holds even for cohorts who were exposed to *California Math* in all three grades, which indicates something other than a linearly-progressing dosage effect.¹⁹ This is consistent with the results in Table 3, which also show no evidence of dosage effects for cohorts with more and less exposure to *California Math* in the early primary grades.

Unfortunately, because the literature on curricular efficacy is so thin, there is little prior evidence on which we can draw to gain inference about dosage effects. In similar previous studies

¹⁷ With obvious appropriate adjustments; e.g., in the matching model for the grade-4 analysis we match schools on grade-4 test scores instead of grade-3 test scores.

¹⁸ Specifically, we lose 2.5 percent of the initial grade-3 sample of schools in the grade-4 analysis, and another 1.5 percent when we move to the grade-5 analysis. The small data loss is attributable to schools that did not have pre-adoption test scores in grades 4 and/or 5 and schools that did not continue to uniformly adopt a focal curriculum past grade-3. The schools dropped from the sample as we move to higher grades are much smaller than the typical California school.

¹⁹ There is some overlap in the samples between grades. For example, the year-2, grade-4 cohort is the same as the year-1, grade-3 cohort; the year-3, grade-4 cohort is the same as the year-2, grade-3 cohort; and the year-4, grade-4 cohort is the same as the year-3, grade-3 cohort. Similarly, there are two overlapping cohorts between the grade-3 and grade-5 results.

there is suggestive evidence of increased effect sizes for greater dosages in the early-primary grades, but no study finds a statistically significant effect of longer exposure to a curriculum that is more effective on average (Agodini et al., 2010; Bhatt and Koedel, 2012; Bhatt, Koedel and Lehmann, 2013). Our study, which provides the longest range of curricular-efficacy estimates in the literature to date (up to four consecutive years of use for the cohorts we follow the longest), can be characterized similarly. On the one hand, suggestive evidence of positive dosage effects across four different studies is more compelling than suggestive evidence from any single study, but on the other hand it is interesting that evidence of dosage effects is not stronger. The dip in our estimates in grade-4 for *California Math* suggests a potential mechanism worthy of additional exploration: the presence of grade-to-grade variability in the relative efficacy of curriculum materials.²⁰ More research is needed to understand why dosage effects are not stronger than they appear in the handful of available studies, which has implications for understanding the scope for the adoption of more-effective curriculum materials to raise student achievement.

8. Conclusion

We use unique school-level data on curriculum adoptions in California to estimate the achievement effects of *California Math* relative to a composite alternative consisting of *enVision Math California*, *California Mathematics: Concepts, Skills, and Problem Solving*, and *California HSP Math*. Our findings indicate that *California Math* outperformed the composite alternative curriculum during the time of our study. The differential effect in grade-3 is on the order of 0.05-0.08 student-level standard deviations of the state standardized assessment in mathematics, which would move the 50th percentile school to roughly the 54th to 56th percentile in the school-level distribution of average test scores.²¹

²⁰ However, we caution against over-interpreting this one result, which may be unique to the particular curricula we evaluate or could be the product of sampling variability. Note that in some years the grade-4 estimates are substantially smaller than the grade-5 and grade-3 estimates, but in other years they are quite close, especially given the sizes of our standard errors.

²¹ Per the conversions used in this paper as described in the table notes, a 0.05/0.08 student-level standard deviation move corresponds to a 0.11/0.18 school-level standard deviation move.

The grade-5 estimates are suggestively larger, but while the grade-4 estimates are always nominally positive, they are smaller and mostly insignificant. A potential explanation for the grade-by-grade variability in our estimates that merits attention in future research is that the effects of curriculum materials vary across grades.

The relative achievement effects that we estimate for *California Math* in grade-3 are smaller than in the handful of related efficacy studies that focus on the early primary grades, including technically similar quasi-experimental studies by Bhatt and Koedel (2012) and Bhatt, Koedel and Lehmann (2013), and the experimental study by Agodini et al. (2010). Nonetheless, our estimates imply that *California Math* has an economically and educationally meaningful effect, particularly given that (a) it is a school-wide effect and thus applies, on average, to each student in a treated school, and (b) the marginal cost of choosing one curriculum over another is so small as to be effectively zero (Bhatt and Koedel, 2012; Chingos and Whitehurst, 2012). On the issue of the scope of the effects we estimate, note that an alternative intervention targeted at 10 percent of the student population would need to have an effect 10 times as large as the *California Math* effect to generate as large an increase in student achievement overall (ignoring spillovers).

We can only speculate as to why we find seemingly smaller differential curriculum effects in California than in previous studies.²² Candidate explanations include that the curriculum materials in California are more similar to each other than the curriculum materials that have been evaluated previously, the context in California is such that curriculum effects are smaller (e.g., curricular objectives, assessments, etc.), or simply sampling variance. Our ability to gain inference into the mechanisms underlying the differential curriculum effects that we estimate here, and related estimates elsewhere, is hampered by the lack of a larger literature by which our findings can be contextualized.

²² Note that in addition to our comparison centered on *California Math* yielding a smaller differential effect size, the suggestive results from our initial pairwise analysis (Appendix Table B.1) imply that the other three curricula are similarly effective.

Indeed, ours is one of only a small handful of rigorous studies that test the impacts of textbooks on student achievement in mathematics. Moreover, we are not aware of any similar studies in a subject outside of mathematics. By this point, we believe the methods we use are well established enough that it would be straightforward to apply them in other contexts if textbook data were available. By replicating this study across states or within states over time, we could begin to gather enough impact data to explore variation in curricular impact estimates as a function of features thought to matter (e.g., textbook content, alignment to standards, approach to teaching the subject, author, content or form of the state test). However, currently there is not enough efficacy information to support such investigations and in the meantime, studies like ours contribute efficacy evidence for specific sets of materials and can be used to inform contemporary curriculum adoption decisions, even if the features that make some curricula outperform others remain unidentified.

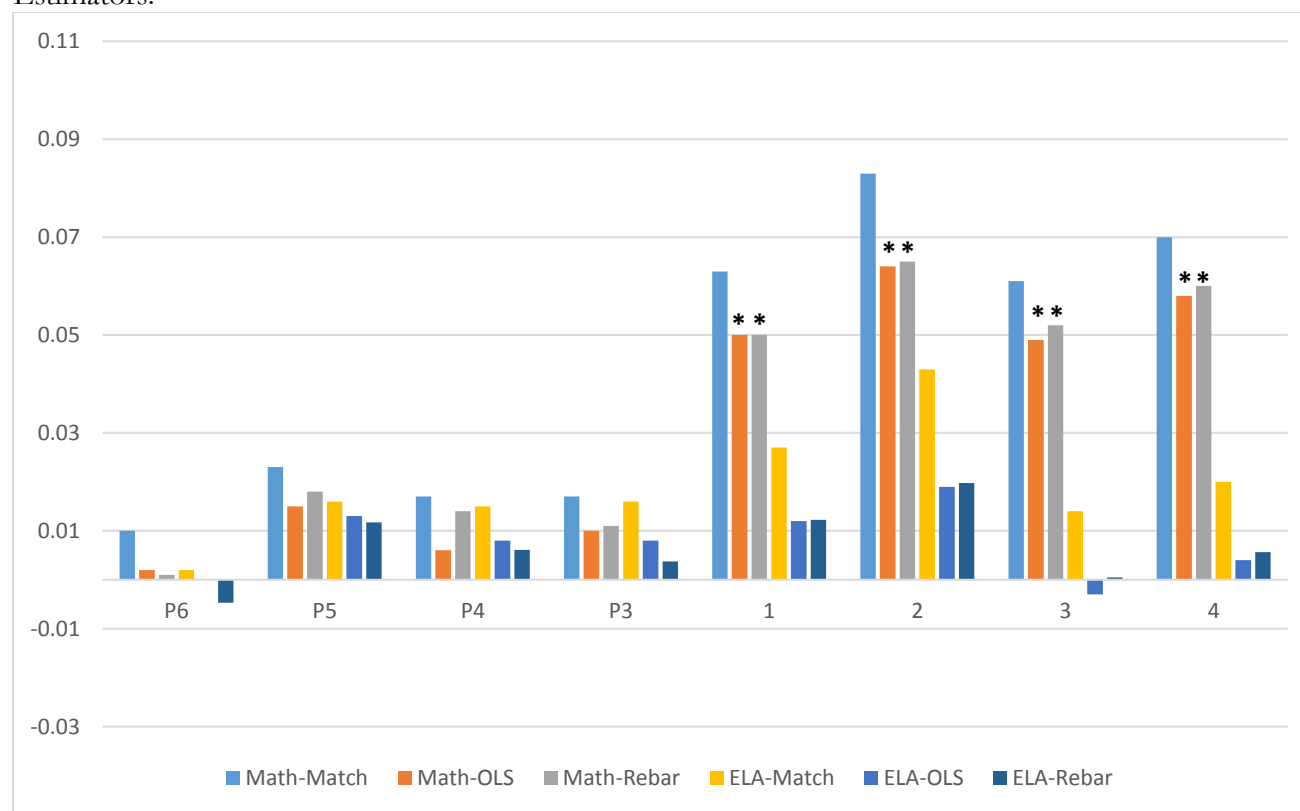
We conclude by re-iterating the calls made by Bhatt and Koedel (2012) and Chingos and Whitehurst (2012) for improved efforts to collect data on curriculum materials. Curriculum materials are a substantial input into educational production and data consistently point toward high curriculum materials usage by students and teachers in the Common Core era (Opfer et al., 2016; Perry et al., 2015). However, it remains the case that in nearly all states, which curriculum materials are being used by which schools is not tracked. Even in California where reporting on curriculum materials is the law, we found that information provided by a significant fraction of schools does not actually identify the curriculum materials being used (Appendix Table A.1), which suggests little oversight of the data. This much is for certain: with no data, we are committed to leaving educational decision makers to adopt curricula without efficacy evidence.

References

- Aaronson, Daniel, Lisa Barrow and William Sander. 2007. "Teachers and Student Achievement in the Chicago Public High Schools," *Journal of Labor Economics* 25(1), 95-135.
- Agodini, Robert and Barbara Harris and Sally Atkins-Burnett and Sheila Heaviside, and Timothy Novak. 2010. *Achievement Effects of Four Early Elementary School Math Curricula: Findings for First and Second Graders*. National Center for Education Evaluation and Regional Assistance, U.S. Department of Education, Institute of Education Sciences. NCEE 2011-4001.
- Bhatt, Rachana and Cory Koedel. 2012. "Large-Scale Evaluations of Curricular Effectiveness: The Case of Elementary Mathematics in Indiana," *Educational Evaluation and Policy Analysis* 34(4): 391-412.
- Bhatt, Rachana, Cory Koedel and Douglas Lehmann. 2013. "Is Curriculum Quality Uniform? Evidence from Florida," *Economics of Education Review* 34(1): 107-121.
- Black, Dan and Jeffrey Smith. 2004. "How Robust is the Evidence on the Effects of College Quality? Evidence From Matching," *Journal of Econometrics* 121 (2), 99-124.
- Boser, Ulrich, Matt Chingos and Chelsea Straus. 2015. *The Hidden Value of Curriculum Reform: Do States and Districts Receive the Most Bang for Their Curricular Buck?* Washington, DC: Center for American Progress.
- Caliendo, Marco and Sabine Kopeinig. 2008. "Some Practical Guidance for the Implementation of Propensity Score Matching," *Journal of Economic Surveys* 22(1), 31-72.
- California Department of Education. 2009. *2007 Mathematics Primary Adoption Report*. Sacramento, CA: California Department of Education Press.
- Chetty, Raj, John N. Friedman and Jonah E. Rockoff. 2014. Measuring the Impacts of Teachers I: Evaluating Bias in Teacher Value-Added Estimates. *American Economic Review* 104(9), 2593-2632.
- Chingos, Matthew M. and Grover (Russ) J. Whitehurst. 2012. *Choosing Blindly: Instructional Materials, Teacher Effectiveness and the Common Core*. Policy Report, The Brown Center on Education Policy.
- Currie, Janet and Duncan Thomas. 2000. School Quality and the Longer-Term Effects of Head Start. *Journal of Human Resources* 35(4), 755-774.
- Deming, David J. 2009. Early Childhood Intervention and Life-Cycle Skill Development: Evidence from Head Start. *American Economic Journal: Applied Economics* 1(3), 111-134.
- Frölich, Markus. 2004. "Finite-Sample Properties of Propensity-Score Matching and Weighting Estimators," *The Review of Economics and Statistics* 86 (1), 77-90.
- Hansen, Ben B. 2008. The Prognostic Analogue of the Propensity Score. *Biometrika* 95(2), 481-488.
- Heckman, James and Hidehiko Ichimura, and Petra Todd. 1997. "Matching as an Econometric Evaluation Estimator: Evidence from Evaluating a Job-Training Programme," *Review of Economic Studies* 64 (4), 261-294.

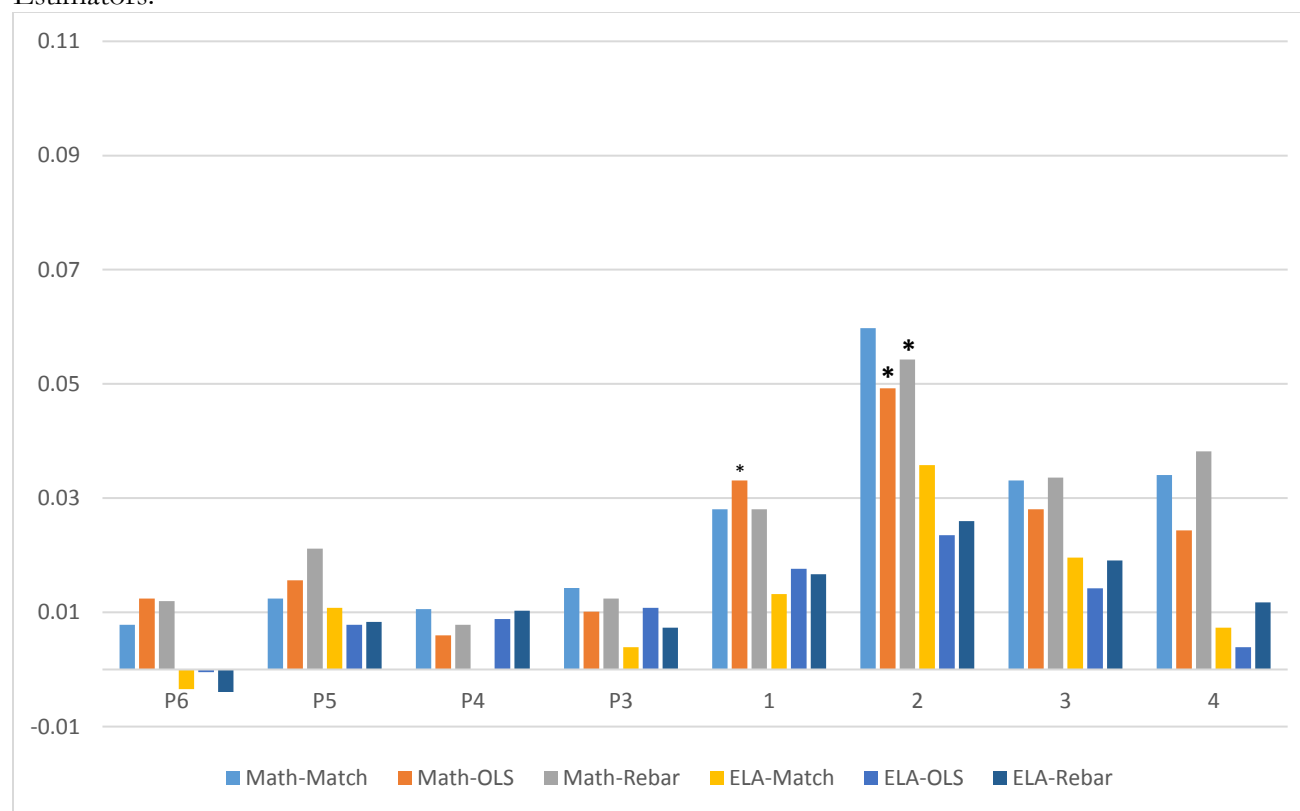
- Jobrack, Beverlee. 2011. *Tyranny of the Textbook: An Insider Exposes how Educational Materials Undermine Reforms*. Lanham, MD: Rowman & Littlefield Publishers.
- Koedel, Cory and Julian R. Betts. 2011. "Does Student Sorting Invalidate Value-Added Models of Teacher Effectiveness? An Extended Analysis of the Rothstein Critique," *Education Finance and Policy* 6(1), 18-42.
- Krueger, Alan B. and Diane M. Whitmore. 2001. The Effect of Attending a Small Class in the Early Grades on College Test Taking and Middle School Test Results: Evidence from Project STAR. *Economic Journal* 111(468), 1-28.
- Lechner, Michael. 2002. "Program Heterogeneity and Propensity Score Matching: An Application to the Evaluation of Active Labor Market Policies," *The Review of Economics and Statistics* 84 (2), 205-220.
- Mueser, Peter R. and Kenneth R. Troske and Alexey Gorislavsky. 2007. "Using State Administrative Data to Measure Program Performance," *The Review of Economics and Statistics* 89 (4), 761-83.
- Opfer, V. D., Julia H. Kaufman, and Lindsey E. Thompson. 2016. *Implementation of K-12 State Standards for Mathematics and English Language Arts and Literacy*. Santa Monica, CA: RAND.
- Perry, Rebecca R., Neal D. Finkelstein, Nanette Seago, Alberto Heredia, Sandy Sobolew-Shubin, and Cathy Carroll. 2015. *Taking Stock of Common Core Math Implementation: Supporting Teachers to Shift Instruction*. San Francisco, CA: WestEd.
- Polikoff, Morgan S. 2015. "How Well Aligned Are Textbooks to the Common Core Standards in Mathematics?" *American Educational Research Journal* 52 (6), 1185-1211.
- Rosenbaum, Paul R. and Donald B. Rubin. 1983. "The Central Role of the Propensity Score in Observational Studies for Causal Effects," *Biometrika* 70 (1), 41-55.
- Rosenbaum, Paul R. and Donald B. Rubin. 1985. "The Bias due to Incomplete Matching," *Biometrika* 41 (1), 103-116.
- Sales, Adam, Ben B. Hansen and Brian Rowan. 2014. Rebar: Reinforcing a Matching Estimator with Predictions from High-Dimensional Covariates. Unpublished manuscript
- Sianesi, Barbara. 2004. An evaluation of the Swedish system of active labor market programs in the 1990s. *Review of Economics and Statistics*, 86(1), 133-155.
- Smith, Jeffrey and Petra Todd. 2005. "Rejoinder," *Journal of Econometrics* 125 (2), 365-375.
- Zeringue, J. K., Spencer, D., Mark, J., & Schwinden, K. (2010). *Influences on Mathematics Textbook Selection: What Really Matters?* Paper presented at the Research Pre-session of the National Council of Teachers of Mathematics, San Diego, CA.
URL: http://mcc.edc.org/pdf/Final_Draft_Research_Presession_2010.pdf

Figure 1. Effects of California Math Relative to the Composite Alternative on Grade-3 Test Scores, Over Time and Using Different Estimators.



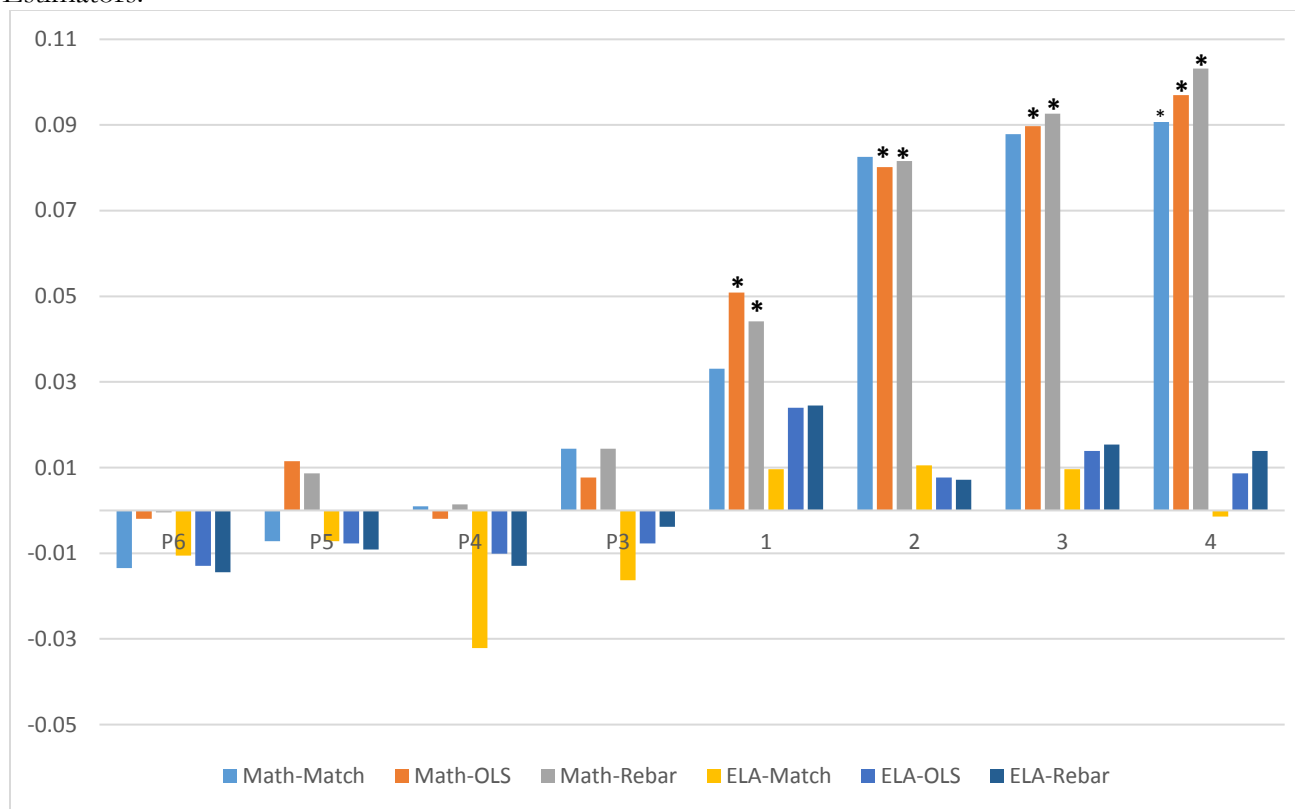
Notes: Each bar shows an estimate reported in the preceding tables. All estimates are converted to student-level standard deviation units. Bars with asterisks are for estimates that are statistically distinguishable from zero at the 5 percent level. Years P6-P3 are pre-treatment years; years 1-4 are post-treatment years.

Figure 2. Effects of California Math Relative to the Composite Alternative on Grade-4 Test Scores, Over Time and Using Different Estimators.



Notes: All estimates are converted to student-level standard deviation units. Bars with large, bolded asterisks are for estimates that are statistically distinguishable from zero at the 5 percent level; small, standard-font asterisks indicate statistical significance at the 10 percent level. Years P6-P3 are pre-treatment years; years 1-4 are post-treatment years. They year-2, grade-4 cohort in the post-treatment period corresponds to the year-1, grade-3 cohort; the year-3, grade-4 cohort corresponds to the year-2, grade-3 cohort; etc.

Figure 3. Effects of California Math relative to the Composite Alternative on Grade-5 Test Scores, Over Time and Using Different Estimators.



Notes: All estimates are converted to student-level standard deviation units. Bars with large, bolded asterisks are for estimates that are statistically distinguishable from zero at the 5 percent level; small, standard-font asterisks indicate statistical significance at the 10 percent level. Years P6-P3 are pre-treatment years; years 1-4 are post-treatment years. They year-3, grade-5 cohort in the post-treatment period corresponds to the year-1, grade-3 cohort; the year-4, grade-5 cohort corresponds to the year-2, grade-3 cohort.

Table 1. Descriptive Statistics for California Schools, Our Full Analytic Sample, and by Textbook Adoption.

	All Schools	All Schools without LAUSD or LBUSD	Analytic Sample	Envision Math California	Within the Analytic Sample, by Textbook:		
					California Math	California Mathematics: Concepts, Skills, and Problem Solving	California HSP Math
School Outcomes							
Pre-Adoption Grade-3 Math Score	0.02	0.03	-0.03	-0.08	0.06	-0.09	-0.02
Pre-Adoption Grade-3 ELA Score	0.01	0.05	-0.03	-0.09	0.07	-0.10	-0.02
School Chars							
Percent Female	48.7	48.7	48.7	48.5	48.9	48.8	48.7
Percent Econ Disadvantaged	56.6	54.2	56.9	56.2	56.0	59.1	58.0
Percent English Learner	29.3	28.3	29.5	30.2	28.0	29.9	30.3
Percent White	31.4	33.6	29.5	30.1	29.9	29.2	26.4
Percent Black	7.8	7.1	7.3	8.0	6.3	8.6	4.8
Percent Asian	8.4	8.8	7.5	7.6	7.2	7.5	8.4
Percent Hispanic	47.9	45.8	50.5	48.6	51.7	49.7	56.3
Percent Other	4.6	4.7	5.2	5.7	4.9	5.0	4.1
Enrollment	385.7	378.1	410.5	399.9	429.5	405.7	399.0
2008 Adopter			50.2	49.0	53.7	53.5	36.2
School-Area Chars (Census)							
Median Household Income (log)	11.0	11.0	10.8	10.7	10.9	10.8	10.9
Share Low Education	17.8	17.2	19.5	17.6	19.3	22.6	23.9
Share Missing Census Data	3.1	3.3	1.8	2.7	1.2	0.8	0.0
District Outcomes							
Pre-Adoption Grade-3 Math Score	0.01	0.01	-0.02	0.03	0.00	-0.05	-0.05
Pre-Adoption Grade-3 ELA Score	0.02	0.02	-0.09	-0.03	-0.12	-0.09	-0.12
District Characteristics							
Enrollment	5138.0	4438.9	5690.4	6404.0	6075.5	5279.0	4339.9
N (Schools)	5,494	4,931	1,878	710	602	389	177
N (Districts)	825	823	309	107	92	69	48

Notes: The “all schools” sample is the universe of schools reported in Appendix Table A.1. It includes schools in the CDE data with characteristics from either 2007 or 2008, at least one grade-3 test score from 2009-2013, and where the highest graded is 8 or lower. The descriptive statistics for the analytic sample in column 3 are a weighted average of the textbook-by-textbook statistics reported in columns 3-6. Note that some districts have a uniformly-adopting school of more than one textbook, thus the sum of the district counts in the last four columns is greater than 309.

Table 2. Balancing Results for the Primary Comparison.

	Year-P6	Year-P5	Year-P4	Year-P3	Year-1	Year-2	Year-3	Year-4
Treatment: <i>California Math</i>								
Control: <i>Composite Alternative</i>								
No. Unbalanced Covariates, Matched T-tests (5 percent)	0	0	0	0	0	0	0	0
Mean Standardized Difference of Covariates (%)	2.8	3.0	3.0	3.6	3.5	3.4	3.1	3.6
No. Unbalanced Covariates, Smith-Todd Regression Tests (5 percent)	1	2	2	2	2	3	2	2
Average P-value, Smith-Todd Regression Tests	0.50	0.50	0.51	0.48	0.48	0.46	0.50	0.49
No. of Districts/Schools (California Math)	89/560	88/567	90/575	90/588	92/597	89/588	91/595	90/590
No. of Districts/Schools (Composite Alternative)	210/1,063	213/1,085	212/1,106	215/1,124	213/1,143	214/1,145	216/1,146	213/1,144

Notes: There are 22 covariates included in the balancing tests. The sample size fluctuates year-to-year due to school openings and closings, and data reporting issues for small schools. Note that there is a 2-year gap between Year-P3 and Year-1. We use data from the two gap years to match schools as described in the text.

Table 3. Effects of California Math on Grade-3 Mathematics Achievement for Exposed Cohorts Relative to the Composite Alternative, by Year After the Initial Adoption.

	Year-1	Year-2	Year-3	Year-4
Treatment: <i>California Math</i>				
Control: <i>Composite Alternative</i>				
Treatment Effect: Kernel Matching	0.063 (0.054)	0.083 (0.051)	0.061 (0.059)	0.070 (0.059)
Treatment Effect: Restricted OLS	0.050 (0.019)**	0.064 (0.023)**	0.049 (0.023)**	0.058 (0.023)**
Treatment Effect: Remnant-Residualized Matching	0.050 (0.020)**	0.065 (0.024)**	0.052 (0.024)**	0.060 (0.026)**
No. of Districts/Schools (California Math)	92/597	89/588	91/595	90/590
No. of Districts/Schools (Composite Alt.)	213/1,143	214/1,145	216/1,146	213/1,144

Notes: Standard errors are estimated by bootstrapping using 250 repetitions and clustered at the district level. Year-1 denotes the first year the new curriculum was adopted (e.g., the 2008-2009 school year for textbooks adopted in fall-2008), year-2 denotes the second year, etc. All estimates are converted from school-level standard deviation units to student-level standard deviation units by multiplying them by a factor of 0.45, which is the ratio of standard deviations of the school-average test score distribution and the student-level test score distribution averaged across our data panel, as reported in the text. This transformation has no bearing on the results qualitatively or quantitatively – the rescaling is performed only to improve comparability of our findings to those in other studies that report effect sizes in student-level standard deviation units.

**/* Indicates statistical significance at the 5/10 percent level.

Table 4. Falsification Results: California Math “Effects” on Grade-3 Mathematics Achievement for Cohorts of Students in Years Prior to the 2008/2009 Adoption Cycle.

	Year-P3	Year-P4	Year-P5	Year-P6
Treatment: <i>California Math</i>				
Control: <i>Composite Alternative</i>				
Treatment Effect: Kernel Matching	0.010 (0.053)	0.023 (0.051)	0.017 (0.054)	0.017 (0.056)
Treatment Effect: Restricted OLS	0.002 (0.014)	0.015 (0.015)	0.006 (0.015)	0.010 (0.018)
Treatment Effect: Remnant-Residualized Matching	0.001 (0.014)	0.018 (0.018)	0.014 (0.020)	0.011 (0.024)
No. of Districts/Schools (California Math)	89/560	88/567	90/575	90/588
No. of Districts/Schools (Composite Alt.)	210/1,063	213/1,085	212/1,106	215/1,124

Notes: Standard errors are estimated by bootstrapping using 250 repetitions and clustered at the district level. Year-P3 denotes the school year 3 years prior to the new curriculum being adopted (e.g., the 2005-2006 school year for textbooks adopted in fall-2008), year-P4 denotes the year 4 years prior, etc. Data from the two years preceding the adoption are used to match schools and thus not analyzed directly. All estimates are converted from school-level standard deviation units to student-level standard deviation units by multiplying them by a factor of 0.45, which is the ratio of standard deviations of the school-average test score distribution and the student-level test score distribution in math averaged across our data panel, as reported in the text. This transformation has no bearing on the results qualitatively or quantitatively – the rescaling is performed only to improve comparability of our findings to those in other studies that report effect sizes in student-level standard deviation units.

**/* Indicates statistical significance at the 5/10 percent level.

Table 5. Falsification Results: California Math “Effects” on Grade-3 English Language Arts Achievement for Exposed and Un-Exposed Cohorts.

	Year-P6	Year-P5	Year-P4	Year-P3	Year-1	Year-2	Year-3	Year-4
Treatment: <i>California Math</i>								
Control: <i>Composite Alternative</i>								
Treatment Effect: Kernel Matching	0.002 (0.064)	0.016 (0.060)	0.015 (0.058)	0.016 (0.057)	0.027 (0.061)	0.043 (0.056)	0.014 (0.066)	0.020 (0.064)
Treatment Effect: Restricted OLS	-0.000 (0.016)	0.013 (0.016)	0.008 (0.014)	0.008 (0.013)	0.012 (0.017)	0.019 (0.021)	-0.003 (0.020)	0.004 (0.022)
Treatment Effect: Remnant-Residualized Matching	-0.005 (0.021)	0.012 (0.018)	0.006 (0.015)	0.004 (0.015)	0.012 (0.017)	0.020 (0.022)	0.001 (0.020)	0.006 (0.026)
No. of Districts/Schools (California Math)	89/560	88/567	90/575	90/588	92/597	89/588	91/595	90/590
No. of Districts/Schools (Composite Alt.)	210/1,063	213/1,085	212/1,106	215/1,124	213/1,143	214/1,145	216/1,146	213/1,143

Notes: Standard errors are estimated by bootstrapping using 250 repetitions and clustered at the district level. Year-P3 denotes the school year 3 years prior to the new curriculum being adopted (e.g., the 2005-2006 school year for textbooks adopted in fall-2008), year-P4 denotes the year 4 years prior, etc. Year-1 denotes the first year the new curriculum was adopted (e.g., the 2008-2009 school year for textbooks adopted in fall-2008), year-2 denotes the second year, etc. All estimates are converted from school-level standard deviation units to student-level standard deviation units by multiplying them by a factor of 0.47, which is the ratio of standard deviations of the school-average test score distribution and the student-level test score distribution in ELA averaged across our data panel. This transformation has no bearing on the results qualitatively or quantitatively – the rescaling is performed only to improve comparability of our findings to those in other studies that report effect sizes in student-level standard deviation units.

*/** Indicates statistical significance at the 5/10 percent level.

Appendix A Data Appendix

Appendix Table A.1. Construction of the Analytic Sample.

	Schools	% of total	Districts	% of total
Initial Universe	5,494		825	
<i>Reasons for data loss</i>				
No record in textbook file	-339	6.2	-32	3.9
Indeterminate textbook information	-804	14.6	-134	16.2
Adoption year other than 2008 or 2009	-876	15.9	-119	14.4
Non-uniform adopter (or uncertain), grades 1-3	-481	8.8	-54	6.6
Gradespan conflict between CDE and SARC data	-33	0.6	-17	2.1
Missing school/district outcome data	-48	0.9	-19	2.3
Missing district/school covariate data	0	0	0	0
Did not use one of the four focal curricula	-632	11.5	-139	16.8
Initial Analytic Sample	2,281	41.5	311	37.7
Drop LAUSD and LBUSD	-403	7.3	-2	0.2
Final Analytic Sample	1,878	34.2	309	37.5

Notes: The initial universe includes all schools in the CDE data with characteristics from either 2007 or 2008, at least one grade-3 test score from 2009-2013, and where the highest graded is 8 or lower.

Appendix B

Supplementary Results

B.1 Pairwise Comparisons

Appendix Table B.1 summarizes initial results from the six pairwise comparisons. The first three comparisons involve what becomes the focal curriculum in our analysis: *California Math*. *California Math* is the treatment curriculum in the first comparison and the control curriculum in the other two (we use the convention of defining the most-adopted book as the “control” curriculum in each pairwise comparison). Notice that we obtain fairly large point estimates in all three comparisons involving *California Math*, and all three comparisons suggest that *California Math* is more effective. For the comparisons involving the other curricula, our point estimates are consistently small and do not suggest differential effects.

Like for the primary comparison in the text, we report balancing information in several ways for each pairwise comparison in Appendix Table B.1. As is clear from the table, a limitation of most of the pairwise comparisons is that the balancing results, while not indicative of egregious imbalance, are also not particularly compelling. Covariate balance using the matched t-tests generally looks good, but the mean standardized difference for several of the pairwise comparisons is large, and certainly much larger than in the comparison between *California Math* and the composite alternative. In all pairwise comparisons the Smith and Todd (2005) regression tests indicate imbalance in one form or another (i.e., either too many unbalanced covariates and/or average p-values that are too low).

As noted in the text, our small sample sizes in the pairwise comparisons (relative to sample sizes more typical of matching analyses in other contexts) limit our ability to improve covariate balance separately for each comparison. Thus, based on these initial results, and the suggestion that *California Math* is more effective than the other three textbooks (which all appear to be similarly effective), we focus our main evaluation on comparing *California Math* to a composite of the other three popular curricula. Reducing the dimensionality of the comparison in this way yields a more effective matching procedure, which can be seen by comparing the balance statistics shown in Appendix Table B.1 for the pairwise comparisons to the analogous numbers for the composite comparison in the main text (Table 2). The falsification tests shown in the main text offer additional evidence consistent with our final evaluation of *California Math* being balanced.

Appendix Table B.1. Balance and Estimation Results for the Six Initial Pairwise Comparisons During Treatment Years.

	Estimated Treatment Effects and Balancing Results by Year After Adoption			
	Year-1	Year-2	Year-3	Year-4
<u>Comparison 1</u>				
Treatment: California Math				
<i>Control: Envision Math</i>				
Treatment Effect (Kernel Matching)	0.048 (0.063)	0.059 (0.066)	0.041 (0.058)	0.054 (0.061)
No. Unbalanced Covariates, Matched T-tests (5 percent)	2	3	2	2
Mean Standardized Difference of Covariates	6.0	5.8	6.1	6.1
No. Unbalanced Covariates, Smith-Todd (5 percent)	3	4	4	3
Average P-value, Smith-Todd	0.41	0.28	0.43	0.40
<u>Comparison 2</u>				
<i>Treatment: California Mathematics: Concepts, Skills, and Problem Solving</i>				
Control: California Math				
Treatment Effect (Kernel Matching)	-0.087 (0.072)	-0.152 (0.077)**	-0.110 (0.072)	-0.091 (0.076)
No. Unbalanced Covariates, Matched T-tests (5 percent)	0	0	0	0
Mean Standardized Difference of Covariates	4.8	5.5	4.3	4.1
No. Unbalanced Covariates, Smith-Todd (5 percent)	11	5	3	3
Average P-value, Smith-Todd	0.21	0.30	0.31	0.31
<u>Comparison 3</u>				
<i>Treatment: California HSP Math</i>				
Control: California Math				
Treatment Effect (Kernel Matching)	-0.063 (0.063)	-0.065 (0.057)	-0.039 (0.072)	-0.059 (0.076)
No. Unbalanced Covariates, Matched T-tests (5 percent)	0	0	0	0
Mean Standardized Difference of Covariates	6.2	6.4	5.9	5.6
No. Unbalanced Covariates, Smith-Todd (5 percent)	5	5	5	4
Average P-value, Smith-Todd	0.28	0.27	0.28	0.29
<u>Comparison 4</u>				
<i>Treatment: California Mathematics: Concepts, Skills, and Problem Solving</i>				
<i>Control: Envision Math</i>				
Treatment Effect (Kernel Matching)	0.010 (0.066)	-0.017 (0.066)	-0.003 (0.058)	0.005 (0.065)
No. Unbalanced Covariates, Matched T-tests (5 percent)	0	0	0	0
Mean Standardized Difference of Covariates	5.6	5.2	5.4	5.2
No. Unbalanced Covariates, Smith-Todd (5 percent)	3	3	3	3
Average P-value, Smith-Todd	0.52	0.56	0.56	0.57
<u>Comparison 5</u>				
<i>Treatment: California HSP Math</i>				
<i>Control: Envision Math</i>				
Treatment Effect (Kernel Matching)	0.065 (0.090)	0.004 (0.078)	-0.009 (0.106)	0.013 (0.104)
No. Unbalanced Covariates, Matched T-tests (5 percent)	0	0	0	0
Mean Standardized Difference of Covariates	6.4	6.7	6.5	6.3
No. Unbalanced Covariates, Smith-Todd (5 percent)	4	4	4	4
Average P-value, Smith-Todd	0.39	0.39	0.39	0.39

Comparison 6*Treatment: California HSP Math**Control: California Mathematics: Concepts, Skills, and Problem Solving*

Treatment Effect (Kernel Matching)	0.016 (0.091)	0.021 (0.079)	0.058 (0.081)	0.028 (0.083)
No. Unbalanced Covariates, Matched T-tests (5 percent)	0	0	0	0
Mean Standardized Difference of Covariates	4.1	4.2	3.9	4.2
No. Unbalanced Covariates, Smith-Todd (5 percent)	6	6	6	6
Average P-value, Smith-Todd	0.31	0.34	0.33	0.34
No. of Districts/Schools (Envision Math California)	106/706	106/707	107/707	105/706
No. of Districts/Schools (California Math)	92/602	89/593	91/600	90/599
No. of Districts/Schools (California Mathematics: Concepts, Skills and Problem Solving)	67/387	69/389	69/389	69/389
No. of Districts/Schools (California HSP Math)	48/177	47/176	48/177	47/176

Notes: The balancing tests report results based on the same 22 matching covariates used in each pairwise comparison. Standard errors for matching estimators are estimated by bootstrapping using 250 repetitions and clustered at the district level. Year-1 denotes the first year the new curriculum was adopted (e.g., the 2008-2009 school year for textbooks adopted in fall-2008), year-2 denotes the second year, etc. All estimates are converted from school-level standard deviation units to student-level standard deviation units by multiplying them by a factor of 0.45, which is the ratio of standard deviations of the school-average test score distribution and the student-level test score distribution in math averaged across our data panel, as reported in the text. This transformation has no bearing on the results qualitatively or quantitatively – the rescaling is performed only to improve comparability of our findings to those in other studies that report effect sizes in student-level standard deviation units.

**/* Indicates statistical significance at the 5/10 percent level.

B.2 Matching Details for the Primary Comparison and Overlap of Propensity Scores

Appendix Tables B.2 and B.3 report details about the matching procedure for the primary comparison between *California Math* and the Composite Alternative. First, Table B.2 shows the output from the initial selection model from which the propensity scores are generated to give a sense of which covariates predict the adoption of *California Math*. The only statistically significant covariates are the three terms for district enrollment (linear, quadratic, cubic).

Second, Table B.3 shows covariate-by-covariate balancing results to complement the aggregate reporting in Table 2. For brevity, we show covariate-by-covariate balance using the Year-1 sample of schools and districts only (recall from the text that the balancing results fluctuate mildly from year-to-year because of sample changes due to building openings and closings and data reporting issues for small schools).

Figure B.1 shows the distributional overlap in propensity scores between *California Math* (treatments) and other focal-curricula adopters (controls). The propensity scores are summary measures of school and district characteristics, weighted by their predictive influence over the adoption of *California Math*. In any program evaluation where treatment is predicted at least to some degree by observable characteristics, treatment units will have higher propensity scores on average than controls, as in the case in Figure B.1. However, the figure shows considerable overlap in the distributions of propensity scores for treatment and control schools, which is conducive to our matching evaluation.

Appendix Table B.2. Probit Coefficients from the Propensity Score Model Predicting the Adoption of *California Math* Instead of the Composite Alternative.

Data Quality Indicator	-1.028 (0.715)
Census Data Missing Indicator	-1.777 (4.580)
Fall-2008 Adoption	0.305 (0.222)
School Average Math Score (Standardized)	-0.049 (0.059)
School Average ELA Score (Standardized)	0.189 (0.126)
District Average Math Score (Standardized)	-0.078 (0.434)
District Average ELA Score (Standardized)	0.338 (0.410)
Share Female	0.438 (1.148)
Share Economically Disadvantaged	0.633 (0.673)
Share African American	-1.328 (1.296)
Share Asian	-0.729 (0.807)
Share White	-0.738 (0.781)
Share Other	-1.539 (1.721)
Share English Learner	-0.886 (0.879)
School Enrollment (1000s)	4.091 (2.640)
School Enrollment Squared (1000s)	-0.00615 (0.00473)
School Enrollment Cubed (1000s)	0.00000302 (0.00000251)
District Enrollment (1000s)	-0.167 (0.089)*
District Enrollment Squared (1000s)	0.0000172 (0.00000710)**
District Enrollment Cubed (1000s)	0.00000000382 (0.00000000150)**
Share Low Education (U.S. Census)	-0.004 (0.011)
Median Household Income (U.S. Census)	-0.153 (0.398)
Constant	2.263 (4.450)
Pseudo R-Squared	0.1221
N (total)	1,878

Notes: The data quality indicator is set to one if the sum of student subgroups does not equal total enrollment as reported by the CDE. This was not an issue for most schools, and even when it was, inequalities were small. *Ex post* this variable has no bearing on our findings, and all of our results are robust to excluding it. The omitted student categories are the share male, economically disadvantaged, Hispanic, and non-English Learner.

**/* Indicates statistical significance at the 5/10 percent level

Appendix Table B.3. Covariate-by-Covariate Balancing Details for the Comparison between *California Math* and the Composite Alternative, Year-1 Sample.

	Matched t-test, Significant Difference	Standardized Difference	Smith-Todd Test, Significant Difference	Smith-Todd p-value
Data Quality Indicator	No	12.2	No	0.85
Census Data Missing Indicator	No	2.6	No	0.27
Fall-2008 Adoption	No	2.7	No	0.69
School Average Math Score	No	1.8	No	0.50
School Average ELA Score	No	4.3	No	0.77
District Average Math Score	No	1.3	No	0.68
District Average ELA Score	No	5.5	No	0.92
Share Female	No	1.1	Yes	0.02
Share Economically Disadvantaged	No	-4.4	No	0.97
Share African American	No	-0.3	No	0.53
Share Asian	No	-2.1	No	0.29
Share White	No	7.4	No	0.91
Share Other	No	-1.9	No	0.45
Share English Learner	No	-5.9	No	0.73
School Enrollment	No	2.6	No	0.24
School Enrollment Squared	No	1.5	No	0.15
School Enrollment Cubed	No	0.7	No	0.13
District Enrollment	No	3.1	Yes	0.01
District Enrollment Squared	No	3.4	No	0.10
District Enrollment Cubed	No	4.3	No	0.14
Share Low Education (Census)	No	-5.5	No	0.79
Median Household Income (Census)	No	-2.3	No	0.36

Notes: This table provides full details for the balancing results shown in Table 2 for year-1. Detailed balancing results for other years are substantively similar. The average absolute standardized difference reported in Table 2 is the average of the absolute values of the standardized differences reported in this table.

Appendix Figure B.1. Kernel Densities of Estimated Propensity Scores for Treatment (*California Math*) and Control (Composite Alternative) Schools on the Common Support, Grade-3 Math.

