



**School Board Work Session**  
**Monday, March 8, 2021; 5:00 PM**  
**District Office Room 306 and Virtual**

**I. Determination of Quorum and Call to Order**

**II. Information and Discussion**

A. Comprehensive Literacy Plan Guiding Change Document Updates **(5:00-5:05 PM)**

**Description:** This agenda item will provide an update on the literacy plan work in relation to the guiding change document.

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; Bonnie Houck, Literacy Coordinator

B. Review Superintendent Profile **(5:05-6:30 PM)** – *walked in*

**Description:** School Exec Connect will propose a profile for the Edina Superintendent

**Presenter(s):** Search Exec Connect

C. Student Testing Protocols **(6:30-6:50 PM)** – *walked in*

**Description:** The Board will review United Health Group's student testing study protocols

**Presenter(s):** John Schultz, Superintendent; Board members Matt Fox and Julie Greene

**III. Board Chair Updates**

**IV. Superintendent Updates**



**Board Meeting Date:** 3/8/2021 Work Session

**TITLE:** Comprehensive Literacy Plan Update: Guiding Change Document

**TYPE:** Information

**PRESENTER(S):** Jody De St. Hubert, Director of Teaching and Learning; Bonnie Houck, Literacy Coordinator

**BACKGROUND:** This agenda item will provide an update on the literacy plan work in relation to the guiding change document.

**RECOMMENDATION:** None – update only

**PRIMARY ISSUE(S) TO CONSIDER:** Comprehensive Literacy Plan Update: Guiding Change Document

**ATTACHMENTS:**

1. Comprehensive Literacy Plan Update: Guiding Change Document

**Comprehensive Literacy Plan: DRAFT Guiding Change Document**

**CLP Leadership Team**

**Developing Our Vision Statement: *What will literacy and learning look like in our district when an effective PK-12 Comprehensive Literacy Plan is successfully implemented?***

21st Century literacy includes traditional literacy skills, such as reading, writing, listening, and spelling, but also includes new literacy skills, such as critical thinking, scientific reasoning, and multicultural awareness (NCTE, 2008).

Context and Reality (NEED) “The Why”	Unacceptable Means “The Not-How”	Desired Results “The What”
<ul style="list-style-type: none"> <li>Every student has the right to read and write, but not all students are meeting their meeting proficiency goals in reading. Achievement gap is known and judged to be unacceptable.</li> </ul> <p><b>Suggested Addition</b></p> <ul style="list-style-type: none"> <li>Literacy instruction includes access to academic opportunities of excellence which includes challenging and rich curricula, high expectations, and inspiring instruction that meets their individual needs, accelerates growth and provides within class intervention opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Our multilingual English learners, <b>marginalized communities whose needs are not being met</b>, and economically challenged students will experience achievement gaps.</li> <li><b>The percentage of all students reading by 3rd grade will not improve.</b></li> </ul>	<ul style="list-style-type: none"> <li>Data collected will inform specific professional learning opportunities that have proven to support literacy development of multilingual English learners, marginalized populations, and economically challenged students</li> <li>Literacy Coaches will support coaching opportunities to strengthen core instruction</li> <li><b>Professional learning will focus on learning research supported, sheltered instruction strategies for students in need of core intervention</b></li> <li>Educators will commit to integrating new instructional practices</li> <li>Develop <b>kindergarten readiness</b> guidelines to monitor student literacy development as they move into kindergarten to provide early intervention.</li> </ul>
<ul style="list-style-type: none"> <li>Literacy instruction must include a clear, aligned Multi-Tiered System of Service (MTSS) that ensures each learner meets grade level expectations and develops, at minimum, one year every year.</li> </ul>	<ul style="list-style-type: none"> <li>Each school team uses an assessment system or intervention instruments that have not been reviewed and aligned into a district system.</li> <li>Students are included in MTSS programs without using a district-developed process.</li> </ul>	<ul style="list-style-type: none"> <li>Our Rtl system needs clear metrics and access/exit points</li> <li>Assessment and data are used to identify and align interventions based on lowest level of need and adjusted using the district identified progress monitoring system</li> <li>Students identified for intervention require acceleration to grade level expectations as quickly, and effectively, as possible</li> <li>Assessment and data are used to identify students in need of enrichment or acceleration and monitored using the district identified process</li> </ul>

<ul style="list-style-type: none"> <li>● Classroom instruction must align current standards and viable, scientific research supported best practices to ensure all students have access to a clear and viable curriculum and relevant learning experiences.</li> </ul> <p><b><u>Suggested Addition</u></b></p> <ul style="list-style-type: none"> <li>● Literacy instruction occurs in all content areas.</li> </ul>	<ul style="list-style-type: none"> <li>● Assuming that using curriculum resources can successfully provide a clear and viable curriculum.</li> </ul> <p><b><u>Suggested Addition</u></b></p> <ul style="list-style-type: none"> <li>● Assuming that reading and writing instruction only occurs in the ELA classroom</li> </ul>	<ul style="list-style-type: none"> <li>● A system of identifying research-based practices for instructional delivery</li> <li>● Ensuring that all instruction is aligned to the standards that support literacy development including: MN ELA Standards; MN ITEM Standards, and the CCSS 6-12 reading standards</li> <li>● <b><u>Suggested Addition</u></b></li> <li>● Disciplinary literacy strategies infuse literacy skill application and development in all content areas</li> <li>● Curriculum Content teams will work with Media Specialists to ensure that ITEM standards are integrated into the curricular areas, and not seen as an add-on.</li> </ul>
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**Research statements:**

- The ability to read, write, and communicate connects people to one another and empowers them to achieve and interact with the world (ILA, 2020).
- Reading proficiency requires interrelated skills and knowledge that are taught and cultivated over time: development of oral language skills, an expanding vocabulary, the ability to comprehend what is read, and a rich understanding of real-world concepts and subject matter (NGA, 2013).
- Parents, primary caregivers, and teachers have the most influence on children’s language and literacy development (NGA, 2013).
- 21st Century literacy includes traditional literacy skills, such as reading, writing, listening, and spelling, but also includes new literacy skills, such as critical thinking, scientific reasoning, multicultural awareness and the ability to solve real world problems (Fish, 2011; NCTE, 2008).
- Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in context (ILA, 2020).
- The ability to read, write, and communicate connects people to one another and empowers them to achieve and interact with the world (ILA, 2020).
- Reading proficiency requires interrelated skills and knowledge that are taught and cultivated over time: development of oral language skills, an expanding vocabulary, the ability to comprehend what is read, and a rich understanding of real-world concepts and subject matter (NGA, 2013).
- Parents, primary caregivers, and teachers have the most influence on children’s language and literacy development (NGA, 2013).
- The ability to read not only makes us better learners and communicators, but also arms us against oppression and benefits us financially (Gallagher, 2003)
- Development as a reader requires a rich program of reading, reflection, discussion, and writing about a wide range of accessible texts written for a range of purposes, audiences and genres, including digital and multimodal texts (Bråten & Braasch, 2017).
- All children require some measure of explicit, intensive, and individualized support and direction depending on their needs as readers. This includes explicit attention to the sound system of language where necessary. No child, however, requires unique instruction based on an educational label (Dudley-Marling & Paugh, 2004).
- 21st Century literacy includes traditional literacy skills, such as reading, writing, listening, and spelling, but also includes new literacy skills, such as critical thinking, scientific reasoning, and multicultural awareness (NCTE, 2008).

National Governors’ Association (NGA). (2013). A Governor’s Guide To Early Literacy: Getting all Students Reading By Third Grade. <https://www.nga.org/wp-content/uploads/2019/02/NGA-Governors-Guide-to-Early-Literacy-Oct-20132.pdf>

National Council of Teachers of English (NCTE). (2008, Nov 19). The NCTE definition of 21st century literacies. Retrieved Dec. 3, 2012, from <http://www.ncte.org/positions/statements/21stcentframework>.

**DRAFT Edina Public Schools**  
**PROFILE FOR THE NEW SUPERINTENDENT**

**THE NEXT SUPERINTENDENT SHOULD BE A PERSON WHO:**

- Is an inspiring visionary who will confidently lead the implementation of the 2020-2025 Strategic Plan and embrace Edina's rich history and tradition of academic excellence while boldly facilitating innovative initiatives that will propel a great school district to higher levels of achievement for all.
- Is committed to excellence in academics, closing opportunity and achievement gaps and maximizing the potential of each student while simultaneously supporting the whole child and the student's physical, social and emotional health.
- Focuses on effective communication; listens actively, speaks and writes with a high degree of skill, employs a wide variety of media to reach wider audiences and provides accurate and timely information to the staff and community.
- Understands the profound impact of the pandemic on students, teachers and the community and develops with others plans to return students to appropriate learning modes and to promote the healing of any divisions that have emerged in the community.
- Is a proactive unifier, who in times of polarization doesn't take sides but with a delicate balance of active listening, tactical savvy, charisma and thick skin de-escalates tension and holds the neutral center by elevating the conversation, finding common ground, and focusing on what unites people rather than what divides them.
- Works well with the Board in a shared leadership role while continuing to share the superintendent's vision for the direction of the District.
- Is a decisive, yet collaborative consensus builder who listens with an open mind, uses data and input from those with multiple or diverse perspectives, and is able to synthesize, compromise and craft a shared vision before taking action.
- Is an instructional leader who will facilitate the development of strong curriculum and instructional programs, support job embedded professional development and ensure the implementation of a comprehensive PreK-12 Literacy Plan that meets 21<sup>st</sup> Century learning criteria.

- Displays knowledge and skill in fiscal and legal matters affecting the District.
- Demonstrates cultural competence and experience working with culturally and racially diverse populations, and fosters a school culture that is inclusive, respectful and responsive while providing equitable opportunities for all.
- Is a supportive team builder who recruits, hires and retains quality staff who reflect the diversity of our students, creates a trusting environment that brings out the best in others and interacts with all stakeholders in a manner that makes them feel valued, heard and respected.
- Supports the value of strong athletic, activity and fine arts programs for the enjoyment they provide and their positive impact on student achievement, self-esteem, time management, teamwork, wellness and quality of life.
- Is a visible and approachable spokesperson and cheerleader for Edina Public Schools who effectively markets the District and reaches out to staff, students, parents and community to build mutually beneficial, trusting partnerships so that the District is the top educational choice for students and families.



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## EDINA PUBLIC SCHOOLS' PROFILE REPORT

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March 8, 2021

The Edina Public Schools' Board of Education wanted to have a better understanding of the school and community members' perceptions of the District as they began their search for a new Superintendent. The Board requested *School Exec Connect* consultants Dr. Ken Dragseth, Dr. David Clough, Ms. Patty Phillips and Ms. Lisa Anderson to gather information from constituents regarding the strengths and challenges of the District, possible goals for the next three years, as well as the characteristics, skills and attributes desired in the new superintendent. This report presents a summary of the comments of people who attended focus groups and were interviewed individually.

The District School Board and the current Superintendent, Assistant Superintendent and Teacher's Union President were interviewed individually, via telephone. 16 Focus Groups were conducted, and the responses of seventy-six (76) participants, which include the individual interviews, were clustered into the following areas:

SCHOOL BOARD  
LEAD TEAM  
SITE LEVEL ADMINISTRATION  
EMPLOYEE LEADERSHIP  
EMPLOYEES  
SPECIAL EDUCATION ADVISORY COUNCIL  
GIFTED AND TALENTED PARENTS  
PARENT LEADERSHIP COUNCIL  
ELEMENTARY PARENTS  
HIGH SCHOOL PARENTS  
BUSINESS AND COMMUNITY LEADERS  
PARENTS OF GRADUATES AND BROADER COMMUNITY  
SOMALI PARENTS  
SOUTHEAST ASIAN PARENTS  
LATINO PARENTS  
OPEN COMMUNITY FORUM

Due to the sampling methodology, this report should not be considered scientifically accurate. The opinions set forth may not reflect the opinion of the majority of the staff or District residents. The judgments of what should be included in this report are those of the consultants based on the statements heard throughout the data-gathering process.

The first report presents the summary of each focus groups' input including individual meetings/conversations with the consultants via telephone. The second document is the online survey summary. The last item is the Profile for the Superintendent derived from all of the focus group, individual interviews, survey data and comments.

Thank you to those who took the time to respond to the online Survey or to participate in one of the focus groups or telephone interviews. The results of this report will assist the School Board as they enter the next phase in the search for a new superintendent of schools.

This report may be used in several ways:

- The School Board should review this report to become informed about the thinking of different constituent groups regarding their perceptions of the District.
- After reviewing the input from stakeholders of the District, the School Board may modify and approve the attributes that will serve as criteria to be considered as candidates are screened and interviewed.
- The consultants will use this report as the foundation for screening and interviewing candidates who are well matched for the superintendent's position in this district.
- The consultants recommend that this report be available to candidates for a better understanding of the District and its strengths and challenges.

Respectfully submitted,

Dr. Kenneth Dragseth  
Senior Partner

Dr. David Clough  
Partner

Ms. Patty Phillips  
Senior Associate

Ms. Lisa Anderson  
Associate

**SCHOOL EXEC CONNECT** Consultants



## **EDINA PUBLIC SCHOOLS' CONSTITUENT GROUP RESPONSES**

Where there were multiple similar responses from individuals, the number is listed behind the response.

### **BOARD OF EDUCATION**

**The Board of Education identified the following educational strengths/attributes for the District:**

- Great staff (teachers, administrators, support staff (4)
- Active, interested, supportive parents who are generous with their time and money (4)
- Supportive community (2)
- Amazing facilities
- Excellent fiscal management with highest bond rating
- Academic excellence (25 National Merit Finalists in 2021)
- Strong Advanced Placement Program with 25 AP courses offered and both high participation numbers and student success (1,176 students took 2,216 AP tests with 86.7% scoring 3 or higher)
- Provided 100 hotspots to ensure internet access and facilitate equitable Pandemic Distance Learning opportunities
- Support built into high school course offerings such as Math bridge classes
- Strong elementary school programs
- Professionally gifted lead teams
- District is poised to be considered top school district
- French immersion magnet is a national model
- Middle School allows students to explore a variety of courses and interests
- Strong opportunities for partnerships outside of the schools

**The Board of Education identified the following educational challenges/barriers for the District:**

- Community's rose-colored mindset of what Edina was and unwillingness to embrace the innovations of the new Edina Schools (2)
- Changing student and community demographics (2)
- Perception that academics are slipping in Edina (2)
- People and staff having confidence in our district (2)
- Lack of cohesive communication strategies to get parents and community equitable access to information
- Losing enrollment to other schools and districts
- Finances and budget cuts
- Implementing an equity vision
- No literacy program and dyslexia program
- Parental support at times
- Tug of war on diversity issues
- Implementing programs for social and emotional well-being of students
- High expectations of the community
- Absence of organized structure for equity work
- Inadequate training without embedded professional development resulting in inconsistent implementation of literacy and equity initiatives

- Autonomy resulting in inconsistencies and inequities at elementary schools
- Questions from the community about our success and some wanting to bring down our school district
- Division on current School Board
- School Board members who do not understand their role
- Board members' questions which serve no purpose
- Shying away from talking about ourselves and comparing ourselves to top districts in the state and nationally
- Individuals unable to distinguish between a real issue and the loud voices of a few
- Perception of some that the community is anti-teacher's union
- Building strong partnerships with the teachers and the community
- There is a missing connection between our Lead Team and our buildings
- Leadership needs to be improved around our Early Learning Center
- The current balanced approach to literacy needs to be re-examined
- We lack a systemic approach for continuous improvement

**The Board of Education identified the following goals as important for the school district to achieve in the next three years:**

- Develop and implement a comprehensive PreK-12 Literacy Plan (6)
- Keep moving the needle to advance the academic success of all learners (2)
- Deal with equity issues but not make it the main goal of the district (2)
- Continue commitment to equity
- Focus on education and not social emotional status as the mission
- Address opportunity and achievement gaps in math and reading
- Improve our intervention programming
- Do not embrace identity politics
- Rebuild our brand
- Understand the role of the teacher's union
- Improve communication, proactively communicating who we are and what we do well
- Roll out a new magnet school program
- Implement the district strategic plan
- Look at innovation and better ways to innovate
- Able to play and compete on a national level
- Take the Strategic Plan up a notch – connect the dots
- Maintain the current level of academic offerings
- Continue to serve the whole student by continuing the importance of extra curriculars
- Maintain fiscal discipline and never forget we are working with scarce resources
- Need to be sure we continue to serve the 80% of students in the middle
- We need to restore trust in our district and regain meeting the national benchmarks
- Address how to regain the 300 students that we lost this year

**The Board of Education identified the following characteristics/skills needed by the next superintendent to be successful:**

- Decisive yet collaborative (5)
- Strategic planner – willing to implement the strategic plan (3)
- Excellent Communicator (3)
- Innovative (2)
- Visionary (2)
- Knows that the main constituents are the students, puts them first (2)
- Shares the data and the why behind decisions and is able to defend them (2)
- Strong, definitive leadership when making recommendations to the Board (2)
- Can get things done (2)
- Visible in Edina
- Strong passion for excellence
- Able to position Edina as a top district to attend
- Record of hiring people better than themselves
- Approachable with staff, students and community
- Able to work in a diverse environment
- Open to feedback and input
- Strong finance background
- Emotionally secure
- Not push a certain ideology – open to all ideas
- Able to stand up to the union
- Understands and embraces our country's culture
- Understands the role of the Board – superintendent works for the Board
- Graciously responds to questions
- Accessible
- Self-confident and able to listen to all concerns and act
- Professional
- Wants to be here
- Spokesperson for the district, its cheerleader
- Able to embrace parental support
- Broad thinking
- Organized
- Optimistic
- Able to exude confidence in our schools
- Leader – drive to be the best
- Provide stability to the district
- Collaborative with everyone...School Board, staff, community
- Fiscal understanding coupled with fiscal discipline
- A proactive leader who works to set the strategic direction
- Objectively analyzes information before making decisions
- Need a visionary not a draft horse to carry us forward
- A compassionate leader who can connect with all stakeholders
- Possesses a clarity of purpose
- Someone who can inspire others to our mission without dividing the community

- A trust builder
- A confident leader who will bring back the District's confidence

**The Board identified the following questions to ask candidates as they select the Superintendent:**

- What do you see as the differences in educational delivery, student needs and learning in the next two to three years?

**LEAD TEAM INCLUDING SUPERINTENDENT, ASSISTANT SUPERINTENDENT**

**Lead Team identified the following educational strengths/attributes for the District:**

- Parents, businesses and community value education (3)
- Supportive community with the time and money they invest in our schools, pass referendums (3)
- Talented teaching staff who are committed to students (2)
- School District is the centerpiece of Edina
- Knowledgeable administrative team and willing to do what is necessary for success
- District provides a world class learning environment with academic preparation for life, college and careers
- Great resources for the schools
- Many special interest and support groups that provide resources and support to extra-curricular, fine arts and school programs
- Committed students who want to learn and be successful
- Middle School model with its 8-period day provides students with lots of choices and opportunities to explore their areas of interest
- The PSL (Pandemic Silver Lining) was great collaboration by teachers designing effective distance learning models with shared ownership of assessment tools, technology tips, and routines to keep students engaged in learning.

**Lead Team identified the following educational challenges/barriers for the District:**

- Managing change with the community (2)
- Dependence upon the state for finances (2)
- Moving from an autonomous culture to a collaborative one
- Legacy of the district is hard to change
- Aftermath of the Pandemic
- Emphasis on equity is both a blessing and a challenge
- Lack of staff diversity
- District is sometimes risk averse and hesitant to move forward
- Defining excellence and what it means for programs and students
- Taking a district and helping it evolve with all its challenges
- Center for the American Experiment attacks and how to react to it
- Aligning the adults to move in a unified direction
- Passing a referendum coming up
- Good system is the enemy of being great
- Operational challenges that arise when we are asked to do more with less

- Competition of other districts and schools
- Need to innovate and do novel things to stay ahead
- Getting a handle on the changing marketplace for schools – so many choices
- The Strategic Plan is long, broad and complex – need to make it more user friendly
- The community is polarized – a microcosm of society
- Need to help the Board focus on the big picture in order to keep focus
- The changing demographics and increased diversity are both a strength and challenge

**Lead Team identified the following goals as important for the school district to achieve in the next three years:**

- Unpack and implement the 2020-2025 Strategic Plan (4)
- Close the opportunity gap and raise the bar for all students
- Develop and implement the Literacy plan
- Promote the social and emotional learning for all students
- Build trust and strong relationships with the community
- Affirm and value the staff
- Invest in relationships across the District
- Deliver world class, inclusive customer service
- Keep focused on education and mission, not politics
- Improve Board governance
- Address the culture change in the district
- Continue to grow the system while focusing on student voices and needs
- Deal with the aftermath of the Pandemic
- Provide structural support and consistency to achieve deeper levels of learning
- Harness the energy of all adults by pulling together in the same direction
- Create an inclusive culture where all feel safe to share their voices
- Transition back from Covid and integrate children back into school
- Provide space for the new superintendent to become established

**Lead Team identified the following characteristics/skills needed by the next superintendent to be successful:**

- Builds a collaborative culture (3)
- Wrap around experience and skills as a leader (2)
- Values and cares about people (2)
- Creates space for voices
- Strong communicator
- Adaptive leader
- Strong cultural competence
- Able to bring Edina schools a state and national perspective and status
- Able to plan projects and see them to the finish
- Builds trust with staff, students, parents and the community
- Spokesperson for the district, a cheerleader
- Able to create a vision where we aspire to be greater
- Able to unite the district and community after the Pandemic
- Able to communicate the need for change

- Manages change with the community
- Has an equity lens
- Taps into people's emotions into what tomorrow can be
- Takes the complex and breaks it down to achievable steps
- Deeply loves kids
- Compassionate
- Motivator
- Visible in the schools and community
- Strong knowledge of high schools and high school culture
- Willingness to put in hard work and time
- Surrounds themselves with talented people
- Knows oneself, both strengths and weaknesses
- Lacks a big ego
- Passionate and ready to go
- Able to hire people of color
- Strong vision for education in the future
- Experienced in managing change
- Continuity, longevity, and staying power.
- Strong knowledge of statutory laws and legislation
- A sense of humor and gratitude
- A servant leader
- Experience as a superintendent in a dynamic community
- Knowledge of school finance who can advocate at the legislative level
- Can work effectively with a Board that can be challenging at times

**Lead Team identified the following questions to ask candidates as they select the Superintendent:**

- Questions should be aligned to the attributes we are seeking. Artifacts and evidence of the attributes would be an effective means of assessment.
- How will you as superintendent leverage the heroic work of teachers and other staff during this Pandemic?
- How will we move forward in the aftermath of this Pandemic?
- Describe a situation where you dealt with different expectations of people. How did you deal with it?
- Tell us stories of what you have done in your previous positions.
- What has changed in the superintendent's role and how have you changed to match the new reality?
- What do you know about Edina?
- Why do you want to come to Edina?
- What is your vision for the District?
- What three skills do you possess that will make you successful in Edina?
- What is your plan for getting to know and understand the District?
- How would you work with the Board to help their development?
- What do you see as the biggest challenges for education today?

## **SITE LEVEL ADMINISTRATORS**

**Site Level Administrators identified the following educational strengths/attributes for the District:**

- Rock star staff
- Quality, caring, passionate teachers
- Staff longevity
- Supportive families and community invest time and money in our schools
- Bar set high with strong academic programs and activities to help our students be successful
- Former superintendents have built a strong foundation
- High level of accountability that doesn't allow us to be average

**Site Level Administrators identified the following educational challenges/barriers for the District:**

- Declining enrollment and capturing the market share of students in a changing community with teardown homes
- We've been excellent for a long time; it's hard to hold on to that forever
- Hearing all of our families' voices and perspectives rather than only those with the loudest voices
- Strife between staff and community
- Impact of social media which can be toxic
- When and how much to communicate-do we want to be responding constantly to control the narrative?
- Perception of challenges because of high expectations/demands of the community
- Pandemic fatigue and "who's working harder" discourse between those working remotely vs. in person
- Post pandemic return to "normal" and creating the reset and vision of where we go from here
- Alignment and focus around systems

**Site Level Administrators identified the following goals as important for the school district to achieve in the next three years:**

- Charting the post Pandemic roadmap for returning to "normal"
- Addressing declining enrollment
- High academic achievement while supporting struggling students with equity and academic excellence for all learners
- Communicating with all stakeholders
- Being an equity-based, birth-95+ destination district
- Dismantling the zero-sum game that a gain for one group results in a loss for another group
- Building trust back with the community by accomplishing amazing things and creating a great narrative
- Inspiring principals to innovate, circling back to inspiration from our previous study of STEM, STEAM, etc.
- Investing in multilingual learners

**Site Level Administrators identified the following characteristics/skills needed by the next superintendent to be successful:**

- Committed to Edina and will stay for a chunk of time
- Visible and connected to staff and community
- Builds trusting relationships with all
- Keeps students at the forefront of decisions
- Somebody like Dr. Dragseth
- Good listener
- Patient
- Emotionally intelligent
- Supportive of site teams
- Doesn't walk in with a cookie cutter plan
- Has our back
- Experience with community education and early childhood
- Knows when enough is enough
- Finesse to hold their own in challenging situations
- Ability to handle tough stuff and the high expectations of the community

**What questions would you like the Board to ask the candidates as they select their next superintendent?**

- Tell us about a time when you finessed a challenging situation.
- What is your decision-making process? What data do you collect? How do you evaluate the effectiveness of your decisions?
- Give us a sense of how you build relationships with students, staff, parents and community.
- What kind of track record do you have working through challenging situations? Walk us through the steps you took in resolving a challenging situation in a school district.
- What are your core values about students? Public Schools? Egalitarianism?
- What are your experiences navigating relations with a district similar to Edina?
- Why Edina?

**EMPLOYEE LEADERSHIP INCLUDES TEACHER UNION PRESIDENT**

**Employee Leadership identified the following as the educational strengths/attributes of the District:**

- Dedicated, high achieving staff
- Great students
- Strong parental support
- Excellent programs like French Immersion and a wide variety of fine arts, athletic and academic activities
- Community that values education and supports bonds, referendums
- Untapped potential in community experts
- Resources that can be accessed by teachers and students – ED Fund and Five n Go



**Employee Leadership identified the following educational challenges/barriers for the District:**

- Whirlwind as we shifted superintendents and managed the pandemic; we're spinning with one oar in the water and no sense of direction
- Can't agree on what success looks like
- Diverse perspectives and widening gaps in what we want rather than coming together
- Lack of cohesiveness and disconnect between staff and administration
- Lack of transparent communication
- Non-teacher connected groups have made decisions
- Partisanship in the community
- Teaching changes in Covid making workloads difficult

**Employee Leadership identified the following goals as important for the school district to achieve in the next three years:**

- Redefine what matters and what success looks like
- Focus on a solid plan and clear vision moving forward
- We need a brave leader to push us forward, our progressive model has stalled
- Create a proficiency model
- Need a more robust program to carry out diversity goals
- Continue to build on academic excellence

**Employee Leadership identified the following characteristics/skills needed by the next superintendent to be successful:**

- Brave leader to push us forward in a clear direction
- Innovator who can let go of what was and imagine possibilities
- Strong communication skills
- Trusts staff and views us as experts
- Direct
- Passionate point of view
- Transparent
- Visible
- Committed
- Connected with staff, students, and community
- Compromiser
- Peacemaker
- Says this is where we're going and why we're going there
- Can say No
- Sees me, sees our staff, sees our students
- Involves me in committees
- Inspiring-I want to be swept up
- Sees the union as a partner
- Collaborative
- Authentic

- **What questions/areas would you like the Board to ask the candidates as they select the superintendent?**
- How do you inspire others?
- What's going to be in a 2021 kindergarten student's portfolio?
- How would people you work with describe you?
- What challenges have you experienced?
- What did you learn doing your homework about our district?
- Share examples of how you have been innovative.
- What would your ideal district look, sound and feel like?
- What drew you to the superintendency?
- Why Edina?
- What do you see as the value of having a robust teacher union?
- How would you address the equity issues in our District?

## **EMPLOYEES**

### **Employees identified the following educational strengths/attributes for the District:**

- The community is committed to excellence
- The families in the District are strong supporters of the schools
- Teachers work very hard here
- The entire Edina community wants strong schools
- Professional development has helped with the diversity issues

### **Employees identified the following educational challenges/barriers for the District:**

- Need to focus on closing the achievement gap just as we focus on meeting the needs of gifted and talented students
- Some in the community feel that too much is being done for diverse learners

### **Employees identified the following goals as important for the District to achieve in the next 3 years:**

- Closing the achievement gap
- An equity focus to close the opportunity gap
- Address part B of the Strategic Plan including culturally responsive training for staff and hold staff accountable for that training
- Get into the community more to communicate the vision of the District

### **Employees identified the following characteristics/skills needed by the next superintendent to be successful:**

- A leader who makes equity a priority
- Believes in the use of data and educational research
- Approachable and knows people's names
- Visible in the District – gets to all schools regularly

- Understand the roles of the school's employees
- A congruent leader who walks the talk
- Considers all perspectives before making decisions
- Is a motivator and a good speaker
- A kind person with a good sense of humor
- Would be nice to have a diverse leader
- Someone who is committed to the community and will be here for awhile
- Committed to the literacy goal

**What questions/areas would you like the Board to ask the candidates as they select a superintendent?**

- How will you align your efforts with the Strategic Plan rather than listening to every squeaky wheel?
- How will you make sure the 2025 Strategic Plan is moving forward – especially Strategy B?
- How do you incorporate lifelong learning – early childhood through community education?

**SPECIAL EDUCATION ADVISORY COUNCIL**

**Special Education Advisory Council identified the following as the greatest educational strengths and attributes of the District:**

- Great teachers
- South View's award-winning Peer Insight Program
- Supportive families and community members
- Great resources to support our learners
- Parents have a voice
- Excellent special education services (moved here from another state because of the district's great reputation)

**Special Education Advisory Council identified the following as the greatest educational challenges/barriers for the District:**

- Need more communication from the District
- Equity falls short for students receiving special ed services; paras are cut when budgets are tight while gifted programs remain intact
- Lack of after school and summer activities for special education students at Community Center
- If you aren't involved, articulate or possess the finesse to work the system, there is inequitable treatment
- Staff at community center need to be intentionally inviting and welcoming to students

**Special Education Advisory Council identified the following goals as the most important for the District to achieve in the next three years:**

- Offer special education students more inclusion and equitable activities and camps after school and in the summer at Edina Community Center
- Replicate South View's Peer Insight Program in other Edina schools

- Expand Buddy Program and Circle of Friends
- Implement systemic personalized learning approaches
- Adopt meaningful metrics to measure our students' progress

**Special Education Advisory Council identified the following as the most important characteristics/skills needed by the next superintendent to be successful:**

- Strong communication skills
- Proven track record
- Here for the long term
- Hire principals with desire to include special ed students
- Remember special ed students when making decisions
- Ability to manage conflict
- Lead through change
- Seeker of information and stakeholder input
- Inclusive leadership

**What questions /areas would you like the Board to ask the candidates as they select the superintendent?**

- What kind of inclusion programs do you have in your schools?
- What are you going to do regarding funding special education programs for our neediest students?

## **GIFTED AND TALENTED PARENTS**

**Gifted and Talented Parents identified the following educational strengths/attributes for the District:**

- Our resources can provide great things for kids
- Tremendous parent support and volunteerism
- Strong finances
- Exceptional teachers

**Gifted and Talented Parents identified these educational challenges/barriers for the District:**

- Communication in general is frequently not clear or concise
- Too many loud voices advocating for particular issues
- Feels very polarized right now – especially around the Board election
- Lack of trust due to lack of transparency – need to rebuild trust
- Communication in general is frequently not clear or concise
- How do you acknowledge a problem without tearing down the District?
- Declining enrollment needs to be addressed
- The difference in student needs is so wide – sometime an 8-year gap at the same grade level

**Gifted and Talented Parents identified these goals as important for the District to achieve in the next 3 years:**

- Refocus academic achievement based on data
- Need a plan for measuring personalized learning and other programs. - rather than just listening to the parents who are the loudest in front of the Board
- There is a lot of diversity to address but it seems the needs of the majority and the kids in the middle are being lost
- We need to be thinking about all performance – some believe the curriculum is not challenging enough
- Focus on growth for all students less on proficiency

**Gifted and Talented Parents identified these characteristics/skills needed by the next superintendent to be successful:**

- A collaborative leader
- Has an understanding of data and uses these to inform staffing, program and financial decisions
- A trust builder with strong communications skills
- Passionate about and invested in Edina
- Strong management and communication skills
- Data driven
- Fresh ideas
- Humility
- Honestly listens to all sides
- They are here because this is where they want to be
- Can handle the loud voices

**What questions/areas would you like the Board to ask the candidates as they select a superintendent?**

- What is their vision for decision making policy – give specific examples
- How would they measure whether a program was successful or unsuccessful?
- If a program doesn't meet your expectation, what will you do?
- What size budget have you dealt with and how do you make financial decisions?
- What will you bring to Edina that is different?

## **PARENT LEADERSHIP COUNCIL**

### **Parent Leadership Council identified the following educational strengths/attributes for the District:**

- Very engaged community with articulate well-educated people
- Academic Excellence
- Strong, well run, finances
- High participation in parent teacher relationships
- Strong and highly educated teachers
- Great choices for kids at the secondary level
- High School has lot of options and clubs to help kids find their way
- ED Fund and Edina Give and Go support teachers and students
- All day Pre-K Programs are sought after and have great feedback

### **Parent Leadership Council identified these educational challenges/barriers for the District:**

- District is divided
- Has been a decline in numbers at ECFE – a gateway program
- Parents with high expectations border on entitlement
- Administrators at the building level are awesome but not well utilized by the District
- Data is not always used to support decisions
- There are so many different visions of what the Edina culture is
- The community can struggle with change
- The School Board can be difficult – lots of strong opinions and individual agendas
- The Early Learning Center is always under construction

### **Parent Leadership Council identified these goals as important for the District to achieve in the next 3 years:**

- Goals need to flow from the new Strategic Plan
- Stay true to the Strategic Plan and articulate where we are going
- Literacy and ECFE
- Need to implement the plan – not start a new one
- Focus on relationships and consensus building

### **Parent Leadership Council identified these characteristics/skills needed by the next superintendent to be successful:**

- Able to articulate, lead and communicate the Strategic Plan
- Set the vision and follow with the Strategic Plan
- A consensus builder and relationships builder
- Strong communication skills
- Someone who can take a stand
- Strong leadership skills – can manage and evaluate

- Makes decisions with integrity
- Can deliver the Edina Brand
- Inspirational
- Values volunteerism
- Understands the importance of the Early Learning Program
- Strong instructional leader
- Motivates others
- Kid centered leader
- Someone who can attract great talent

**What questions/areas would you like the Board to ask the candidates as they select a superintendent?**

- How are you able to deliver on the points of our Strategic Plan?
- Have you navigated a big change, what and how?
- How would you work to increase minority members on our staff?
- Provide situational examples for the candidate to respond to

**ELEMENTARY PARENTS**

**Elementary Parents identified the following educational strengths/attributes for the District:**

- Quality of our teachers
- Quality of all employees from school staff to the bus drivers
- The engagement of the parents and the community in the schools
- Pride in the schools
- Strong extra-curricular activities

**Elementary Parents identified the following educational challenges/barriers for the District:**

- The k-3 literacy program is not well rated – not enough phonics
- Playing catch up rather than setting the tone
- Achievement is dropping for every demographic as we are not following the science of reading
- Covid has created less in person time
- Demographics in the District are changing – not sure the teaching strategies are keeping up
- We need to raise up all kids in the District – the choice doesn't have to be bring the bottom up or bringing the top down
- The School Board has become a homogenous group

**Elementary Parents identified these goals as important for the District to achieve in the next 3 years:**

- Maintaining and deepening academic excellence
- Create an inclusive culture while embracing high expectations
- More innovation – Edina needs to lead the pack rather than follow

- Align the k-3 literacy program with the science of reading
- Make sure we are creating world citizens in our school

**Elementary Parents identified these characteristics/skills needed by the next superintendent to be successful:**

- Makes tough decisions backed up by data and research
- Great communication skills – an active listener
- A collaborator who partners with others
- Someone who can provide support and provide direction to the Board
- Has an equity vision aligned with high achievement
- An innovator who is willing to push the limits
- Can lead the demographic change in the District

**What questions/areas would you like the Board to ask the candidates as they select a superintendent?**

- How do you achieve strong outcomes across all demographics – a district that works for everyone?
- How will you ensure that Edina stays strong?
- Tell us about a time that you followed the data even when not popular?
- How do you balance the interests of all of the different groups within the community?
- What are the 3-5 metrics for which you would like the Board to hold you accountable?

**HIGH SCHOOL PARENTS**

**High School Parents identified the following educational strengths/attributes for the District:**

- Super dedicated staff
- Very dedicated and supportive community members

**High School Parents identified the following educational challenges/barriers for the District:**

- We are too afraid of offending some group
- We need to be making more decisions on data

**High School Parents identified these goals as important for the District to achieve in the next 3 years:**

- We need a hard look at the curriculum – things have become stagnant
- We need to get away from fear-based decision making – not wanting to anger some group of stakeholders

**High School Parents identified these characteristics/skills needed by the next superintendent to be successful:**

- Someone who is really, really good at putting their team together
- Better explain the why
- Proactively communicate their decisions and why they are making it



- Be willing to make needed changes

**What questions/areas would you like the Board to ask the candidates as they select a superintendent?**

- What can you bring to the table that will help Edina with needed change?

## **PARENTS OF GRADUATES & BROADER COMMUNITY**

**Parents of Grads & Broader Community identified these educational strengths/attributes of the District:**

- Culture of academic excellence
- Strong community pride in the District
- Supportive Parents
- Trailblazing French Immersion Program
- District is steeped in tradition

**Parents of Grads & Broader Community identified these educational challenges/barriers for the District:**

- Lack of communication and outreach to alumni parents who want to continue to support the schools
- Inability to attract and retain staff of color
- Autonomy in elementary schools resulting in inequitable learning models and experiences
- Holding on to traditions too tightly; the world is changing, and the Days of 1950 Edina are gone
- Edina model built on heavy parent involvement is difficult to sustain as families have less discretionary time
- Bias that everybody in Edina excels and we live in “Leave it to Beaver Land”
- Inequitable fundraising resources at elementary schools

**Parents of Grads & Broader Community identified these goals as important for the school district to achieve in the next three years:**

- Attract, recruit and retain a diverse staff reflective of our student population
- Improve communication with parents and the community
- Continue to engage parents of graduates
- Ensure equal treatment for student programs, from special needs to gifted and talented
- New Superintendent needs to make diversity/equity work a priority

**Parents of Grads & Broader Community identified the following characteristics/skills needed by the new superintendent to be successful:**

- Willing to challenge tradition
- Embraces diversity
- Looks through an equity lens
- Strong spine
- Gravitas

- Bold enough to say, “Wake up, Edina”
- Confident and not intimidated by this community
- Outside the box, creative thinker
- Collaborator who works in partnership
- Flexibility to deal with the pace of change
- Leader beyond the schools-a community voice

**What questions would you like the Board to ask the candidates as they select the superintendent?**

- What have you done as a leader to ensure retention of staff?
- The buck stops with you. What capabilities do you possess in managing people?

**SOUTHEAST ASIAN PARENTS**

**Southeast Asian Parents identified the following educational strengths/attributes for the District:**

- Staff commitment to equity
- School prepares students well for both academics and fine arts
- High school staff and counselors prepare students well
- The principal at EHS is taking action to close the gap
- The support of parents in the District is incredible

**Southeast Asian Parents identified these educational challenges/barriers for the District:**

- We need to realize that immigrant families are highly motivated and that what we want for our students is the same that all parents want
- There is a lack of cultural understanding at times
- There is a lack of cultural representation in the staff
- The special education budget seems to be slashed unnecessarily
- There are some very loud parents who are demanding things for their students that are taking away from the special education budget and services

**Southeast Asian Parents identified these goals as important to achieve in the next 3 years:**

- Maintain the academics – that is why we moved to Edina
- Increase the diversity of staff – today 24% of students are diverse while only 6% of staff
- Chris Holden has been a wonderful help at Cornelia and Normandale
- Autistic children need more inclusion in District activities
- It would be good to have diverse candidates for all positions

**Southeast Asian Parents identified these characteristics/skills needed by the next superintendent to be successful:**

- An ability to bridge the different groups in the community
- Understand multi-cultural education yet can accommodate the majority of Edina parents

- Balance the communication within the District
- Makes decisions based on data – not the loudness of parents
- Has a vision for the success of all students
- Truly focuses on the students
- Experience in a similar district
- Thick skin
- Focused on kids needs rather than what parents want

**What questions/areas would you like the Board to ask the candidates as they select a superintendent?**

- What are your experiences with special needs programs?

## **LATINO PARENTS**

**Latino Parents identified the following educational strengths/attributes for the District:**

- The cultural liaison system is a strength to English learner families – Edina doing a superior job of trying to understand the families
- Technology support is strong
- Countryside provides many events to support the different cultures

**Latino Parents identified these educational challenges/barriers for the District:**

- Families face many economic challenges
- Other cultures have trouble finding help – they get lost in the system and then many give up
- We need to maintain the good things that we have going forward – perhaps there could be a mentoring process

**Latino Parents identified these goals as important to achieve in the next 3 years:**

- Equity – a wide income and language diversity of children
- Due to Covid students need more support from the District – both economic and emotional support
- Kids no longer learn the same way – teachers need more tools and training
- Improve the depth and quality of instruction

**Latino Parents identified these characteristics/skills needed by the next superintendent to be successful:**

- Experience in both administration and equity – the current superintendent has worked hard for us
- Charismatic leader – who is human
- Equity skills
- Exhibit a vision that will bring people together
- Bridge the gaps that now exist
- Solid understanding of scientific thinking
- Can help create new and capable world citizens
- Understands literacy – the most important

- Supports the staff who are working so hard

**What questions/areas would you like the Board to ask the candidates as they select a superintendent?**

- What is your experience with working with Equity areas and how can they support that goal in Edina?
- Describe your best equity work in your current district.
- What would be the new superintendent's approach to measuring the advance/success in the implementation of the Board's vision?
- Regarding communications and transparency: if any measurement provides feedback that suggests finetuning or altogether correcting the implementation of the vision or the vision itself, what would be the approach to communicating these findings to the community and/or the Board?

**BUSINESS AND COMMUNITY LEADERS**

**Business and Community Leaders identified the following educational strengths/attributes for the District:**

- Community that wants to be involved
- The historical success of the District
- The elementary schools are outstanding – strong academics and a world view
- The CP program is fabulous

**Business and Community Leaders identified these educational challenges/barriers for the District:**

- The engagement is double edged – supportive and/or divisive
- A lack of humility and an arrogance in the community in the last 10-15 years
- Every school in Edina looks different – need a vision for consistency
- The strength of the faculty and staff are not always well utilized

**Business and Community Leaders identified these goals as important to achieve in the next 3 years:**

- Bring the “how” to the Strategic Plan
- Getting the community to buy in to the schools
- Need to attract and keep Edina students
- How to bring the polarized parts of our community together
- The schools, the city and the businesses must work together
- Need innovative partnering outside of the school system

**Business and Community Leaders identified these characteristics/skills needed by the next superintendent to be successful:**

- Someone who can drive the Strategic Plan
- A take charge person

- A relationship builder with the community
- A unifying force for the community
- Really gets to understand the community
- Open to partnerships but clear about the roles
- Someone who can say no
- Develops inclusivity
- Comfortable getting up and rallying people
- Someone who is present
- Deep sense of humility
- A clear understanding of courage

**What questions/areas would you like the Board to ask the candidates as they select a superintendent?**

- What can you bring to the Edina schools that we don't have now?
- How have you demonstrated an ability to advance equity?
- Who are the partners you utilize outside of the school?
- What do you think are the biggest issues facing the Edina schools?
- Are you an asset based or a deficit-based leader?
- Are you passionate about wanting to become our superintendent?
- Are you willing to try to increase the diversity of staff members?

**OPEN COMMUNITY FORUM**

**Open Community Forum identified the following as the educational strengths/attributes of the District:**

- Commitment to excellence
- Engaged students and staff
- Resource rich district
- Tons of social capital
- Really good, committed teachers
- Quality of curriculum is excellent
- We may not always agree, but we have a high level of engagement, no apathy
- Parent involvement, a blessing and a curse
- Starting from high standards
- Normandale's Social and Emotional curriculum's positive impact on kindness, caring, and friendship

**Open Community Forum identified the following as the educational challenges/barriers for the District:**

- We are not raising global citizens; our kids are not prepared to operate in diverse world
- Lack diversity in our teaching staff
- Tradition is a huge challenge as innovation has been squelched
- The Loud Voices in our district are a challenge and would express the exact opposite of what we're sharing

- “Minnesota Nice” fear of talking candidly through issues
- If we’re about academic excellence we need equitable support for every student; we can’t do things like we’ve always done
- Onus for change is currently on the kids to make things happen; we need to do more as adults in the community
- Can’t spend our time responding to the noise of the Center of the American Experiment
- Administration’s decisions since Covid hit have been driven by the Union instead of the best interest of students
- Need to address post Covid student mental health issues
- Post Covid we need extra support for teachers because of student behavior issues

**Open Community Forum identified these goals as important for the district to achieve in the next three years:**

- Attract, recruit and retain teachers of color
- Raise global citizens in an environment reflective of our diverse world
- Decide what we want to be...a Premier School of What? What is our elevator speech?
- Revisit our history curriculum as we’re robbing kids of missing content; start with organized humanity and teach all of it, not just the victor’s perspective
- Improve the nutrition of our school lunch program; more fruits and vegetables and less carbs and junk food
- Build a sense of community and pride and loyalty in our schools
- Have post Covid interventions in place to bridge gaps in learning
- Rebuild our District to be at the top in academics
- Build relationships with staff, students and community

**Open Community Forum identified these characteristics/skills needed by the new superintendent to be successful:**

- Collaborator
- Unifier who builds alignment
- Community builder able to navigate a divided community
- Insightful leader who recognizes there is a divide on what academic excellence means and who it is for
- No afraid to confront the people who won’t innovate or rock tradition
- Strong person not threatened by high powered pressure from great people
- Willing to take a stand
- The LeBron James of Superintendents
- The Luciano Pavarotti of Superintendents
- Student centered
- Transparent
- Accessible
- Personable
- Culturally competent
- Open minded
- Courageous
- Truth teller

- Concerned about the whole child
- Leader who can frame this incredible time of transition
- Listens but can pivot to next generation learning
- Differential thinker
- Has worked in diverse environments
- Lifelong learner who continues to read and enjoys the arts and athletics
- Great team builder who looks at a team, embraces their strengths and capitalizes on their skills
- Not someone who wants to continue the status quo
- Somebody from outside Minnesota with a fresh lens
- Someone with experience turning around a failing district; we aren't failing but we want to see change

**What questions/areas would you like the Board to ask the candidates as they select the superintendent?**

- What innovative plans do you have for inequitable academic results in our schools for students of color?
- What is your plan to recruit and retain teachers of color?
- What is your experience and commitment to stand up to traditions that are a barrier to innovation and success in today's world?
- Share specific examples of developing a unified vision.
- What does your vision of a best-in-class, diverse, equitable and inclusive district look like? What's your vision of how this would look in Edina?





**SCHOOL EXEC CONNECT  
EDINA PUBLIC SCHOOLS  
SUPERINTENDENT SEARCH ON-LINE SURVEY  
MARCH 8, 2021**

This report highlights the responses of 1,457 individuals who chose to participate in an on-line survey as a part of the search process for a new Superintendent of Schools. The survey collected the participants' perceptions regarding goals for the Edina Public Schools, the strengths and challenges facing the District and the characteristics and skills desired in the next superintendent. Due to the sampling methodology, this report should not be considered a scientifically based research document. The on-line survey was completed once per email address. This report utilizes the input received from those who chose to complete the survey. Judgments regarding what is included in this report are those of the consultants, based upon the survey input received.

The consultants utilized the input received from the on-line survey in developing the ***New Superintendent Profile***, a report that outlines the attributes desired in the new superintendent. Input received in several individual and focus group interviews and a community meeting was also used in developing the ***New Superintendent Profile***.

This report may be used by the District in a variety of ways. The input received should be helpful to the Board as interview questions are developed and candidates are screened. It may also serve as valuable information in assessing community perceptions on a variety of issues and the effectiveness of the District's communications with the community. The consultants also recommend that this report be given to the newly appointed superintendent to expand understanding of the issues and opportunities facing the District.

**SURVEY RESULTS: (Citing any answer with over 250 responses)**

**1. Please select the choice(s) that best describe your relationship to the school district. Please select all that apply.**

- |   |              |
|---|--------------|
| • Parent of Current/Past Student (past 5 years) | 79.9%(1,164) |
| • Teacher/Licensed Staff                        | 15.2% (222)  |
| • Community/Business Member                     | 6.6% (96)    |
| • Support Staff                                 | 3.8% (56)    |
| • Student                                       | 1.9% (28)    |
| • Other   | 1.9% (28)    |
| • Administrator                                 | 1.4% (21)    |

**2. Please select the top three (3) goals for the district to accomplish in the next three years.**

- Strengthen our academic program and curriculum 48.3% (702)
- Maintain high levels of student achievement 41.5% (604)
- Implement and maintain programs for all student achievement levels and diverse backgrounds 37.9% (552)
- Focus on 21<sup>st</sup> century curriculum (communication, collaboration, creativity, innovation, critical thinking, problem-solving and media and technology literacy) 36.6% (533)
- Assuring student well-being (emotionally safe and confident) 28.9% (420)
- Engaging students through best instructional practices 20.4% (297)
- Ensuring that all students are ready for post-secondary education 18.2% (265)

**3. Please select the three (3) items below that represent the greatest strengths of the school district.**

- Dedicated and highly competent staff 37.5% (537)
- High level of student achievement 34.7% (497)
- Strong community pride in the schools 33.5% (480)
- Supportive and involved parents 29.7% (425)
- Teacher quality 25.4% (363)
- Supportive community 19.9% (285)
- Athletic/activity programs 18.4% (263)

**4. Please select the three (3) items below that represent the greatest challenges for the school district.**

- Closing achievement gaps among student groups 36.2% (516)
- Understanding and supporting diversity in the district 32.1% (457)
- Class size 28.0% (399)
- Effective Board governance 24.4% (348)
- Competition with other districts and schools 19.7% (281)

**5. Please select the top three (3) attributes that you believe are most important for a person to be successful as the superintendent of the Edina Public Schools. The new superintendent should be a person who:**

- Builds a great team and brings the best out of others 36.0% (523)
- Has a deep understanding of curriculum, instruction and how students learn 35.3% (512)
- Is a strong decision-maker who uses data and information 29.8% (432)
- Is a collaborative consensus builder and able to work with all constituencies 24.2% (352)
- Can recruit and support outstanding staff members 18.9% (274)
- Holds others accountable 18.8% (273)
- Has an inspiring vision for the future 18.7% (271)
- Is able to address the needs of our diverse student population 18.5% (268)
- Is child centered 18.3% (265)

**PROTOCOL FACESHEET**

<b>Protocol Number</b>	2021-0014
<b>Principal Investigator</b>	Ethan Berke, MD, MPH
<b>Title</b> (Please include Initiative# as prefix)	Effectiveness of a near-site high complexity lab processing pooled samples for SARS-CoV-2 testing in a 6-12 <sup>th</sup> grade school population
<b>Type of Research Description</b>	Evaluation of the operational feasibility of sample pooling and transport to a near-site high complexity lab for SARS-CoV-2 testing to reduce asymptomatic spread in a school environment
<b>Funding Sponsor</b>	Optum Labs
<b>Device Vendor</b> (if applicable)	Bio-Rad CFX96 Quanterix HD-X Visby Medical
<b>UHG Research Sites</b>	Query Lab, 5995 Opus Parkway, Minnetonka, MN 55343
<b>External Sites</b> (if applicable)	Edina Public Schools: <ul style="list-style-type: none"> <li>• Edina High School, 6754 Valley View Road, Edina, MN</li> <li>• South View Middle School, 4725 South View Lane, Edina, MN</li> <li>• Valley View Middle School, 6750 Valley View Road, Edina, MN</li> </ul>
<b>Sub-Investigators</b>	Caleb Kennedy, PhD, OptumLabs Gerald Cangelosi, PhD, University of Washington, Seattle, WA
<b>Protocol Document Version &amp; Date</b>	V2 2/19/2021

**1 RESEARCH OVERVIEW / ABSTRACT (LIMIT 500 CHARACTERS)**

Optum Labs will partner with Edina Public Schools (“EPS”) to co-develop and deploy a testing strategy for students in grades 6-12. The goal of this research is to evaluate the operational feasibility of pooled testing with a near-site lab. Key measures include the number of positive tests, days missed from school, and cost per day, as well as student, parent, and staff satisfaction with the testing program.

## 2 STUDY PURPOSE AND OBJECTIVES

Optum Labs will partner with EPS to co-develop and trial testing strategies that enable a safe return to school for students in grades 6-12. This research will use available testing technologies and epidemiological modeling to screen students in an operationally feasible and economically sustainable manner. Specifically, we will:

**Aim 1:** Deploy a “near-site lab” model of COVID-19 testing, including school-site sample collection and transportation to a CLIA high complexity lab for testing. This model, which will provide surveillance screening at 3 school sites covering up to 3500 students per week in grades 6-12, includes educational curriculum and communication materials to engage students, parents, faculty, and staff and manage the program.

**Aim 2:** Assess the effectiveness of pooling approaches to reduce the number of infections on campus and maintain school continuity. Outcome metrics include test performance data, rates of detection in asymptomatic individuals, missed days from school, school closure data, and costs over the testing period.

**Aim 3:** Assess faculty, staff, parent, and student perception of the testing approach regarding how regular surveillance testing 1) impacts trust of process, 2) addresses concerns about returning to the school environment, and 3) influences health-hygiene behavior changes.

Hypotheses related to the specific aims are:

**H1:** Operationalizing a comprehensive surveillance testing program for students using a “near-site lab” model is safe and practical with minimal training and experience.

**H2:** Frequent surveillance testing using pooled samples and follow-up confirmatory testing is a cost-effective and efficient way to maintain in-school continuity and reduce the risk of closure.

**H3:** Regular, comprehensive testing programs with robust communication increase trust between families and schools, resulting in increased engagement in other mitigation measures and reduced stress and anxiety about attending in-person school.

### 3 JUSTIFICATION & BACKGROUND

During the ongoing COVID-19 pandemic, schools need effective strategies to reopen and remain open. These strategies need to balance quality of education with the health and safety of students, teachers, and staff. The safety of students and staff must be prioritized. Strategies that make return to school feasible include daily symptom screening, masking and physical distancing, modification to classroom and extracurricular activities, and optimization of the physical plant.

In addition to robust public health measures, successful return to normalcy may be sustained by optimal COVID-19 testing strategies. Vaccines are not yet approved for individuals under 16 years of age, and issues with vaccine supply mean that not everyone who wants a vaccine can get one yet. Thus, testing will still be important for mitigating COVID-19 spread through the remainder of the academic year.

Despite being commonly recommended, little guidance suggests the right approach to testing and how best to balance cost, test selection, result delays, the value of sample pooling, and how changing local disease prevalence should inform strategy adjustments. Importantly, there is little evidence and guidance about the role of testing in asymptomatic individuals to attenuate disease spread. Asymptomatic spread mitigation is particularly important in a school environment, where superspreading events could potentially impact students, faculty, and staff through illness and facility closure, as well as increasing disease risk in families and communities.

Research from Optum Labs demonstrates that it is not only critical to choose the right test in terms of performance in asymptomatic individuals, but to use the test in the defined population at the optimal frequency to reduce the risk of case escalation. Optimization is further enhanced at the population level by understanding of underlying disease prevalence and utilization of pooling to reduce cost and increase efficiency.

The “ideal” test strategy must be balanced with the practicalities of cost per person per day to ensure sustainability. Weekly testing with a hypothetical \$20, 60% sensitive, 98% specific test (such as an antigen diagnostic test in asymptomatic people) was estimated to cost \$30.95 per person per week with confirmatory testing or \$20.45 without and would reduce infections compared to no testing by 59% but result in 322 false positive test results over a 100-day semester. In contrast, a hypothetical \$175, 98% sensitive, 99.5% specific test with same-day results administered weekly using a pooling-in-a-pod approach with 14 people per pool was estimated to cost \$21.57 per person per week with confirmatory testing, or \$13.17 without, and may reduce infections by 99% but result in 82 false positive test results over a 100-day semester. Frequency of testing, test sensitivity, turn-around time, and the external community prevalence are all important factors to consider, and there is often more than one testing strategy to achieve the desired level of performance.<sup>1</sup>

With these scenarios in hand, institutions will need to make informed operational choices, devise pods or cohorts to be tested by pooling, and potentially isolated if positive, and create clear communication about a surveillance rationale. Acknowledging a dynamic community prevalence, testing strategy will require optimization to maximize benefit at the lowest cost with least amount of disruption. There is an urgent need to develop models in partnership with schools to create sustainable approaches that enable teachers and students to return to the classroom.

## 4 STUDY DESIGN

### 4.1 Design

The scope of this project includes three schools in EPS: Edina High School (grades 9-12), Valley View Middle School (grades 6-8) and Southview Middle School (grades 6-8). All three schools will begin a hybrid model of learning on February 16 whereby half of the students attend on Mondays and Tuesdays (cohort A) and the other half of the students attend Thursdays and Fridays (cohort B).

EPS will implement a pooling testing strategy for students in grades 6-12. Students will provide an anterior nares sample under supervision, which will be combined into pools of 10-20 samples, based on underlying community prevalence and calculating the potential cases averted using [calculator.unitedinresearch.com](http://calculator.unitedinresearch.com). Optum Labs and EPS will periodically review community prevalence, testing results, and operational considerations for EPS to adjust the testing frequency and/or pool size if justified.

EPS staff members are tested every other week through a state of Minnesota testing program.

Samples will be collected and pooled on-site, then transported to the “near-site” high complexity CLIA laboratory at the Query Lab, where the samples will be tested. If a pool test result is negative, all participants in that pool will be presumed negative. If a pool test result is positive or indeterminate, all students in the pool will be asked to undergo diagnostic testing so that the positive members of the pool may be identified. There will be two options for diagnostic testing as described below.

Under the first option, the Query Lab may perform the diagnostic testing. In this case, the students who were members of the positive or indeterminate pool will be asked to self-collect two additional anterior nares or oral swab samples. These two swabs will be transported to the Query Lab. One anterior nares swab will be tested individually for clinical diagnostic use under CLIA. The results of individual testing will be reported by the Query Lab to EPS and to the Minnesota Department of Health. The second anterior nares or oral swab will be de-identified and reserved for research use by Optum Labs. Diagnostic testing performed by the Query Lab will be free of charge to the student and his or her family.

Under the second option, the student may seek diagnostic testing from a third-party provider, such as the student’s primary care doctor or a COVID-19 testing site. In that case, the student and his or her family will be responsible for all logistics and costs associated with such testing. The study will not be responsible for any logistics or costs associated with testing performed by any laboratory other than the Query Lab. In the event that the parent or legal guardian of the student reports the diagnostic test results to EPS, EPS will report the test result to Optum Labs on a de-identified basis using only the study ID number assigned by EPS to identify the student.

EPS will be responsible for developing, implementing and managing its COVID-19 policies and safety measures, including those with respect to negative, presumed or suspected positive and confirmed positive SARS-CoV-2 test results among its student body, as those matters are outside of the scope of the study.

Participation in this study is voluntary. Students may choose not to participate and still can attend EPS schools in person.

To evaluate the impact of this testing strategy, students, faculty, and parents will be asked to fill out brief surveys regarding their experiences and satisfaction with the testing program early in the study period and at the end of the study.

### 4.2 Duration

The study is expected to start in March 2021 and run through the duration of the school year (mid-June 2021). Testing will not be conducted during school breaks nor during weeks when EPS is doing distance learning for students in scope for testing.

### 4.3 Metrics and Variables

**Aim 1:** Deploy a near-site model of testing, including on-site sample collection and pooling and transportation to a near-site lab for testing.

- Time required to test all participants
- Number of people required to test all participants
- Total number of tests required
- Total cost of all tests and supplies required
- Cost of testing per person per day

**Aim 2:** Assess the effectiveness of pooling approaches to reduce the number of infections on campus and maintain school continuity for the most students.

- Number of positive pools in initial stage of pooling
- Number of asymptomatic cases identified through confirmatory testing
- Number of missed days from school due to positive test results

**Aim 3:** Assess faculty, staff, parent, and student perception of the testing approach in regard to how regular testing impacts trust of process and addresses concern about returning to the school environment.

- Student attitudes about returning to school, satisfaction with testing process, and health-hygiene practices via survey
- Parent attitudes about returning to school, satisfaction with testing process and health-hygiene practices via survey
- Faculty and staff attitudes about returning to school, satisfaction with testing process and health-hygiene practices via survey

### 4.4 Data

EPS will be responsible for collecting and tracking the data for each of the metrics and variables listed in Section 4.3 except for the total cost of all tests and supplies required, which will be tracked and tabulated by Optum Labs.

EPS will regularly share these de-identified data elements with Optum Labs for analysis. Optum Labs will deploy a web-based application for use by EPS to track data at each testing event.

For each diagnostic test conducted on a member of a positive or indeterminate pool by the Query Lab, EPS will collect the following information from the student (or his or her parents if under the age of 18) and provide it to Optum Labs so Optum Labs may report the case to the Minnesota Department of Health (the “MN DOH”) as required by the MN DOH and as part of the diagnostic testing process governed by CLIA (see appendix for reporting form):

- First and Last Name
- Phone
- Address
- Date of Birth
- Age
- Sex
- Race
- Ethnicity



- Whether or not the participant works in a healthcare facility or congregate setting
- Whether or not the participant lives in a congregate setting
- Pregnancy status

If a student receives a diagnostic test from a provider laboratory or provider other than the Query Lab, and the parents or legal guardian of the student shares that diagnostic test result with EPS, EPS will share the test result of that student with Optum Labs on a de-identified basis, using only the study ID number assigned by EPS to identify the student.

#### 4.5 Materials

Medschenker and/or Atila swabs will be used for sample collection.

#### 4.6 Devices

##### Bio-Rad CFX 96 using the Atila iAMP detection kit

The Bio Rad CFX96 instrument is a RealTime-PCR system that includes a thermal cycler and optical detection of multiple fluorophores.

##### Quanterix HD-X using the SARS-CoV-2 N Protein Advantage assay kit

The Quanterix HD-X instrument is an ultra-sensitive Simoa bead-based immunoassay platform. The Simoa SARS-CoV-2 N Protein Antigen Test is an automated paramagnetic microbead-based immunoassay intended for the qualitative detection of the nucleocapsid protein (N protein) antigen from SARS-CoV-2 in nasopharyngeal swab specimens collected in Huachenyang iClean Viral Transport Medium (VTM), CDC's formulation of VTM, normal saline, or phosphate buffered saline (PBS) from individuals who are suspected of COVID-19 by their healthcare provider within 14 days of symptom onset. Testing is limited to laboratories certified under the Clinical Laboratory Improvement Amendments of 1988 (CLIA), 42 U.S.C. §263a, that meet the requirements to perform high complexity tests. This test has not been FDA cleared or approved; but has been authorized by FDA under an EUA for use by authorized laboratories only for nasopharyngeal specimens. Antigen testing performed on the Quanterix instrument with anterior nares swabs will not be used for diagnostic purposes. This testing technology may be used for pooled tests.

##### Visby Medical SARS-CoV-2 Tests

Visby Medical SARS-CoV-2 is a single-use (disposable), fully-integrated, rapid, automated RT-PCR *in vitro* diagnostic test intended for the qualitative detection of viral RNA from the SARS-CoV-2 in nasopharyngeal, anterior nasal or mid-turbinate swabs collected by a health care provider (HCP) or trained personnel, from individuals with signs and symptoms of infection who are suspected of COVID-19. The Visby Medical COVID-19 test is currently authorized under the Food and Drug Administration's Emergency Use Authorization for moderate complexity labs and point-of-care settings.

Ongoing internal research by UHG R&D indicates that pooling up to 20 samples on a single Visby is possible, with comparable performance to the levels of detection of other FDA-approved RT-PCR tests. Data on file for protocol 2020-0062.

## 5 STUDY POPULATIONS

### 5.1 Target Population

The study population comprises students of EPS in grades 6-12.

- Edina High School: 1,800 students
- Southview Middle School: 1,000 students
- Valley View Middle School: 1,000 students

Any participant who meets the eligibility criteria, signs the informed consent approved by the IRB and whose parents sign the informed consent will be enrolled in the study.

### 5.2 Number of Subjects

The number of subjects will be the total number of students who are attending school in-person and who agree to participate in the study.

### 5.3 Eligibility

#### Inclusion Criteria:

- Student at EPS in grades 6-12
- Both student and his or her parents or guardian consent and agree to participate in the study after learning about it
- Able and willing to follow all study procedures

#### Exclusion Criteria:

- Not able to demonstrate understanding of the study
- Medical history evidencing any of the following
  - Active nosebleed in the past 24 hours
  - Nasal surgery in the past two weeks
  - Chemotherapy treatment with low platelet and low white blood cell counts
  - Acute facial trauma

### 5.4 Potentially Vulnerable Populations (Please select all that apply to this research)

- UnitedHealth Group Employees
- Intellectually/ Cognitively / Developmentally Disabled Persons
- Economically Disadvantaged Persons
- Child
- Prisoners
- Pregnant Women

Intellectually / cognitively / developmentally disabled persons and economically disadvantaged persons are not the primary source of research, may be included as part of the eligible population.

Children are included in the targeted population. A clear communication plan will be in place to gain the consent of both the parent and the assent of the child (see Section 5.7).

### 5.5 Subject Identification & Accrual Plan

All 6-12<sup>th</sup> grade students at the three participating schools will be invited to participate in this study.

## 5.6 Recruitment Plan and Materials

Optum Labs and EPS will co-develop communications, and EPS will distribute to the parents, students, and staff. Materials are shown in the Appendix section of this protocol.

## 5.7 Enrollment / Consent Plan and Materials

The targeted populations and their parents will receive an informed consent and research study information guide explaining the study. These materials will include a study contact at EPS familiar with the study to answer questions or address concerns.

- Students over the age of 18 years and the parents of the students will be asked to sign this document to provide informed consent. If either the student or the parents do not sign the consent, the student will not be enrolled in the study.
- Students attending grades 6-12, but under the age of 18 years will be provided an assent document so that they are aware and informed of the study. If a student does not assent, then no sample will be collected from the student.
- Parents will be asked to sign on behalf of their adult or minor child(ren) and encouraged to discuss this research study with their child(ren). If the parent(s) of adult or minor child(ren) do not sign the consent, then the student will not be enrolled in the study.

For each participant, EPS will be responsible for obtaining signed consent forms from the participant and his or her parents before the first pooled testing event for that participant.

On the day of each testing event, sample collection supervisors will refer each student to a posted assent document before collecting the student's sample. The posted assent document will remind participants about key aspects of the study, including the opportunity to withdraw from the study or opt-out of testing on any given day if they no longer wish to participate in the study or be tested that day. If a participant chooses not to be tested, EPS will be responsible for implementing its COVID-19 policies and procedures with respect to that participant.

## 5.8 Compensation / Remuneration / Reimbursement

Participants will not be compensated.

## 6 STUDY PROCEDURES

### 6.1 Procedures

Prior to the commencement of testing, EPS and Optum Labs will identify individuals who will supervise sample collection and handle pooled and individual samples. Optum Labs will provide training materials for EPS.

#### Student Testing:

- Each participating student will be assigned a study ID by EPS.
- All participating students will be trained on how to self-collect an anterior nares sample before testing begins (training materials in appendix).
- Students will collect one anterior nares sample by themselves using a flocked individual use swab, under the supervision of the sample collection supervisor.
- The swab will be placed in a single test tube that includes all participants in the pool and labeled with the name of the pool.
- Students will be assigned pools based on their arrival times at their designated doors at each school building.
- The sample collection supervisor will track all participants who provide an anterior nares swab into the pooled sample in the data management system
- All samples will be transported within the school to a central location, then transported to the 5995 Query Lab for processing.
- Pooled tests will be run on the Bio-Rad CFX 96 using the Atila iAMP detection kit
- Pooled test results will be read, interpreted and documented by a trained test operator, and all pooled test results will be relayed to a designated person at EPS.
  - If the pool is negative, Optum Labs will notify a designated person at EPS and the pool will be presumed negative.
  - If the pool is positive or indeterminate, Optum Labs will notify a designated person at EPS.

#### Diagnostic Testing:

- If a pool tests positive or if the results are indeterminate, all students who are members of the pool will be contacted and asked to undergo diagnostic testing through one of two options:
  - Under the first option, the Query Lab may perform the diagnostic testing. In this case:
    - EPS will coordinate collecting two additional swabs from each participant in the pool and transport the swabs to the 5995 Query Lab for testing.
    - These two swabs will be transported to the Query Lab. One swab will be tested individually for clinical diagnostic use under CLIA. The results of individual testing will be reported by the Query Lab to EPS and to the Minnesota Department of Health. The second swab will be reserved for research use by Optum Labs. Diagnostic testing performed by the Query Lab will be free of charge to the student and his or her family.
    - The Query Lab will perform diagnostic testing on one of the individual samples.
    - Diagnostic testing will be performed on the Bio-Rad CFX 96 using the Atila iAMP detection kit
    - The second sample will be de-identified in accordance with the Health Insurance Portability and Accountability Act of 1996, and its implementing regulations (“HIPAA”) and reserved for additional research use.
    - Optum Labs will notify the parents of the participants of the individual test results.
    - Optum Labs will collect information from EPS or the parents of the student receiving diagnostic testing through the Query Lab and will use such information

- to satisfy its notification obligations with respect to the Minnesota Department of Health of all individual diagnostic tests performed and will provide all necessary data to MDH per CLIA guidelines.
  - Optum Labs will notify EPS of all individual test results
  - If a participant tests positive in confirmatory testing, EPS will implement its policies and procedures for a positive test result (which include a period of quarantine). When the student returns to EPS after the period of quarantine, he or she will be excluded from pooled testing for a period of time to align with CDC guidelines for retesting (currently 90 days).
- Under the second option, the student may seek diagnostic testing from a third-party provider, such as the student's primary care doctor or a COVID-19 testing site, and the family will be responsible for all logistics and costs associated with such testing. In the event that the parent or legal guardian of the student reports the diagnostic test results to EPS, EPS will report the test result to Optum Labs on a de-identified basis using only the study ID number assigned by EPS to identify the student.

## 6.2 Subject Participation

Student participants will be asked once per week to self-collect an anterior nares swab to test for COVID-19. If the pool containing their sample is positive or indeterminate and the parents of the student elect to pursue diagnostic testing through the Query Lab, the student will be asked to provide two additional samples, and then they will be sent home.

## 6.3 Participant Engagement & Results

Optum Labs will notify EPS of pooled testing results. EPS will be responsible for notifying participants (and parents) of pooled sample test results. Participants will be notified if their pool results are positive or indeterminate as soon as possible.

When doing diagnostic testing of individual samples, Optum Labs will notify the parents of the students directly of their test results. Optum Labs will obtain authorization under HIPAA through the consent to share the diagnostic results with EPS so EPS can manage the school response protocol.

## 6.4 Data Collection

Testing data will be collected in a Salesforce-based study data system. EPS will assign participants a random study ID. The results of both pooled testing and individual confirmatory testing will be documented within the study data system.

No individually identifiable information will be recorded for pooled testing, including name, address, phone number, or date of birth. Only the grade, age (in years) and gender of pool participants will be recorded. No pooled specimens will be stored or archived for future use.

For individual confirmatory testing, EPS will collect additional demographic information as required by MN DOH and other public health authorities and transmit that data to Optum Labs. Optum Labs will then report the results of confirmatory testing to the MN DOH and other public health authorities as required. The data which EPS will collect and provide to Optum Labs for each confirmatory test and which Optum Labs will report, includes the following information and such other information as may be required by the MN DOH or other public health authorities from time to time:

- First and Last Name
- Phone
- Address
- Date of Birth

- Age
- Sex
- Race
- Ethnicity
- Whether or not the participant works in a healthcare facility or congregate setting
- Whether or not the participant lives in a congregate setting
- Pregnancy status

This information will be stored by Optum Labs in accordance with CLIA regulations.

If a student has a diagnostic test at another provider outside of Optum Labs, and they report that test result to EPS, EPS will share the study ID and the test result information with Optum Labs on a deidentified basis, using only the study ID assigned by EPS to identify the student.

## 6.5 Data Analysis

Test results for all participants for the duration of the study will be recorded and summarized using numerical and graphical summaries as appropriate. Confirmed positive cases of SARS-CoV-2 will be recorded and prevalence rates in the population being tested will be reported for the duration of the study. Prevalence rates of SARS-CoV-2 will be estimated based on the number of participants, not the number of tests given; an estimate for the prevalence rate for a given week will be the number of confirmed positive cases divided by the total number of individuals screened in that week. EPS will summarize the reported resources required (staff, volunteers, and time required to implement), the total costs and supplies needed, and responses to student, faculty, and parent surveys.

## 7 RISKS AND BENEFITS

### 7.1 Risks and Risk Mitigation

The risks of the swab collection are low, and no different than usual clinical practice for anterior nares sample collection. The participant may experience transient mild discomfort, gagging, or slight bleeding from the nostril. Younger children may have challenges sitting still during the sample collection. The protocol will follow FDA guidance on sample collection instructions to minimize risk.

There is a risk of a false positive, where a participant's test indicate that s/he is positive for SARS-CoV-2 but the participant does not actually have the virus. This may result in disruption of class attendance and family obligations. The risk of false positives is low.

There is also a risk of a false negative, where a participant's test indicates that s/he is negative for SARS-CoV-2 but the participant is infected with the virus. This could result in additional cases of SARS-CoV-2 in the EPS population. The risk of false negatives is low.

Despite regular testing, there is still a risk of transmission of SARS-CoV-2 within the school environment. Because testing is voluntary, students who do not participate may be infected and could be a source of transmission. This risk will decrease as the participation rate increases. Even with testing, mitigation factors such as distancing, wearing masks, and handwashing must remain in place.

There are risks associated with the use of identifiable data for the purposes of this operational study. These risks are minimized by using appropriate confidentiality protection measures and limiting access to data to only those authorized to do so. EPS will have access to individual test data results, which is necessary for contact tracing and medical referral purposes. Any data utilized specifically for external publication would be de-identified to mitigate risk of loss of confidentiality.

### 7.2 Benefits

Participants may benefit from being screened for SARS-CoV-2 virus. Participants may also benefit from the testing and identification of asymptomatic cases in the student population, which otherwise may not have been detected.

The general benefit will be if the study confirms that a testing regimen can be implemented within a school, this could benefit all students, faculty and staff of schools by expanding testing strategies to protect them while allowing schools to continue in-person learning or re-open for in-person learning.

## 8 DATA HANDLING

### 8.1 Data Protection, Storage and Transfer Plan

All individuals who participate in this operational study will be assigned a study ID by EPS. The study ID will be used in the study data system, which will track pool assignments, date of testing, test results, and individual test results if applicable. Except in the case of a positive confirmatory test, Optum Labs will only have access to study ID, grade, age, and gender and will not have access to any identifiable data of participants such as name, date of birth, race/ethnicity, or address. In the event that a participant tests positive in a confirmatory test, then EPS will provide identifiable data to Optum Labs for that positive participant to enable required reporting to public health officials as described in Sections 4.4 and 6.4 of this protocol.

### 8.2 Statistical Analysis

Test results for all participants for the duration of the study will be recorded and summarized. Confirmed positive cases of SARS-CoV-2 will be recorded and prevalence rates in the population being tested will be reported for the duration of the study. We will also summarize the reported resources required (staff, volunteers, and time required to implement), the total costs and supplies needed, and responses to student, faculty, and parent surveys.

The primary quantity of interest is the prevalence rate of SARS-CoV-2 at EPS. Weekly estimates of the prevalence rate will be calculated based on the number of confirmed positives over the total number of individuals tested that week. These prevalence rates will be tracked and plotted over the full timeline of the study.

Prevalence is a feature of the individuals in the study, and false positivity rate is a feature of the test. Estimation of prevalence rates will be based on confirmed positive cases. False positive results will also be recorded and the false positive rate will be estimated using the number of false positives divided by the number of negative tests.

This study is not designed to measure the effectiveness of the tests themselves, rather the goals are to determine the feasibility and effectiveness of a program for using pooled samples to conduct surveillance testing in a school population.

### 8.3 Future Utilization

If the testing regimen is successfully implemented, this study will lead to a blueprint for operationalizing pooled testing in schools. This work can be scaled across many schools to allow for students to return to the classroom for in-person learning.

### 8.4 Publication Plan

To minimize morbidity and mortality from COVID-19 as well as help facilitate pandemic containment, we will disseminate the findings of this study through means such as peer-reviewed journal, public health institutions and/or mainstream media.



## 9 QUALITY CONTROL, MONITORING AND REPORTING

### 9.1 Issues Log Management Plan

EPS will be responsible for monitoring quality of testing results and compliance to operational protocols. EPS will be responsible for developing and implementing protocols for students who opt out of testing as well as students who test positive. Optum Labs will not be responsible for contact tracing any positive cases.

EPS will be responsible for documenting any deviations to this protocol and notifying Optum Labs within 48 hours of such deviations.

EPS will be responsible for completing Case Report Forms to report any adverse events or protocol deviations within 48 hours of learning about them.

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<sup>1</sup> Lyng, Gregory et al. "Identifying Optimal COVID-19 Testing Strategies for Schools and Businesses: Balancing Testing Frequency, Individual Test Technology, and Cost." MedRxiv. 12 October 2020.

## Student Informed Consent COVID-19 Pooled Testing and Research Study

Student Name: \_\_\_\_\_ Grade : \_\_\_\_\_ Date of Birth: \_\_\_\_\_

In an effort to maximize the health and safety of the Edina Public Schools (“EPS”) community, EPS will be hosting a COVID-19 pooled testing and research program (“Program”). As part of the Program, EPS, with the assistance of a third-party healthcare research and development company affiliated with UnitedHealth Group called Optum Labs, LLC (“Optum Labs”), will conduct regular pooled testing for COVID-19 for students enrolled at Edina High School, Valley View Middle School, and South View Middle School. EPS’s goal in participating in the Program is to quickly and efficiently identify positive cases without the need for constant individual testing. The cost of the Program will be covered by Optum Labs and EPS, except as otherwise explained below.

### ***Testing Program***

Once per week while on campus, each student participating in the Program will self-collect one nasal sample under observation by a trained observer. To collect the sample, each student will be guided on how to swab the front passage of the individual’s own nose. Student swab samples will be pooled together in groups of 10-20 samples and tested together as a group. If a pooled test result is negative, then all students in that pooled test will be presumed negative and cleared to remain at school.

If the pooled test result is positive or indeterminate, then each student tested in that pool will be asked to undergo individual diagnostic testing so that the positive case(s) from the pooled test may be identified. Parents/guardians of the student will be asked to choose between two options for individual diagnostic testing: (1) on-site diagnostic testing at EPS or (2) testing by a third-party provider of the family’s choice.

Under the first option, Optum Labs will perform the diagnostic testing. In this case, the school nurse will collect one additional anterior nares sample from each student who was a member of the positive or indeterminate pooled test. This sample will be used for diagnostic testing and results will be reported by Optum Labs to EPS and to the Minnesota Department of Health (MDH) as required. The same students will also be asked to self-collect one additional anterior nares or oral swab under supervision by a trained observer. This additional, self-collected swab will be de-identified and reserved for future research use by Optum Labs and its research partners. Diagnostic testing performed under this option by Optum Labs will be free of charge to the student and the student’s family and results are expected to be received within 24 hours from the time of diagnostic test.

Under the second option, the student’s parents/guardians may choose to have the student obtain diagnostic testing from a third-party provider, such as the student’s primary care doctor or a COVID-19 testing site. In this case, the student and the student’s family will be responsible for all logistics and costs associated with such testing. Neither EPS nor Optum Labs will be responsible for any logistics or costs associated with testing performed by any laboratory other than Optum Labs. The student or the student’s family should report the diagnostic test result to EPS, and EPS will report the test result to Optum Labs on a de-identified basis using only the ID number assigned by EPS to identify the student.

Nasal swabs may result in minor irritation to the nasal tissue, sneezing, watery eyes, bloody nose or feeling temporarily uncomfortable.

***Student and Testing Data***

EPS will know the identity of the students in each pool. Optum Labs will not know the identity of students in a pool unless the student requires diagnostic testing because the pooled test result is positive or indeterminate and the student’s parents/guardians select to have the student’s diagnostic test completed by Optum Labs under the first option listed above. EPS or Optum Labs may use and disclose the information learned from the Program for research purposes, but any data EPS or Optum Labs present publicly will be de-identified (meaning the data cannot identify any student individually), with the exception of required case reporting to the MDH or other public health authorities. Additional information regarding the Program, the use of data collected during the Program, and MDH case reporting is included in the attached Research Study Information Guide.

***Participation is Optional***

If a student does not participate in the Program, no sample will be collected for testing. A decision to participate or not participate in the Program will have no bearing on a student’s enrollment in EPS or participation in EPS activities.

Students who would like to participate in the Program will need to submit to EPS a consent form signed by the student’s parents/guardians. If the student is 18 or older, the student will also need to sign the consent form. Students who are under 18 will need to sign and submit the separate assent form to EPS. This documentation required to participate in the Program will be handled remotely via Infinite Campus.

***Additional Information***

If you have questions about the Program, please speak with Mary Heiman, EPS’s Health Services Coordinator.

**CONSENT AND WAIVER**

As the parent/guardian (the “parent”) of the above-named student (the “Student”), I authorize the Student to participate in the Program. By signing this document, I acknowledge, understand, and agree as follows:

1. My consent authorizes EPS and Optum Labs, or any other third-party research partner or medical service contractor, to collect and assess specimens from the Student for purposes of COVID-19 testing and for any related research purposes.
2. Optum Labs, EPS and their contractors do not guarantee the accuracy of any test results.
3. In the event the Student is in a pool that tests positive or indeterminate for COVID-19 or the Student has been in close contact with someone in a pool that tests positive for COVID-19:
  - a. I am responsible for ensuring that the Student has transportation home. The Student will be isolated at school until the Student is able to leave safely.
  - b. The Student will be prohibited from attending in-person classes or other EPS activities until the results of individual diagnostic testing are known. If the Student receives a negative test result, the Student can return to class immediately. If the Student receives a positive test result, the Student will need to follow EPS’s COVID-19 positive practices, including isolation and quarantine.
  - c. If diagnostic testing is required under the Program and I elect to receive the diagnostic testing through Optum Labs, EPS is required to collect additional data regarding the Student and submit that data to Optum Labs, who will report the data together with the

diagnostic test result to public health authorities (including, but not limited to, Minnesota Department of Health). This consent permits EPS to disclose personally identifiable information about Student to Optum Labs for this purpose.

- d. If I elect to have the Student undergo diagnostic testing through a provider or laboratory other than Optum Labs and I report the Student's diagnostic test result to EPS, EPS will report the test result without personally identifiable information to Optum Labs and Optum Labs will use this information for research purposes.
  - e. While EPS will seek to keep the Student's identity confidential from the EPS community, it may be possible for members of the community to identify the Student based on the Student's absence and close contacts, among other factors, to the same extent as students who are not participating in the study.
4. I will inform EPS if the Student receives a positive result from any COVID-19 test conducted through an outside provider within 24 hours of receiving notice of that test result.
  5. EPS and MDH or any other public health agency may discuss any COVID-19 test results that they may receive.
  6. If the Student has tested positive for COVID-19, whether before enrolling in the Program or during the course of the Program, the Student will not be able to participate or continue participating in the Program until at least ninety (90) days have passed since the Student's positive test, per Centers for Disease Control guidelines.
  7. Except as stated in Paragraph 6, the Student will remain enrolled in the Program through the 2020-2021 school year unless the Program is discontinued, Optum or the District determines the Student cannot participate for any reason, or the Student's parent withdraws the Student from the Program or the District or otherwise revokes this consent and waiver. To withdraw the Student from the Program, please contact Mary Heiman. If the Student is withdrawn from the Program after the Student's pool receives a positive or inconclusive result and before the Student has completed diagnostic testing, the Student will be presumed positive and EPS's COVID-19 positive practices will apply unless the Student or the Student's family provides EPS with a negative test result from a third-party provider.
  8. I recognize and understand that allowing the Student to participate in the Program may involve inherent risks, including but not limited to the risk of physical injury or the risk of receiving a false positive or negative test result, and I voluntarily assume all such risks.
  9. I voluntarily waive, release, and forever hold harmless EPS and its current and former board members, officers, directors, employees, volunteers, agents, insurers, and representatives from any and all liability, actions, claims, and demands arising out of or relating to any loss, damage, or injury sustained in connection with Student's participation in the Program, unless my child or property is directly harmed or injured by the gross negligence or willful and wanton misconduct of EPS or its agents.

\* \* \*

By signing below, I acknowledge that I have read this consent form and the Research Study Information Guide (or they have been read to me) on pages 4-8 of this document in their entirety, understand what they mean, agree to their contents and authorize the uses and disclosure of the Student's information as

described in these materials. I acknowledge that I have had the opportunity to ask questions and obtain whatever information I require to fully inform myself about the Program. I acknowledge and agree that the electronic signatures below have the same legal effect and validity as a written signature, and that this form is valid and will be given the same legal effect as a written and signed form.

**Has student tested positive for COVID-19 since December 1, 2020? Yes / No**

**If Yes, date of last positive COVID-19 test:** \_\_\_\_\_

**If the student is a participant in a positive or indeterminate pool: (please check one)**

\_\_\_\_\_ **Student can undergo diagnostic testing at EPS for processing by Optum Labs**

\_\_\_\_\_ **Parent will arrange for diagnostic testing from a third-party provider.**

**Signature of Parent/Guardian #1:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Print Full Name of Parent/Guardian #1:** \_\_\_\_\_

**Signature of Parent/Guardian #2:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Print Full Name of Parent/Guardian #2:** \_\_\_\_\_

**Signature of Student (if 18 or Older):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**RESEARCH STUDY INFORMATION GUIDE**

Study Title:	Effectiveness of a near-site high complexity lab processing pooled samples for SARS-CoV-2 testing in a 6-12th grade school population
Protocol Number:	2020-0085
Sponsor:	Optum Labs, LLC Edina Public Schools
Investigator:	Ethan Berke, MD, MPH 5995 Opus Parkway Minnetonka, MN 55343 United States
Study-Related Phone Number(s):	1-855-542-3864 1-952-848-4890
EPS Point of Contact:	Mary Heiman Health Services Coordinator

You or your child (“you”) is being invited to take part in a research study conducted by Optum Labs, LLC (“Optum Labs”) in collaboration with Edina Public Schools (“EPS”). A person who takes part in a research study is called a study participant. Participating in this research is voluntary. If you are a parent/guardian (“parent”) giving permission for your child(ren) to participate, you are encouraged to discuss this study with your child(ren). If you decide to participate in this study, the first step is to read this document and give consent to be in the study. You should discuss the study and get answers to your questions from the main point of contact at EPS to determine if you are eligible, and for you to decide whether you are able and willing to meet the requirements of participating in the study.

### **Why is this study being done?**

The purpose of this study is to do routine SARS-CoV-2 virus (COVID-19) population surveillance testing on all students of Edina High School, Valley View Middle School, and South View Middle School who are attending school in person, whether full time or under a hybrid model. Since we know that people who have the virus are contagious even before they show signs of being sick, the purpose of this program is to test students regularly to prevent spreading the virus more. We will use a new method of testing groups of people instead of one person at a time. These testing groups are called “pools.” A pool means samples from many people will be combined and tested together. The research will help us determine whether testing groups of people at once can help lower the number of people who get sick and help our school stay open safely and will help us identify affordable and efficient ways to test students through pools.

### **Who is being asked to participate in this study?**

This study will be offered to all grade 6-12 students of Edina High School, Valley View Middle School, and South View Middle School who are attending school in person, whether full time or under a hybrid model.

### **How long will I be in this study?**

This study is expected to last until the end of the 2020-2021 school year, but the end date of the study may be extended. Your participation in this study is completely voluntary and even if you choose to participate, you can stop participating in the study at any time. The lead researcher in charge of this study can remove you from this research for any reason without your approval. Some of the possible reasons for withdrawal include: it is in your best interest, the research is canceled by the sponsor, or you are unable to collect your own nasal swab samples.

### **What happens to me if I agree to take part in this study?**

Once per week, when you arrive at school, you will need to collect a sample by inserting a swab in the front of your nose. You will be provided with instructions on how to properly collect your sample and trained staff or volunteers will monitor the sample collection process.

All samples will be combined or “pooled” with samples from other students at EPS and the combined samples will be transported to the Query Lab, a laboratory in Minnetonka, MN, operated by Optum Labs, where they will be tested for SARS-Cov-2. Each pool will include samples from up to 20 students.

If your sample is part of a pool which tests positive for SARS-CoV-2 or for which the results are indeterminate (meaning they were neither positive nor negative), you can get diagnostic testing as part of this study or arrange for diagnostic testing on your own, at your own cost. If you choose to get diagnostic testing as part of this study, you will be asked to provide two additional samples. One sample will be collected by the school nurse and sent to Optum Labs for individual diagnostic testing. Optum Labs will report your diagnostic test result to EPS, the Minnesota Department of Health and other public health officials as required. The second sample will be self-collected or collected by the school nurse from either your nose or your mouth. This sample will be de-identified and used for research purposes by Optum Labs and its research partners.

If you choose to arrange for diagnostic testing on your own, you are asked to report your test results back to EPS within 24 hours of receiving the results. EPS will share your diagnostic test results with Optum Labs without personally identifiable information for the purposes of this research study.

Students and parents will also be asked to take surveys about their experience with the testing program. For students, brief summary information will be referenced before each collection and they will be given the chance to drop out at that time.

**What happens if I choose not to participate in the study?**

Participation in the study is completely voluntary. There are no negative consequences for choosing not to participate. Your decision will not impact your enrollment at EPS or whether you can attend classes in-person. It also will not impact your ability to participate in EPS activities.

**Could being in this study hurt me?**

The nasal swab will be just like a swab performed in a doctor's office and all the sample collections will be observed by trained professionals. Risks for the nasal swab are small. You may feel uncomfortable while the swab is in your nose, you may sneeze, or have a slight bloody nose.

Since no test is 100% perfect it is possible that a test result could be wrong. There could be false negative results, meaning the test says the pool doesn't have the virus when actually someone in the pool did have the virus. There is also some risk of a false positive result, meaning the test says someone in the pool has the virus when actually nobody did. The same false positive/false negative risks apply to any diagnostic testing that may occur under the study.

It's possible that other risks may exist that we didn't expect and didn't cover in this document.

**Will being in this study benefit me?**

The study is not meant to benefit each individual person. The school community may benefit from finding out a student has the virus during the time the student is contagious but doesn't yet realize it since the student is not feeling sick. This means we may have a better idea of who should stay home and who is safe to come to school. If the program is successful, more students may be able to come to school safely and we could avoid school closures and remote-only instruction for periods of time.

**Will it cost me money to take part in this study?**

It won't cost you any money to take part in this research.

**What happens to the samples collected for this study?**

Pooled samples will not be saved or used for any purpose other than the surveillance testing described in this document.

When you are part of a pool which tests positive or whose results are indeterminate, you will be asked to undergo diagnostic testing. If you elect to have the diagnostic testing performed by Optum Labs, two additional swabs will be collected from you. One will be used for individual diagnostic testing and the sample will be destroyed once testing is complete. The second swab will be used for additional research by Optum Labs and its research partners. The second swab will be de-identified (meaning any information that could be used to identify you will be removed), stored indefinitely and assigned a study ID separate from the EPS ID number. Eventually it may be used by Optum Labs and its research partners for additional research purposes.

**What personal information will be collected about me and who may access that information?**

As part of this consent form, EPS will collect information about prior positive COVID-19 test results to determine your eligibility to participate in this study.

EPS will use a student's student ID number as a study ID number. For pooled tests, Optum Labs will have access only to the District's ID numbers, ages, and grades. Your personally identifiable information will only be shared with Optum Labs in the event you require individual diagnostic testing when your pool's test result is positive or indeterminate and you elect to have the testing performed by Optum Labs.

When a student is a member of a pool that tests positive or indeterminate and the student's diagnostic test is performed by Optum Labs, EPS will collect additional data from that student as part of the diagnostic testing process. This information includes the student's first and last name, student ID number, address, phone number, date of birth, age, sex, race, ethnicity, whether or not the individual works in a healthcare or congregate care facility, whether or not the individual lives in a congregate setting, school name, symptomatic status, and pregnancy status. This form will be transmitted to Optum Labs. Optum Labs will send this information, along with the student's diagnostic test result, to the Minnesota Department of Health and other public health officials as required for mandatory case reporting. Optum Labs will also share your diagnostic test result with EPS for the purposes of contact tracing within EPS programs and services and the health of the school community. This information will also be kept on file by Optum Labs as required by CLIA licensure.

There may also be other situations in which Optum Labs has to request access to names of study participants for legal or regulatory reasons (e.g., verify that a participant has consented to the study).

Optum Labs and EPS may publish the results of this study. Any published results will not include identifying information about you. We will keep your name and other identifying information confidential.

A copy of all non-identifiable study data will be shared with the sponsor, Optum Labs, and be stored indefinitely in its secure database. For research data analysis purposes, identifying information will be replaced by a study ID for all research and this study ID will be different from the ID assigned by EPS. This data will be used to complete this study and may be used and disclosed by Optum Labs and its research partners for other future research. Access to this database will be carefully controlled. Researchers will have to be approved by Optum Labs to use this database.

In addition, Optum Labs may share a copy of the de-identified study data with the manufacturer of the testing technology. They may use and disclose the de-identified study data for research and development purposes, including disclosures to government agencies in connection with product development and regulatory compliance obligations the data from the study. They will not have access to any identifiable information.

This study also includes surveys sent to participating students and parents. Survey responses will be anonymous.

**HIPAA AUTHORIZATION**

By signing this consent, you (on behalf of yourself or your Student, as applicable) authorize Optum Labs to use and disclose your individual diagnostic test results and other personally identifiable information collected about you in connection with diagnostic testing conducted under this study with (a) EPS for the purposes of contact tracing and informing decisions regarding EPS's COVID-19 response measures, including your (or your Student's) ability to attend school in person, and (b) representatives of the Minnesota Department of Health and other population health authorities to satisfy mandatory reporting



requirements regarding COVID-19 test results. This authorization will expire upon the completion of the study or on the date that is one year after you sign this document, whichever is earlier. You may contact Optum Lab to revoke this authorization in writing at Optum Labs, c/o Bethany Hyde, 5995 Opus Parkway, Minnetonka, MN 55343. Treatment, payment, enrollment, or eligibility for any benefits from Optum Labs or any of its affiliates is not conditioned on your agreement to this authorization. All protected health information shared by Optum Labs with EPS pursuant to this authorization may no longer be protected under the Privacy Rule of the Health Insurance Portability and Accountability Act and may be redisclosed by EPS subject to its policies and practices.

**By signing the Consent form, you consent to the use and disclosure of your study data, including any protected health information, as described in this form.**

Optum Labs has implemented reasonable and appropriate procedures to protect the privacy of your health data, however complete privacy of your health data cannot be guaranteed. Sharing your health data will be in accordance with this consent form and applicable data privacy laws.

**Who can answer my questions about this study?**

If you have questions, concerns, or complaints, or think this study has hurt you or made you sick, talk to Mary Heiman, Health Services Coordinator, at 952-848-4890.

This research study is reviewed by an Institutional Review Board (“IRB”). An IRB is a group of people who perform independent review of research studies to assure that appropriate steps are taken to protect the rights and welfare of participants in the study. Please contact the UnitedHealth Group Office of Human Research Affairs at [ohra\\_uhg@uhg.com](mailto:ohra_uhg@uhg.com) or contact Tracy Ziolek at (215) 868-3114 if:

- You have questions, concerns, or complaints that are not being answered by the contact above.
- You have questions about your rights as a study participant.

**What if I am injured because of taking part in this study?**

If you are injured or get sick because of being in this research, call your doctor immediately. Your insurance may be billed for the care you need. Optum Labs will pay any charges that are caused by your participation in the study and not covered by insurance policy or the government, provided the injury was not due to your underlying illness or condition and was not caused by you or some other third party. If you test positive for COVID-19, Optum Labs will not cover any health expenses associated with treatment for COVID-19. No other payment is routinely available from the study team, EPS or Optum Labs.

**What if new information is learned as a result of this study?**

We will tell you about any new information that may affect your health, welfare, or choice to stay in this study. Optum Labs will provide you with the final findings from the study should you wish to view them.

**What happens if I agree to be in this study, but I change my mind later?**

You can stop taking part in this study at any time. If you choose to stop, there will be no penalty and you won’t lose any benefits otherwise entitled to you. You will still get all the same medical care and benefits that you’re entitled to.

**Will I be paid for taking part in this study?**

You will not be paid for taking part in this research. This study may lead to developing a commercial product or service for testing surveillance that may result in profit. If this were to happen, you would not get any part of the profits that come from such services.

## Research Study Assent Form for EPS Students

A research study is a way to learn information about something. We want to tell you about a research study we are doing. In our study, we would like to find out more about how to do COVID-19 testing in schools. Here is more information about the study:

Protocol Title: Effectiveness of a near-site high complexity lab processing pooled samples for SARS-CoV-2 testing in a 6-12<sup>th</sup> grade school population

Sponsor: OptumLabs

Principal Investigator: Ethan Berke, MD MPH

You are being asked to join this study because you are a student at Edina High School, Valley View Middle School, or South View Middle School.

If you agree to join this study, you will be asked to be tested for COVID-19 on a weekly basis. For the test, you will stick a swab up your nose to collect a sample. Your sample will be combined with your classmates' samples to be tested for COVID-19. This study will last until the end of the 2020-2021 school year.

There are minor risks to taking a swab from your nose. You may feel uncomfortable, or you may sneeze or have a slight bloody nose.

We do not know if you will be helped by being in this study. We may learn something that will help other children attend in-person school during this pandemic.

You do not have to join this study; it is up to you. You can say yes now, and you can change your mind later. All you have to do is tell us. No one will be mad at you if you change your mind.

Before you say yes to being in this study, we will answer any questions you have.

If you want to be in this study, please sign your name. You will get a copy of this form to keep for yourself.

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Signature

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Date