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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Juan Du, Executive Director, Research, Assessment and Data (RAD)

Meeting Date October 26, 2022

Subject Data Sharing Agreement 2022-2023 - The Regents of the University of California, Los Angeles, CA

Ask of the Board Approval by the Board of Education of a Data Sharing Agreement 2022-2023 by and between the District and The Regents of the University of California, Los Angeles, CA, solely on behalf of and limited to its Los Angeles Campus, for the period of August 9, 2022 through December 31, 2024, at no cost to the District.

Background OUSD is partnering with UCLA’s Center for Healthier Children, Families, and Communities to conduct a parent survey called the Childhood Experiences Questionnaire and a teacher-administered childhood development survey called the Early Development Instrument. The surveys will provide important and actionable data to OUSD regarding the social, emotional, physical, and academic development of Kindergarten students. In addition to a Data Sharing Agreement, the Center for Healthier Children, Families, and Communities has submitted a research application to OUSD regarding this project.

Discussion OUSD will be sharing the following data: i-Ready assessment results; Desired Results Developmental Profile assessment results; Ages and Stages Questionnaire survey results; Systematic Instruction in Phoneme Awareness, Phonics and Sight Words assessment results; student attendance rate, number of absences, student gender, student race/ethnicity, student special education flag, home language, school, parent email, teacher name, student English Learner status, student name, student address, student ID number, student participation in Kindergarten Transitions programming, student preschool experience, student OUSD ECE site, student socio-economically disadvantaged status, student newcomer status, student date of birth, and teacher email.

Fiscal Impact Funding resource(s): N/A

Attachment(s) Data Sharing Agreement
Data and Research Application

DATA SHARING AGREEMENT 2022-2023

This Data Sharing Agreement (“Agreement”) is a legally binding contract entered into between the Oakland Unified School District (“OUSD”) and the below named entity(ies) or individual(s) (“RECIPIENT,” together with OUSD, “PARTIES”): The Regents of the University of California, solely on Behalf of and limited to its Los Angeles Campus.

The PARTIES hereby agree as follows:

1. **Limited Purpose of Agreement.** This Agreement pertains only to OUSD’s transmission of data to RECIPIENT, and RECIPIENT’s protection of such data. To the extent that OUSD seeks to impose any other legal obligations on RECIPIENT (e.g., RECIPIENT’s provision of services to OUSD), or RECIPIENT seeks to impose any other legal obligations on OUSD (e.g., OUSD payment of compensation to RECIPIENT), such obligations shall be set forth in a separate agreement. If such an agreement exists at the time of execution of this Agreement, the Parties shall identify it in **Exhibit A**.
2. **Data to be Provided.** The Parties shall list the categories of data to be provided in the Schedule of Data, attached hereto as **Exhibit B**. The data categories listed in **Exhibit B**, and any portion thereof (including without limitation, meta data, user content or other non-public information and/or personally identifiable information contained in that data), shall be referred to hereinafter as OUSD Data.
3. **Term.**
 - a. This Agreement shall start on the below date (“Start Date”): 8/9/2022.
If no Start Date is entered, then the Start Date shall be the latest of the dates on which each of the PARTIES signed this Agreement.
 - b. The work shall be completed no later than the below date (“End Date”): 12/31/2024.
If no End Date is entered, then the End Date shall be the first June 30 after the Start Date. For OUSD Data transmitted as part of a research project approved by OUSD's Department of Research, Assessment, and Data ("RAD"), if the term is longer than one calendar year, be aware that you must obtain approval from RAD prior to extending the research project into the second and subsequent calendar years, and no data will be shared during the second and subsequent calendar years unless and until this approval is obtained.
4. **Family Educational Rights and Privacy Act.** OUSD data limited to student directory information, as defined in 34 C.F.R. § 99.31(a)(11) and OUSD Administrative Regulation 5125.1), or de-identified student information, as defined in 34 C.F.R. § 99.31(b), does not require completion of a data sharing agreement. For other student data, check any of the following that apply:

- OUSD Data includes personally identifiable information from a student record other than directory information. RECIPIENT is responsible for obtaining parental consent, as defined in 34 C.F.R. § 99.30, and presenting evidence thereof to OUSD.
- OUSD Data includes personally identifiable information from a student record, and:
- RECIPIENT is a contractor, consultant, volunteer, or other party to whom OUSD has outsourced institutional services or functions, and RECIPIENT performs an institutional service or function for which the agency or institution would otherwise use employees; is under the direct control of the agency or institution with respect to the use and maintenance of education records; and is subject to the requirements of § 99.31(a) governing the use and redisclosure of personally identifiable information from education records. (See 34 C.F.R. § 99.31(a)(1)(i)(B).)
 - RECIPIENT is another school, school system, or institution of postsecondary education where an OUSD student seeks or intends to enroll, or where the student is already enrolled, and the disclosure is for purposes related to the student's enrollment or transfer. (See 34 C.F.R. § 99.31(a)(2).)
 - RECIPIENT is an authorized representatives of the Comptroller General of the United States; the Attorney General of the United States; the Secretary of Education; or State and local educational authorities. (See 34 C.F.R. § 99.31(a)(3).)
 - RECIPIENT requires the data in order to determine an OUSD student's eligibility for financial aid; amount of aid; conditions for aid; or to enforce the terms and conditions of the aid. (See 34 C.F.R. § 99.31(a)(4).)
 - RECIPIENT is an organization conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction. (See 34 C.F.R. § 99.31(a)(6).) Any RECIPIENT receiving OUSD Data pursuant to this subsection must first submit a research application pursuant to OUSD's Department of Research, Assessment, and Data protocols, and such application shall be incorporated into this Agreement by reference.
 - The disclosure is in connection with a health or safety emergency. (See 34 C.F.R. §§ 99.31(a)(10) & 99.36.)

5. **Privacy Compliance.** RECIPIENT shall comply with all applicable state and federal laws and regulations pertaining to data privacy and security, including the Family Educational Rights and Privacy Act, the Children’s Online Privacy Protection Act, the Protection of Pupil Rights Amendment, the Student Online Personal Information Protection Act, AB 1584, and all other California privacy statutes.
6. **Authorized Use.** OUSD Data, including persistent unique identifiers, shall be used for no purpose other than as agreed herein and/or otherwise legally authorized. RECIPIENT shall not make any re-disclosure of any OUSD Data without the express written consent of OUSD.
7. **Advertising Prohibition.** RECIPIENT is prohibited from using or selling OUSD Data to (a) market or advertise to students or families/guardians; (b) inform, influence, or enable marketing, advertising, or other commercial efforts by RECIPIENT; (c) develop a profile of a student, family member/guardian or group, for any commercial purpose other than providing the Service to OUSD; or (d) use the OUSD Data for the development of commercial products or services.
8. **OUSD Data Property of OUSD.** All OUSD Data transmitted to the RECIPIENT pursuant to this Agreement is and will continue to be the property of and under the control of OUSD. RECIPIENT acknowledges and agrees that all copies of such OUSD Data transmitted to the RECIPIENT, including any modifications or additions or any portion thereof from any source, are subject to the provisions of this Agreement in the same manner as the original OUSD Data. The Parties agree that as between them, all rights, including all intellectual property rights in and to OUSD Data shall remain the exclusive property of OUSD. RECIPIENT shall own results and data generated by its performance of the Agreement.
9. **Correction of Records.** OUSD shall establish reasonable procedures by which a parent, guardian, or eligible student may review OUSD Data in the pupil’s records, correct erroneous information, and procedures for the transfer of pupil-generated content to a personal account, consistent with the functionality of services. RECIPIENT shall respond in a timely manner to OUSD’s request for OUSD Data in a pupil’s records held by RECIPIENT to view or correct as necessary.
10. **Third Party Request.** Should a Third Party, including law enforcement and government entities, contact RECIPIENT with a request for data held by RECIPIENT pursuant to the Services, RECIPIENT shall redirect the Third Party to request the data directly from OUSD. RECIPIENT shall notify OUSD in advance of a compelled disclosure to a Third Party.
11. **Employee Obligation.** RECIPIENT shall require all employees and agents who have access to OUSD Data to comply with all applicable provisions of this Agreement with respect to the data shared under the Agreement.

12. **Subprocessors.** RECIPIENT shall enter into written agreements with all Subprocessors performing functions pursuant to this Agreement or any other Agreement identified in **Exhibit A**, whereby the Subprocessors agree to protect OUSD Data in manner consistent with the terms of this Agreement.
13. **No Re-Identification or Re-Disclosure.** RECIPIENT agrees not to attempt to re-identify de-identified OUSD Data and not to transfer de-identified OUSD Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written notice has been given to OUSD who has provided prior written consent for such transfer. RECIPIENT shall not copy, reproduce or transmit any data obtained except as necessary to fulfill the Agreement
14. **Disposition of Data.** RECIPIENT shall dispose or delete all OUSD Data upon written request by OUSD or when it is no longer needed for the purpose for which it was obtained. Disposition shall include (1) the shredding of any hard copies of any OUSD Data; (2) Erasing; or (3) Otherwise modifying the personal information in those records to make it unreadable or indecipherable by human or digital means. Nothing in this Agreement authorizes RECIPIENT to maintain OUSD Data beyond the time period reasonably needed to complete the disposition. RECIPIENT shall provide written notification to OUSD when the OUSD Data has been disposed.
15. **Data Security.** RECIPIENT agrees to abide by and maintain adequate data security measures, consistent with industry standards and technology best practices, to protect OUSD Data from unauthorized disclosure or acquisition by an unauthorized person.
16. **Data Breach.** In the event that OUSD Data is accessed or obtained by an unauthorized individual, RECIPIENT shall provide notification to OUSD within a reasonable amount of time of the incident, and not exceeding forty-eight (48) hours. RECIPIENT shall follow the following process:
 - a. The security breach notification shall be written in plain language, shall be titled “Notice of Data Breach,” and shall present the information described herein under the following headings: “What Happened,” “What Information Was Involved,” “What We Are Doing,” “What You Can Do,” and “For More Information.” Additional information may be provided as a supplement to the notice.
 - b. The security breach notification described above shall include, at a minimum, the following information:
 - (i) A list of the types of personal information that were or are reasonably believed to have been the subject of a breach.
 - (ii) If the information is possible to determine at the time the notice is provided, then either (1) the date of the breach, (2) the estimated date of

- the breach, or (3) the date range within which the breach occurred. The notification shall also include the date of the notice.
- (iii) Whether the notification was delayed as a result of a law enforcement investigation, if that information is possible to determine at the time the notice is provided.
 - (iv) A general description of the breach incident, if that information is possible to determine at the time the notice is provided.
- c. RECIPIENT agrees to adhere to all requirements in applicable State and in federal law with respect to a data breach related to the OUSD Data, including, when appropriate or required, the required responsibilities and procedures for notification and mitigation of any such data breach.
 - d. RECIPIENT further acknowledges and agrees to have a written incident response plan that reflects best practices and is consistent with industry standards and federal and state law for responding to a data breach, breach of security, privacy incident or unauthorized acquisition or use of OUSD Data or any portion thereof, including personally identifiable information and agrees to provide OUSD, upon request, with a copy of said written incident response plan.
 - e. RECIPIENT is prohibited from directly contacting parent, legal guardian or eligible pupil unless expressly requested by OUSD. If OUSD requests RECIPIENT's assistance providing notice of unauthorized access, and such assistance is not unduly burdensome to RECIPIENT, RECIPIENT shall notify the affected parent, legal guardian or eligible pupil of the unauthorized access, which shall include the information listed above. If requested by OUSD, RECIPIENT may reimburse OUSD for costs incurred to notify parents/families of a breach not originating from OUSD's use of the Service.
17. **Equipment and Materials.** RECIPIENT shall provide all equipment, materials, and supplies necessary for the performance of this Agreement.
18. **Termination.**
- a. For Convenience by OUSD. OUSD may at any time terminate this Agreement upon thirty (30) days prior written notice to RECIPIENT. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief or Deputy may issue the termination notice without approval by the OUSD Governing Board, in which case this Agreement would terminate upon ratification of the termination by the OUSD Governing Board or thirty (30) days after the notice was provided, whichever is later.
 - b. Due to Unforeseen Emergency or Act of God. Notwithstanding any other language of this Agreement, if there is an unforeseen emergency or Act of God during the term of this Agreement that would prohibit or limit, at the sole discretion of OUSD, the ability of RECIPIENT to perform the Services, OUSD may terminate this

Agreement upon seven (7) days prior written notice to RECIPIENT. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief or Deputy may issue the termination notice without approval by the OUSD Governing Board, in which case this Agreement would terminate upon ratification of the termination by the OUSD Governing Board or seven (7) days after the notice was provided, whichever is later.

- c. For Cause. Either PARTY may terminate this Agreement by giving written notice of its intention to terminate for cause to the other PARTY. Written notice shall contain the reasons for such intention to terminate. Cause shall include (i) material violation of this Agreement or (ii) if either PARTY is adjudged bankrupt, makes a general assignment for the benefit of creditors, or a receiver is appointed on account of its insolvency. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief or Deputy may issue the termination notice without approval by the OUSD Governing Board, in which case this Agreement would terminate upon ratification of the termination by the OUSD Governing Board or three (3) days after the notice was provided, whichever is later, unless the condition or violation ceases or satisfactory arrangements for the correction are made.
- d. Upon termination, RECIPIENT shall provide OUSD with materials produced, maintained, or collected by RECIPIENT pursuant to this Agreement, whether or not such materials are complete or incomplete or are in final or draft form.
19. **Legal Notices.** All legal notices provided for under this Agreement shall be sent: (i) via email to the email address set forth below, (ii) personally delivered during normal business hours, or (iii) sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other PARTY at the address set forth below.

OUSD

Name: Joshua R. Daniels
Site/Dept: Office of General Counsel
Address: 1000 Broadway, Suite 440
City, ST Zip: Oakland, CA 94607
Phone: 510-879-8535
Email: ousdlegal@ousd.org

RECIPIENT

Name: Karla Zepeda.
Title: Interim Director, ISR.
Address: 10889 Wilshire Blvd., Suite 920.
City, ST Zip: Los Angeles, CA 90095-7191.
Phone: 1-310-794-0558.
Email: kzepeda@tdg.ucla.edu.

Notice shall be effective when received if personally served or emailed or, if mailed, three days after mailing. Either PARTY must give written notice of a change of mailing address or email.

20. Status.

- a. This is not an employment contract. RECIPIENT, in the performance of this Agreement, shall be and act as an independent contractor. RECIPIENT understands and agrees that it and any and all of its employees shall not be considered employees of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. RECIPIENT shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to RECIPIENT's employees.
- b. If RECIPIENT is a natural person, RECIPIENT verifies all of the following:
 - (i) RECIPIENT is free from the control and direction of OUSD in connection with RECIPIENT's work;
 - (ii) RECIPIENT's work is outside the usual course of OUSD's business; and
 - (iii) RECIPIENT is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the work performed for OUSD.
- c. If RECIPIENT is a business entity, RECIPIENT verifies all of the following:
 - (i) RECIPIENT is free from the control and direction of OUSD in connection with the performance of the work;
 - (ii) RECIPIENT is providing services directly to OUSD rather than to customers of OUSD;
 - (iii) the contract between OUSD and RECIPIENT is in writing;
 - (iv) RECIPIENT has the required business license or business tax registration, if the work is performed in a jurisdiction that requires RECIPIENT to have a business license or business tax registration;
 - (v) RECIPIENT maintains a business location that is separate from the business or work location of OUSD;
 - (vi) RECIPIENT is customarily engaged in an independently established business of the same nature as that involved in the work performed;
 - (vii) RECIPIENT actually contracts with other businesses to provide the same or similar services and maintains a clientele without restrictions from OUSD;
 - (viii) RECIPIENT advertises and holds itself out to the public as available to provide the same or similar services;

- (ix) RECIPIENT provides its own tools, vehicles, and equipment to perform the services;
 - (x) RECIPIENT can negotiate its own rates;
 - (xi) RECIPIENT can set its own hours and location of work; and
 - (xii) RECIPIENT is not performing the type of work for which a license from the Contractor’s State License Board is required, pursuant to Chapter 9 (commencing with section 7000) of Division 3 of the Business and Professions Code.
21. **Certificates/ Permits/ Licenses/ Registration.** RECIPIENT’s employees or agents shall secure and maintain in force such certificates, permits, licenses and registration as are required by law in connection with the furnishing of Services pursuant to this Agreement.
22. **Coronavirus/COVID-19.**
- a. Through its execution of this Agreement, RECIPIENT declares that it is able to meet its obligations and perform the Services required pursuant to this Agreement in accordance with any shelter-in-place (or similar) order or curfew (or similar) order (“Orders”) issued by local or state authorities and with any social distancing/hygiene (or similar) requirements.
 - b. RECIPIENT shall bear all costs of compliance with this Paragraph, including but not limited to those imposed by this Agreement.
23. **Assignment.** The obligations of RECIPIENT under this Agreement shall not be assigned by RECIPIENT without the express prior written consent of OUSD and any assignment without the express prior written consent of OUSD shall be null and void.
24. **Non-Discrimination.** It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, RECIPIENT agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code section 12900 and Labor Code section 1735 and OUSD policy. In addition, RECIPIENT agrees to require like compliance by all its subcontractor (s). RECIPIENT shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex, sexual orientation, or other legally protected class.
25. **Drug-Free/Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, RECIPIENTS, or subcontractors are to use controlled substances, alcohol or tobacco on these sites.

26. **Waiver.** No delay or omission by either PARTY in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a subsequent act from constituting a violation of this Agreement.
27. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
28. **Conflict of Interest.**
- a. RECIPIENT shall abide by and be subject to all applicable, regulations, statutes, or other laws regarding conflict of interest. RECIPIENT shall not hire any officer or employee of OUSD to perform any service by this Agreement without the prior approval of OUSD Human Resources.
 - b. RECIPIENT affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between RECIPIENT's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.
 - c. Through its execution of this Agreement, RECIPIENT acknowledges that it is familiar with the provisions of section 1090 *et seq.* and section 87100 *et seq.* of the Government Code, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event RECIPIENT receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, RECIPIENT agrees it shall notify OUSD in writing.
29. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion.** Through its execution of this Agreement, RECIPIENT certifies to the best of its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List (<https://www.sam.gov/>).
30. **Limitation of OUSD Liability.** OUSD shall have no financial obligations under this Agreement other than as provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of, or in connection with, this Agreement for the Services performed in connection with this Agreement.
31. **Indemnification.**
- a. To the furthest extent permitted by California law, RECIPIENT shall indemnify, defend and hold harmless OUSD, its Governing Board, agents, representatives,

officers, consultants, employees, trustees, and volunteers (“OUSD Indemnified Parties”) from any and all claims or losses accruing or resulting from injury, damage, or death of any person or entity arising out of RECIPIENT’s performance of this Agreement but only in proportion to and to the extent such claims or losses are caused by or result from the negligent or intentional acts or omissions of RECIPIENT. RECIPIENT also agrees to hold harmless, indemnify, and defend OUSD Indemnified Parties from any and all claims or losses incurred by any supplier, RECIPIENT, or subcontractor furnishing work, services, or materials to RECIPIENT arising out of the performance of this Agreement.

- b. To the furthest extent permitted by California law, OUSD shall indemnify, defend, and hold harmless RECIPIENT, its Board, agents, representatives, officers, consultants, employees, trustees, and volunteers (“RECIPIENT Indemnified Parties”) from any and all claims or losses accruing or resulting from injury, damage, or death of any person or entity arising out of OUSD’s performance of this Agreement but only in proportion to and to the extent such claims or losses are caused by or result from the negligent or intentional acts or omissions of OUSD. OUSD shall, to the fullest extent permitted by California law, defend RECIPIENT Indemnified Parties at OUSD’s own expense, including attorneys’ fees and costs.
32. **Audit.** RECIPIENT shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of RECIPIENT transacted under this Agreement. RECIPIENT shall retain these books, records, and systems of account during the term of this Agreement.
33. **Litigation.** This Agreement shall be governed by the laws of the State of California.
34. **Incorporation of Recitals and Exhibits.** Any recitals and exhibits attached to this Agreement are incorporated herein by reference. RECIPIENT agrees that to the extent any recital or document incorporated herein conflicts with any term or provision of this Agreement, the terms and provisions of this Agreement shall govern.
35. **Integration/Entire Agreement of Parties.** This Agreement, together with Exhibits A, B, and C hereto, constitutes the entire agreement between the PARTIES and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both PARTIES.
36. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

37. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.
38. **Captions and Interpretations.** Section and paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a PARTY because that PARTY or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the PARTIES.
39. **Calculation of Time.** For the purposes of this Agreement, “days” refers to calendar days unless otherwise specified and “hours” refers to hours regardless of whether it is a work day, weekend, or holiday.
40. **Counterparts and Electronic Signature.** This Agreement, and all amendments, addenda, and supplements to this Agreement, may be executed in one or more counterparts, all of which shall constitute one and the same amendment. Any counterpart may be executed and delivered by facsimile or other electronic signature (including portable document format) by either PARTY and, notwithstanding any statute or regulations to the contrary (including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom), the counterpart shall legally bind the signing PARTY and the receiving PARTY may rely on the receipt of such document so executed and delivered electronically or by facsimile as if the original had been received. Through its execution of this Agreement, each PARTY waives the requirements and constraints on electronic signatures found in statute and regulations including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom.
41. **Agreement Publicly Posted.** This Agreement, its contents, and all incorporated documents are public documents and will be made available by OUSD to the public online via the Internet.
42. **Signature Authority.**
- a. Each PARTY has the full power and authority to enter into and perform this Agreement, and the person(s) signing this Agreement on behalf of each PARTY has been given the proper authority and empowered to enter into this Agreement.
 - b. Notwithstanding subparagraph (a), only the Superintendent, Chiefs, Deputy Chiefs, and the General Counsel have been delegated the authority to sign contracts for OUSD and only under limited circumstances, which require ratification by the OUSD Governing Board. RECIPIENT agrees not to accept the signature of another other OUSD employee as having the proper authority and empowered to enter into this Agreement or as legally binding in any way.
 - c. Notwithstanding Paragraph 18, if this Agreement is executed by the signature of the Superintendent, Chiefs, Deputy Chiefs, or General Counsel under their delegated authority, and the Board thereafter declines to ratify the Agreement,

the Agreement shall automatically terminate on the date that the Board declines to ratify it.

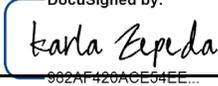
43. **Contract Contingent on Governing Board Approval.** OUSD shall not be bound by the terms of this Agreement unless and until it has been (i) formally approved by OUSD's Governing Board or (ii) validly and properly executed by the OUSD Superintendent, the General Counsel, or a Chief or Deputy Chief authorized by the Education Code or Board Policy, and no payment shall be owed or made to RECIPIENT absent such formal approval or valid and proper execution.

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IN WITNESS WHEREOF, the PARTIES hereto agree and execute this Agreement and to be bound by its terms and conditions:

RECIPIENT

Name: Karla Zepeda

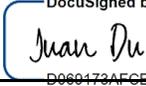
Signature: 
DocuSigned by:
982AF426ACE54EE...

Position: Interim Director ISR

Date: 8/10/2022 | 3:04 PM PDT

OUSD

Name: Juan Du

Signature: 
DocuSigned by:
D980473AFGBA4EE...

Position: Executive Director, RAD

Date: 8/10/2022 | 5:21 PM PDT

- Board President
- Superintendent
- Chief/Deputy Chief/Executive Director

Name: Sondra Aguilera

Signature: 

Position: Secretary, Board of Education

Date: 10-27-2022

8/10/2022 | 4:18 PM PDT

Approved as to form by OUSD Staff Attorney Joanna Powell on _____.


DocuSigned by:
26229E3FBED7454...

EXHIBIT A**1) Anticipated Use of Data:** *Describe the purpose for which the Recipient seeks access to the OUSD Data identified in Exhibit B.*

UCLA's Center for Healthier Children, Families, and Communities will analyze the data to provide aggregated reports and maps back to OUSD and will also merge the data in Exhibit B with the data from the Early Development Instrument (EDI) and Childhood Experiences Questionnaire (CHEQ) and send the merged data back to OUSD with student identifiers removed from the data. The Center for Healthier Children, Families, and Communities maintain the national EDI data file that is used for research at high levels of analysis at regional and national levels to better understand the factors that lead to healthy development. This type of research never identifies individual children and also does not identify the school district or city specifically. Results are reported at national and regional levels. If UCLA seeks to conduct research for publication that disaggregates results at the OUSD or City of Oakland level, UCLA will first be required to receive OUSD's approval/permission. In this case, UCLA will provide OUSD with a draft manuscript at least 14 days prior to journal submission and will provide OUSD the opportunity to review, comment and approve such research.

2) Description of Existing Agreements between OUSD and Recipient: *To the extent that OUSD and Recipient have entered separate agreements imposing legal obligations in addition to data sharing, list their date, Enactment Number (if applicable), and a brief summary below. Include research applications in this list.***Research application ID: 220706_Stanley_UCLA_HealthierChildren**

A research application has been submitted related to the Early Development Instrument (EDI) and Childhood Experiences Questionnaire (CHEQ) in July 2022. The research application explains what data elements the UCLA Center for Healthier Children, Families, and Communities will use for conducting and analyzing the EDI and CHEQ. The reason this DSA is needed is because UCLA is requesting some data elements from OUSD (as described in the Research Application) that can only be provided to UCLA if there is an approved DSA between the two organizations that outlines the allowable conditions of providing that data.

3) Site/Department to Provide Data (e.g., Research, Assessment, & Data Department, Tech Services Department, specific school site):

Research, Assessment & Data Department

EXHIBIT B

Please indicate each data element requested below.

Category	Elements	Check if Requested
Application Technology Metadata	IP Addresses of users, use of cookies, etc.	<input type="checkbox"/>
Application Use Statistics	Metadata on user interaction with application	<input type="checkbox"/>
Assessment	SBAC results	<input type="checkbox"/>
	ELPAC results	<input type="checkbox"/>
	IAB Results	<input type="checkbox"/>
	Local benchmark assessment results <ul style="list-style-type: none"> • I-Ready • Desired Results Development Profile • Ages and Stages Questionnaire • Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words 	X
Attendance	Attendance rate	X
	Number of absences	X
Communications	Online communications that are captured (emails, blog entries)	<input type="checkbox"/>
Conduct	Number of Suspensions	<input type="checkbox"/>
	Days suspended	<input type="checkbox"/>
Demographics	Gender	X

	Race/Ethnicity	X
	Special ed. flag	X
	Home language	X
	Language proficiency	<input type="checkbox"/>
	Birth country	<input type="checkbox"/>
Enrollment	School	X
	Grade level	<input type="checkbox"/>

Parent/Guardian Contact Information	Name	<input type="checkbox"/>
	Address	<input type="checkbox"/>
	Email	X
	Phone	<input type="checkbox"/>
Schedule	Student scheduled courses	<input type="checkbox"/>
	Teacher names	X
Special Indicator	English language learner	X
	Title 1 flag (schoolwide)	<input type="checkbox"/>
Student Contact Information	Name	X
	Address	X
	Email	<input type="checkbox"/>

	Phone	<input type="checkbox"/>
Local Identifiers	Local student ID number	X
	Teacher ID number	<input type="checkbox"/>
	State student ID number	<input type="checkbox"/>
	Provider/App assigned student ID number	<input type="checkbox"/>
	Student app username	<input type="checkbox"/>
	Student app password(s)	<input type="checkbox"/>
	Dummy identifiers	<input type="checkbox"/>

Student Work	Student generated content; writing, pictures etc.	<input type="checkbox"/>
Transcript	Student course grades	<input type="checkbox"/>
	Current year GPA	<input type="checkbox"/>
	Cumulative GPA	<input type="checkbox"/>
Transportation	Student bus assignment	<input type="checkbox"/>
	Student pick up and/or drop off location	<input type="checkbox"/>
	Student bus card ID number	<input type="checkbox"/>
Other	<ul style="list-style-type: none"> • Participation in Kindergarten Transitions programming • Preschool experience survey • OUSD ECE site 	X

	<ul style="list-style-type: none">• Socio-economically disadvantaged• Newcomer• Student Date of Birth• Teacher Email	
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Exhibit C

District EDI License Agreement

Agreement to comply with the Regents of the University of California solely on Behalf of and limited to its Los Angeles Campus (hereinafter "UCLA") requirements for the protection of human research subjects and the publisher's license for the Early Development Instrument (EDI) project.

This Exhibit C ("Agreement") is a legal agreement between you ("User") and UCLA. To the extent the terms of this Exhibit C conflict with any terms set forth in the concurrently executed Data Sharing Agreement, the terms in the Data Sharing Agreement shall govern.

By accessing and using the US e-EDI software, User acknowledges that he or she has read, understood and agrees to comply with the terms and conditions stated within this Agreement. UCLA reserves the right to change these terms and conditions periodically at its sole discretion. User's continued use of the US e-EDI software constitutes acceptance of the terms and conditions stated at the time of use.

Your site (referred to as the Licensed EDI Recipient), has agreed to implement the Early Development Instrument (EDI), a teacher-completed, observational checklist on children's development that produces a community level measure of children's school readiness. This agreement assures that you, as a Licensed EDI Recipient, will comply with the requirements of ethical conduct for research subjects as outlined in the approved application for the TECCS project through UCLA's Office of Protection of Human Subjects (OPRS). This agreement also assures that, as a Licensed EDI Recipient, you will agree to the licensing conditions between UCLA and the EDI Publisher at McMaster University's Offord Centre for Child Studies (OCCS) as outlined below.

The Licensed EDI Recipient agrees:

1. That OCCS at McMaster is the owner of the EDI and the use of the EDI is made under the license that McMaster has provided to UCLA Center for Healthier Children, Families and Communities;
2. To properly acknowledge OCCS at McMaster and the original authors of the EDI in any reproduction of the EDI or materials relating to the EDI;
3. To not reproduce, modify, publish, distribute or otherwise deal with the EDI beyond the scope of the project for which it is licensed;
4. That the Licensed EDI Recipient is responsible for ensuring compliance with privacy legislation and all other applicable laws and regulations;
5. That, if for any reason the Agreement between OCCS at McMaster and UCLA is terminated, then the Agreement between UCLA and the local Licensed EDI Recipient will also be terminated;
6. That all EDI data collection is conducted no sooner than three (3) months and no later than eight (8) months after the beginning of a collection site's school year. For example, if school starts on September 15th then the earliest that data can be collected is December 15th and the latest that it can be collected is May 15th. If data is collected before or after the Collection Period, it will be noted as pilot data and will not be comparable to other country-based norms;
7. That training is provided locally to teachers involved in EDI data collection;

8. That EDI-related data does not include children's names, it will not be interpreted for individual students and it will not be used for diagnosis or identification. The EDI information will not become part of the child's student record;
9. In all analyses using individual level data, the data will only be reported at the group level;
10. If neighborhood level or school level reports are produced, only neighborhoods or schools with at least 10 EDI records will be reported. Those with less than 10 will be suppressed.
11. That individual data may only be used for research purposes if it has obtained appropriate ethics approval;
12. If requested by the Licensed EDI Recipient, UCLA will provide the Licensed EDI Recipient with aggregate data for their site free of any additional charges beyond those associated with the staff time needed for data file preparation and analysis to generate the Community Profile Report or other reports requested;
13. Data will not be reported at the individual child, class or teacher level. School data will only be reported in schools with more than one participating class. The Licensed EDI Recipient ensures that school level information will be provided exclusively to participating school administrators. It is at the School District's discretion with whom the school level reports will be shared;
14. That the data files will be kept in a secure, password-protected location at the UCLA Center for Healthier Children, Families and Communities;
15. If any individual student data is linked with other data sources, any analysis conducted will be done in a secure and confidential manner that ensures that the identities of individual respondents and children are protected;
16. UCLA will provide to the OCCS at McMaster by October 31st of each year copies of all EDI data collected in the United States, other than any data which includes personal information or renders such data personally identifiable, collected by UCLA or by any Third Party to which UCLA provides the EDI, collected within the previous year from September 1st to August 31st. These data will be de-identified in that they will be stripped of the identifying information in the EDI (student ID, date of birth and home address) but must include child's age, gender and geographic identifier (no smaller than a census block group). The OCCS at McMaster maintains the international EDI repository for analysis and research involving only high levels of aggregation. UCLA will not share these data with any other party without the prior consent of the UCLA IRB;
17. Upon request, UCLA will provide to the Licensed EDI Recipient (which has demonstrated the capacity to keep the data confidential and secure in accordance with applicable privacy laws and regulations), its EDI data file (that is de-identified, scored and at the individual child level), free of additional charges. Upon receipt of this data file from UCLA, the Licensed EDI Recipient will adhere to all conditions of use outlined in this Agreement. UCLA will not provide the de-identified data to any other party (except the Licensed EDI Recipients and the OCCS) without the prior consent of the UCLA IRB and Oakland Unified School District;
18. The Licensed EDI Recipient can have staff internal to its organization use the local EDI data file (referenced in clause 17) to create a local community profile of the EDI results using templates provided by UCLA. This might also include more customized data analyses such as looking at relationships between variables of interest and other higher forms of analysis. All analyses using individual level data can only be reported at a group level and must adhere to all conditions of this EDI Agreement.
19. If the Licensed EDI Recipient wishes to share any child level data from its local EDI data file with a Third Party (such as a researcher or contracted data partner), it must first obtain from the Third Party:

1. A signed non-disclosure EDI Agreement (template provided by UCLA) that is consistent with all the conditions of this EDI Agreement and the concurrently executed Data Sharing Agreement;
 2. A description of the specific research project;
 3. A justifiable rationale for why the individual level data is needed (instead of aggregated data);
 4. A description of the data use AND security procedures; and
 5. Proof that ethics approval from a qualified authority has been received in cases where the data will be used for research.
20. To the extent permitted by local US State and jurisdictional laws, each licensed EDI Recipient will indemnify, defend and hold harmless McMaster, its directors, officers, employees, agents and affiliates from and against any liability, loss, costs, damages or expenses of any kind (including, but not limited to, reasonable legal, expert and consultant fees) causes of action, actions, claims, demands, lawsuits or other proceedings in proportion and to the extent that the foregoing claims arise directly or indirectly from any use of the Licensed Works; and
21. This Agreement is effective for one annual round of EDI data collection.

Data and Research Application for Oakland Unified School District

Thank you for your interest in conducting research and/or requesting data from Oakland Unified School District. The Department of Research, Assessment and Data (RAD) conducts and supports research that contributes to a greater understanding of strategies, practices and conditions that will contribute to the accomplishment of our strategic plan. All external research applications and data requests are reviewed by the Research Review Committee in RAD. The role of the Research Review Committee is to ensure that proposed work is beneficial to the school district and complies with the ethical codes of research in addition to state and federal laws.

The review process may take up to twelve weeks to complete from the date that your application is received. Applications are required for all research projects and standalone data requests, regardless of whether the data request is in service of a research project. Please make sure that you have completed all sections of the application prior to submission. **Incomplete applications will not be reviewed.** An approval from the Research Review Committee serves only as an authorization to contact the principal(s) of the school(s) of interest. Researchers will need to secure a separate approval from the principal(s) before any research work is permitted at school sites.

Please fill out this application and **be sure to include supporting documents as attachments at the end of the application.** Supporting documents include research instruments, consent/assent forms, IRB approval, letter of support from your faculty advisor (for Thesis or Dissertation projects), and letter of support from OUSD sponsor.

Please use the following naming convention for your supporting documents:

DOCTYPE_APPLICATIONNAME_ORGANIZATION_DATE (where items in all caps are replaced by your information) for example; **SurveyItems_Jones_RTI_03232022**

If you have any questions or concerns please email us at Research@ousd.org

Section 1

Date:

07/06/2022

Name of researchers/applicant:

Lisa Stanley

Organization:

UCLA Center for Healthier Children, Families, and Communities

Address:

10960 Wilshire Blvd. Suite 960 Los Angeles, CA 90024

Phone & Email:

LisaStanley@mednet.ucla.edu

Are you an OUSD employee? If yes, which department?

No

Are you applying to conduct research as part of your graduate program? If so, list your faculty advisor's name, email and telephone number below.

No

Is this a research project, evaluation, or a request to *collect information directly from individuals in OUSD*?

Yes

Is this a *data-only* request? Yes/No

No

Is this a *renewal* of a prior study? If yes, describe how the current application differs from the initial study.
 Yes, EDI was done in 2019-2020; new application adds parent survey (CHEQ) component

If you are not affiliated with OUSD in any way, do you have an internal staff sponsor for your project? If yes, please provide the name and email address of the sponsor.

Christie Herrera, christie.herrera@ousd.org (Executive Director, Early Learning)

Date that a write-up of the results will be shared with OUSD. *Applicant must provide OUSD with access to a draft prior to publishing any content that is derived from research conducted or data received from OUSD through this application process. Failure to do so will directly affect your company or university's future access to the district.*

CHEQ- late fall 2022; EDI- late Spring/early summer 2023; will update OUSD w/ changes

Section 2

Title of project

Childhood Experiences Questionnaire (CHEQ) & Early Development Instrument (EDI)

Dates - List the desired start and end dates for your project: the dates over which data will be collected from participants or received from OUSD.

CHEQ: August 2022 – September 2022; EDI: dates TBD by OUSD (likely Winter 2022/2023)

Purpose - Summarize the purpose of your research project or the use to which the data you are requesting will go, if approval is granted.

CHEQ is a survey completed by parents/guardians at the start of the Kindergarten school year that collects information on experiences that are strongly linked to children's health and well-being, education and social outcomes. It will be used to help teachers, school administrators, and community partners provide and improve targeted supports for children and families in Oakland's community.

EDI completed by Kindergarten teachers later in the school year, will be used to establish a population-level snapshot of children's health, development, and school readiness. EDI reports can be used to inform planning and improvement efforts, and monitor change in community conditions over time.

Procedures – Describe all research procedures and protocols, including how contact will first be made with research participants, if applicable. Attach all data collection materials and consent forms to your submission email.

CHEQ- Families are first notified from OUSD that the study will be taking place. Parents are invited via Qualtrics (survey platform) email to participate in the survey with a unique survey link. All items in the survey are optional, parents may opt to stop/withdraw at any time. Families who participate will receive participation incentive (TBD by OUSD). EDI - Parents receive a notification letter prior to data collection; all families can opt their child out of EDI. Kindergarten teachers will be trained by UCLA, and then will complete the EDI checklist on all students in their class. Time/location of teacher collection TBD by OUSD

Analyses – Describe all planned analyses including how each element gathered from individual responses or administrative data will be used. Please be sure to include a description of the objective of each analysis so the significance is clear.

Variables in the CHEQ and EDI will be used to run descriptive/univariate analyses to describe: 1) the demographics of the population; 2) the parent-reported experiences of kindergarten children; and 3) the teacher-reported developmental outcomes. Descriptive statistics will be reported only in aggregate form (not by individual) both by neighborhood geography (for public dissemination) and by school and district (for internal district and school use). CHEQ and EDI will also be linked by student ID to provide a set of bi-variate analyses to look at how early experiences are related to children's developmental outcomes.

Potential Benefits – Describe any potential benefits to **the participants** in your research.

Parents/caregivers will have a platform to share important information on their children so teachers/OUSD can better support students' transition into Kindergarten

Potential Risks – Describe any potential risks to **the participants** in your research.

There are no known risks to CHEQ or EDI participation.

Potential Benefits – Describe any potential benefits to **OUSD** in your research.

OUSD will get valuable population-level data from both teachers (EDI) and families (CHEQ) to help identify areas of need for community investments and interventions

Potential Risks – Describe any potential risks to **OUSD** in your research.

There are no known risks to CHEQ or EDI participation.

Research Participants – Describe the target group for your study or data request. Be as specific as possible, for example: Two middle schools, principals and English teachers, as well as 7th grade students taking one comparative literature course this year and their parents. Additionally, estimate the number of individuals you aim to enroll if this is a research study with human participants. If you have particular schools that you'd like to work with, please also list them here.

CHEQ- all parents/caregivers of all incoming Kindergarten students in OUSD (~3000 families); EDI – all Kindergarten teachers (~120 teachers) and Kindergarten students (~3000 students) in OUSD

Participation time – For research studies, estimate the amount of time required for participation for each group involved (students, teachers, administrators, parents), the number of sessions, length of each session, and spacing of sessions. Additionally, please indicate when sessions would occur (school or non-school time).

CHEQ: ~20-30 minutes per family, can be done in 1 sitting or spread out; EDI: ~15 minutes per student (completed by teacher), when sessions occur TBD by OUSD team

Data Requested – If data are requested as part of this application, please describe in narrative all data elements requested, with as much detail as possible (including the year or particular date for each element). See attached files – CHEQDataRoster, EDIDataRoster (schema with explanations on second sheets); all data should be for current school year

Data Transfer Timeline - If data are being requested, use the space below to tell us the timeline of your data request. Specifically, the dates/month for each data transfer. If more than one data transfer is needed, please also indicate the data elements that would be associated with each transfer date.

CHEQ Roster – needed 2 weeks prior to survey administration, mid July 2022; EDI – needed 2 weeks prior to EDI trainings, date TBD by OUSD, tentatively December 2022

Data Elements – Please fill out Exhibit B on the following pages to indicate the specific data elements you are requesting.

EXHIBIT B

Please indicate each data element requested below with an X in the *Check if Requested* column. Include any additional information regarding each data point as needed in that same column.

Category	Elements	Check if Requested
Application Technology Metadata	IP Addresses of users, use of cookies, etc.	
	Other application technology metadata - please specify	
Application Use Statistics	Metadata on user interaction with application	
Assessment	SBAC results	
	ELPAC results	
	IAB Results	
	Local benchmark assessment results	
Attendance	Attendance rate	EDI
	Number of absences	EDI
Communications	Online communications that are captured (emails, blog entries)	
Conduct	Number of Suspensions	
	Days suspended	
Demographics	Gender	EDI
	Race/Ethnicity	EDI
	Special ed. flag	EDI
	Home language	EDI
	Language proficiency	
	Birth country	
Enrollment	School	CHEQ, EDI
	Grade level	
	Other - please specify	
	Name	

Parent/Guardian Contact Information (This can only be given out for DSAs or when parent consent is signed)	Address	
	Email	CHEQ
	Phone	
Schedule	Student scheduled courses	
	Teacher Names (only available for DSA)	CHEQ, EDI
Special Indicator	English language learner	EDI
	Student low-income status (only available if data requested is de-identified)	EDI
	Title 1 flag (schoolwide)	
	Other - please specify	
Student Contact Information (These can only be given out for DSAs or when parent consent is signed)	Name	CHEQ
	Address	CHEQ, EDI
	Email	
	Phone	
Local Identifiers (These can only be given out for DSAs or when parent consent is signed)	Local student ID number	CHEQ, EDI
	Teacher ID number	
	State student ID number	
	Provider/App assigned student ID number	
	Student app username	
	Student app password(s)	
	Dummy identifiers (please check here if data requested are de-identified)	
Student In App Performance	Program/application performance (typing program - student types 60wpm, reading program - student reads below grade level) - Please specify	
Student Work	Student generated content; writing, pictures etc.	

	Other - please specify	
Transcript	Student course grades	
	Current year GPA	
	Cumulative GPA	
Transportation (These can only be given out for DSAs)	Student bus assignment	
	Student pick up and/or drop off location	
	Student bus card ID number	
	Other - Please specify	
Other	Please list each additional data element used, stored, or collected	Kindergarten teacher email addresses (EDI)

Section 3 - Required Statements of Agreement

All applicants must complete section 3a. Those applicants who are requesting administrative data must also complete section 3b or 3c, depending on whether requested data include personally identifiable information.

Section 3a – General Agreement

The proposed research activities to be conducted with the use of Oakland Unified School District resources are in compliance with existing legal and ethical codes. The research will not differ significantly from the activities described within the proposal. All participation will be voluntary, and it is understood that approval of the proposal, if granted, will not obligate any person, school, or office in OUSD to participate. Any amendments to the original proposal must be submitted to and approved by the Research Review Committee. All researchers agree to provide the Department of Research, Assessment and Data with a written update on progress of the study no later than a year following the date of approval. All researchers agree to provide the Department of Research, Assessment and Data and each participating school with a draft of the research report on or before the date specified in the Application to Conduct Research in OUSD such that they may provide input on the final version before it is published.

I agree to the following:

1. All data provided by the district continue to be the property of and under the control of OUSD.
2. Data may be used only for the purpose set forth in this application.
3. All individuals using district-provided data or conducting research in OUSD will follow all district protocols for acquiring and using district data, including maintaining the security and confidentiality of all OUSD data.
4. Solicitation of data from other departments or school sites within OUSD is not permitted.
5. Data may not be used for advertising of any type. The recipient is prohibited from directly contacting parents, legal guardians or eligible pupils unless expressly requested by OUSD.
6. Data will be responsibly disposed of at the completion of the approval period, or during the approval period upon request by OUSD. Records shall not be retained or available to researchers beyond the approval period. Disposition shall include the shredding of any hard copies of OUSD data and erasing or otherwise modifying the personal information in those records to make them unreadable or indecipherable by human or digital means.
7. OUSD has the right to withdraw permission for the use of data or continuation of research at any time, at our discretion, with 30 days notice. Due to COVID-19, the termination of services may occur with a shorter 7 day notice period. A termination notice shall be provided in writing by either party in the event of intention to terminate the agreement. The notice must specify the reason for termination.
8. No attempts to reidentify deidentified data will be made.
9. No data provided by the district will be shared with other researchers or third party organizations. Data will be used solely for the purposes stated in this initial request for data. I acknowledge that I fully understand that the intentional release by me of this information to any unauthorized person would subject me to penalties imposed by law.
10. All researchers working on this study will indemnify, defend and hold harmless OUSD, its governing board, agents, representatives, officers, consultants, employees, trustees, and volunteers.
11. The researcher(s) have a written incident response plan that reflects best practices and is consistent with industry standards, state and federal law for responding to a data breach, privacy incident or unauthorized acquisition or use of OUSD data. In the event of a data breach, OUSD's research coordinator must be notified within a reasonable amount of time after the incident, and not exceeding 48 hours of its discovery.
12. Researchers will not be deemed agents or employees of OUSD as part of this agreement.
13. Parent/guardians may request corrections to student records at any time by contacting the research coordinator.
14. If any researcher working on this study receives a request for OUSD data from a Third Party, including law enforcement, they will redirect the third party to request the data directly from OUSD. The researcher(s) shall notify OUSD in advance of a compelled disclosure to a Third Party.

I, (enter your name) Lisa Stanley, as the signatory/principal investigator of the above named study understand and agree with the above statements, will follow the guidelines set forth and will

require and guarantee that all researchers working on this study will follow these guidelines. I have read and accept the provisions of OUSD Board Policy BP 6162.9 and Administrative Regulation AR 6162.8, available at <https://boepublic.ousd.org/Policies.aspx>.

Lisa Stanley
Signature of signatory/principal investigator

07/06/2022
Date

Section 3b – Identified Data Request Agreement

Please complete this section if personally identifiable data are being requested. A separate data sharing agreement will be required.

I, Lisa Stanley, the signatory/principal investigator, agree to the following on behalf of myself and any researchers in my organization who will be working with Oakland Unified School District (OUSD) data or conducting research in OUSD:

I am requesting data under the following exception to the Family Educational Rights and Privacy Act (“FERPA”). I understand that I must complete a separate Data Sharing Agreement before data can be shared.

I am requesting identified student data as a party to whom OUSD has outsourced institutional services pursuant to 34 C.F.R. § 99.31(a)(1)(i)(B).

I am requesting identified student data as an organization conducting studies to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction pursuant to 34 C.F.R. § 99.31(a)(6).

Lisa Stanley
Signature of signatory/principal investigator

07/06/2022
Date

Section 3c – Deidentified Data Request Agreement

Please complete this section if deidentified data are being requested. No separate data sharing agreement will be required.

I, _____, the signatory/principal investigator, agree to the following on behalf of myself and any researchers in my organization who will be working with Oakland Unified School District (OUSD) data or conducting research in OUSD:

I am requesting data under the following exception to FERPA.

I am requesting deidentified data only, as defined in 34 C.F.R. § 99.31(b).

I am requesting directory information data only, as defined in 34 C.F.R. § 99.31(a)(11), for those students who have not opted out of disclosure of directory information.

I am requesting identified data but will obtain parental consent consistent with 34 C.F.R. § 99.30 specifically for data release, and will present evidence of this consent to OUSD prior to data sharing.

Signature of signatory/principal investigator

Date

Before you submit, please attach **all** supporting documents for your application, not providing these documents will result in an incomplete application. **Incomplete applications will not be reviewed.**

Supporting documents include research instruments, consent/assent forms, IRB approval, letter of support from your faculty advisor (for Thesis or Dissertation projects), and letter of support from OUSD sponsor.

Please use the following naming convention for your supporting documents:

DOCTYPE_APPLICANTNAME_ORGANIZATION_DATE (where items in all caps are replaced by your information) for example; **SurveyItems_Jones_RTI_03232022**



TEACHER GUIDE

EARLY DEVELOPMENT INSTRUMENT (EDI)

Revised October 2021



**UCLA CENTER
FOR HEALTHIER CHILDREN,
FAMILIES AND COMMUNITIES**

The UCLA Center for Healthier Children, Families and Communities, under license from McMaster University, is implementing the Early Development Instrument with its sub licensees in the US. The EDI is the copyright of McMaster University and must not be copied, distributed or used in any way without the prior consent of UCLA or McMaster.

For questions regarding licensing, email: LisaStanley@mednet.ucla.edu

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Introduction to the EDI

The Early Development Instrument (EDI) is a teacher-completed checklist that assesses children's readiness to learn at school in five domains: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. It also includes two additional scales indicating the child's special skills and areas of concern or special needs.

The EDI is *not* designed to screen, identify or diagnose individual children. Results are designed to be interpreted and reported for groups of children (e.g., groups within a school, district, neighborhood, county, etc.). It is not intended to give a complete picture of an individual child, therefore results are never shared or provided at an individual student level.

The EDI is not a "judgement" on children and where they may be at developmentally. Children with special needs, who are English Language Learners, or who may have other outside factors impacting their development/performance in some areas may consistently be rated on the lower end in some sections. This should not be seen as a judgement or a negative mark against their other strengths or how much progress they may have made.

This instrument has undergone extensive pilot testing, and has been compared with direct assessment results and with parent reports. It has also been repeated on the same group of children within a short space of time. It has demonstrated reliability in all these tests. In the process of development, the EDI has also been streamlined, using detailed input from teachers.

EDI Guide

The purpose of this guide is to assist you as you complete the EDI. The guide contains a list of all the questions from the EDI. Most of them will have explanatory notes, or detailed rating descriptions for each response option. The explanations are based on consultations with teachers. No explanations were added where questions were considered self-explanatory. We welcome your comments, as this guide is considered a work in progress. Please read the entire EDI Guide *once* before starting to complete the questionnaires and then refer to it, as needed, to ensure you are accurately collecting the requested information.

General Note Regarding the Range of Rating Answers

1. In most cases, a description of the skills for each rating is provided. Where it is not, a judgment as to the level of skill or ability of the child may be required. Your judgment should reflect the actual individual child's performance on that measure, not how the child is performing relative to his or her classroom peers.
2. The 'don't know' option should only be used if you have not had the opportunity for observing/testing this particular skill with the child or do not have the required information about the child. If the 'don't know' option is selected too frequently on any one EDI record, it will not be included in the analysis.
3. Rate the child as they currently present, NOT the way the child presented at the beginning of the school year.

Completing the EDI

When completing the EDI, try to answer all the questions to the best of your knowledge. Base your answers on your observations and overall impressions of the child. Observations of each student should reflect their CURRENT developmental status.

The "don't know" option should be used only if you have not had the opportunity for observing and/or testing this particular skill with the child. The questions on behavior are an exception to this rule. For these, if you have not observed a child behaving in a certain way in the time that you have known her or him, the accurate answer is "never or not true."

In making the ratings on the children in your class, it is important to consider how your interpretations of child development, and therefore your responses, may be influenced by your gender; life experiences; cultural heritage; socio-economic circumstances; role models; and values.

The flag icon  indicates those items on the EDI that have been found to be culturally sensitive. For these items, **supplementary information** is provided in this guide to describe special considerations for cultural sensitivity.

The EDI

Demographics

1. Student Status:

If the child has been in your class for more than one month, please proceed in completing the EDI.

If you indicated any of the other responses (in class less than one month; moved out of class; moved out of school; “parents opted out”), then you are done with this EDI record. Follow the instructions to lock the EDI questionnaire.

In the event that you mark “other,” please elaborate. An example of this would be if the child is enrolled in the class but was absent for the entire data collection period and therefore the parents/guardians never received the parent information letter.

If parents/guardians request that you do not assess their child, mark “parents opted out.”

2. Length of school day

Is this child in your classroom half-day for the morning (a.m.) or afternoon (p.m.), full day, or in another type of arrangement? And example for when you would choose “Other” is if a child only comes certain days of the week (Mon./Wed./Fri. or Tues./Thurs., etc.).

This information should already be provided by your school district, if it is blank, or you know the current answer is inaccurate, please complete/correct it.

3. Child’s date of birth

This information should already be provided by your school district, if it is blank, or you know the current answer is inaccurate, please complete/correct it.

4. Gender

This information should already be provided by your school district, if it is blank, or you know it is inaccurate, please complete/correct it.

Male, Female, Other

The “Other” option is provided for children who may have expressed to you or their families that they do not simply or only identify as a girl or a boy.

5. Date of completion

The EDI Portal will assign this date when you lock this questionnaire. You will NOT select an answer to this question. Skip to Question 6.

6.  **Child has an Individualized Education Plan (IEP) or equivalent?**

This information should already be provided by your school district, if it is blank, or you know the current answer is inaccurate, please complete/correct it.

Yes (*go to 6a*) / No (*go to 7*) / Don't know (*go to 7*)

YES	NO
Children with already identified disability, health, or mental health conditions requiring early intervention, special education services, or other specialized services and supports.	If child is gifted or talented , instead , please mark their special talents in Section B, questions 34-40.
Children without identified conditions, but requiring specialized services, supports or monitoring.	If you only suspect that the child may be suffering from a disabling condition, or the condition is not severe enough for the child to be classified as special needs, please go to question 7 .
	 If the special need only arises because the child has English as an additional or second language, please indicate ELL Status in question 9 of this section.

7a. **Do you believe they need to be re-assessed to change their classification/eligibility or increase/decrease supports?**

Yes (*go to 8*) / No (*go to 9*)

YES	NO
This child has an IEP with a diagnosis or eligibility is not the most appropriate for their needs. This can be based on your observations, the observations of other service providers, or parent report.	The child's current eligibility or special education diagnosis is the most appropriate and the supports they currently receive meet their needs.
This can either mean that the child needs more supports/additional services OR you believe the child is in too restrictive of an environment (and they need a decrease in supports/services).	

7b. **Do you believe this child has an undiagnosed special need?**

Yes (*go to 8*) / No (*go to 9*)

YES	NO
The child does not have an existing IEP or special education plan, but you believe they have a disability or special need.	The child does not have an IEP or special education plan (including 504 Plans) and you do not believe they need one.
This is can be based your professional, objective opinion, or the professional, objective opinion from a service provider (Speech, Occupational Therapist, Physical Therapist, etc.) who has worked with the child and shared concerns.	

8. Has the child has been referred for assessment(s) (or reassessment) to determine if they qualify for special education services (or a change in services)?

Yes / No

This question is asking if you or another individual (service provider, parent, another appropriate individual) have formally requested an assessment (or reassessment) be completed for this child. This should only include referrals that have happened during this school year. The assessment does not yet need to have taken place, this question is only asking if the referral has been made.

9.  Child considered an English Language Learner (ELL)?

Yes / No

This information may already be provided by your school district (from district enrollment information), if it is blank, or you know it is inaccurate, please complete/correct it.

Please follow your school/district policies and guidelines for identifying a child as an English Language Learner

YES	NO
Child for whom English is <u>not</u> their first language, who uses limited or no English at all to communicate.	Child for whom English is the first language.
Child for whom English is <u>not</u> their first language, who has conversational English, but whose English is not yet proficient.	Child is able to speak another language apart from English, but whose English is fluent.
	Child whose first language (developmentally) is not English but whose English is fluent.

In most school districts, children are identified as having ELL status if they are not fluent enough in English to easily follow the classroom educational activities.

10. Is this child part of a dual language or dual immersion program?

Yes / No

If you teach as part of a Dual Language or Dual Immersion Program, indicate that here. This is only for formal Dual Language/Immersion programs. This does not include if you instruct in a language other than English as support for specific students.

11. Other language of instruction:

Please select the second language of instruction (other than English) from the drop-down choices. If the language is not included as an option, please select the “Other” option and type the language.

12. If yes, what percent of instruction is in English?

Please indicate the percentage that the program is instructed in English. Even if you do not lead instruction in English, please include how much time another teacher instructs this student in English. Use the percentage your school/district indicates (per day, per week, etc.).

12a. What percent of instruction is conducted in other language?

Please indicate the percentage that the program is instructed in another language other than English. Even if you do not lead instruction in another language, please include how much time another teacher instructs this student in another language. Use the percentage your school/district indicates (per day, per week, etc.).

13. What is the child’s first language?

First language is the language a child learned first in her or his development, and still can understand (and/or speak).

This information may already be provided by your school district (from district enrollment information). If it is blank, or you know it is inaccurate, please complete/correct it.

Please select from the following language options in the table below.

If you don’t find a code, please select 99 (All other), and let us know the name of the language in the comments at the end of the questionnaire.

First Language Codes			
00	English	21	Hebrew
01	Spanish	22	Hindi
02	Vietnamese	23	Hmong
03	Cantonese	24	Hungarian
04	Korean	25	Ilocano
05	Filipino (Pilipino or Tagalog)	26	Indonesian
06	Portuguese	27	Italian
07	Mandarin (Putonghua)	28	Punjabi
08	Japanese	29	Russian
09	Khmer (Cambodian)	30	Samoan
10	Lao	32	Thai
11	Arabic	33	Turkish
12	Armenian	34	Tongan
13	Burmese	35	Urdu
15	Dutch	36	Cebuano (Visayan)
16	Farsi (Persian)	37	American Sign Language
17	French	38	Ukrainian
18	German	39	Chaozhou (Chaochow)
19	Greek	40	Pashto
20	Chamorro (Guamanian)	41	Polish
42	Assyrian	43	Gujarati
44	Mien (Yao)	45	Rumanian
46	Taiwanese	47	Lahu
48	Marshallese	49	Mixteco
50	Khmu	51	Kurdish (Kurdi, Kurmanji)
52	Bosnian, Croatian, Serbian	53	Toishanese
54	Chaldean	56	Albanian
57	Tigrinya	60	Somali
61	Bengali	62	Haitian Creole
63	Amharic	99	All other

14.  Does the child communicate adequately in their first language?

Yes / No / Don't Know

In answering this question, please base your answer on what might be considered appropriate language for a child in this phase of development.

Yes: If the child communicates adequately in their native tongue, (based on your observation or parent information), please indicate **YES**.

No: If the child does not communicate adequately in their native tongue, (based on your observation or parent information), please indicate **NO**.

Don't Know: If you are uncertain, please indicate **DON'T KNOW**.

15. Is this year a repeat of kindergarten for this child?

Yes / No

This refers to the *current* academic year, **not** whether or not the child is in danger of repeating this grade.

If the child is repeating this grade, please indicate **YES**.

If the child is not repeating this grade, please indicate **NO**.

NOTE: If you are completing this questionnaire on a preschool or pre-K class student, leave this question blank. When you are done filling out the EDI, it will tell you this section is incomplete because this question was left blank. You can ignore this, lock the record and it will be considered complete.

Section A - Physical Well-being

1. About how many regular days has the child been absent since the beginning of the school year?

Information should be provided by the district/center. If blank or if information is incorrect, please enter the correct information, if known. Approximations are fine, do not take the time to check each child's attendance manually. If you do not know, please select the "Unknown" option.

2. How many of these days can be attributed to being "sick"?

Information should be provided by the district/center. If blank or if information is incorrect, please enter the correct information, if known. Approximations are fine, do not take the time to check each child's attendance manually. If you do not know, please select the "Unknown" option.

Since the start of the school year, has this child sometimes (more than once) arrived:

Answers: *Yes / No / Don't Know*

3. over- or underdressed for school-related activities

Refers to the child being dressed appropriately vs. inappropriately for the weather, and if this is causing any physical discomfort. **Clothing that is culturally or religiously appropriate should not be considered over- or under-dressed.**

YES	NO
For instance, they either do not have a warm coat for an outside trip in cold weather (underdressed) or their clothes are too heavy in warm weather (overdressed).	Dresses appropriately for the weather or dresses according to their comfort needs.
	If the child is from a culturally or religiously conservative family/community, even when it is very warm out, they may be dressed modestly with layers/head coverings/long garments. This is not considered overdressed.

4. too tired/sick to do school work

Refers to child coming to school with some ailment, child complaining about feeling sick, child being sleepy and/or lethargic, which interferes with his/her participation in school activities (academic or physical). This **does not** include children with a medical diagnosis of chronic illness or illness related to a special need.

YES	NO
Often or occasionally appears sleepy or complains about feeling sick.	Consistently arrives at school ready to do work and does not appear tired or complains of feeling sick. Since the start of school the child may have either been sent home ill or arrived at school tired, but this has not occurred repeatedly.

5. late

Refers to arrival at school after the start of the class and before the end of class. Think about this child’s arrival throughout the entire year, not just in the past week.

YES	NO
Often or occasionally arrives to school late.	Consistently arrives to school on time.

6. hungry

This question refers only to the child’s hunger level as they begin their school day, not how it is throughout the day. If the child receives breakfast at school and is no longer hungry after they finish eating, then you should answer the question as “no.” It is possible, however, for a child to express they are hungry even if they have had breakfast; therefore, it is important that you use your professional judgment to determine if the child’s comments indicate a serious, recurring problem.

In the days leading up to and during some religious holidays, such as Ramadan and Lent, some children may alter their eating habits. Please base your response on typical eating habits throughout the entire school year.

YES	NO
For instance the child sometimes or regularly indicates one or more of the following: reports that they have not had breakfast, complains of hunger and/or appears lethargic.	The child never complains of hunger and/or never reports that they skipped breakfast.
If the child eats breakfast at school, but still continues to express hunger after finishing a full meal, you may indicate that they are hungry.	If a child comes to school hungry because they are expecting to eat breakfast in the classroom/cafeteria, and is no longer hungry after they finish their meal, you would indicate “no” on this question.

Would you say that this child:

Answers: *Yes / No / Don't Know*

7.  is independent in bathroom habits most of the time

This question refers to the use of a toilet (Western, sit-down toilet). The child knows when they need to use the bathroom (i.e. does not have “accidents”). The child is able to undo/do zippers, snaps, buttons on clothing that are required to go to the bathroom, can wash and dry hands by themselves. If the child has a special need that requires adult assistance to use the bathroom, indicate “NO”, you will be able to indicate special needs in more detail in Section D.

YES	NO
<p>The child can do all of the above tasks always or most of the time. If a child had an accident once early in the school year answer YES.</p> <p>Also answer YES for children recently exposed to sit-down toilets, who after initial accidents have adapted toileting habits.</p>	<p>The child cannot do most or any of the tasks listed above OR the child has had more than one accident since the beginning of the school year.</p> <p>Also answer NO for children who after at least one year one month of exposure to sit-down toilets continue to have difficulty adapting their toileting habits.</p>

8. shows an established hand preference (right vs. left or vice versa)

If the child is consistent using the same hand for writing/drawing/cutting activities, they are showing a preference. If they are still often switching hands, select “NO”.

9. is well coordinated (i.e., moves without running into or tripping over things)

Includes running, ability to change directions while running, hopping, skipping, jumping, etc. Movement to music should not be used in gauging coordination. If the child has a special need that impacts their physical development, consider if they are able to navigate their surroundings in a coordinated and self-aware way, as appropriate.

Sometimes teachers may observe that their students are either underweight or overweight. Do you feel that this child:

Answers: *Yes / No / Don't Know*

10. is underweight

11. is overweight

A child’s weight may be impacted by a medical condition, chronic illness, or other special education diagnosis. If that is the case, you should indicate if they are either underweight or overweight here; in Section D you will be able to indicate if there is an underlying reason or contributing factor.

How would you rate this child's:

Answers: *Very good/good / Average / Poor/very poor / Don't know*

12. proficiency at holding a pen, crayons, or a paintbrush

“Proficiency” refers to the level of skill with this task. Do not make concessions for children with limited exposure to writing tools. If the child uses adaptive equipment to aid in their use of tools, indicate their proficiency when using tools with adaptations independently.

Very good/good	Average	Poor/very poor
Uses precision writing grip all or most of the time.	Sometimes uses precision writing grip, but is not consistent.	Uses fist grip or other dysfunctional grip most or all of the time. If a student requires hand over hand assistance (even if they have a special need or medical diagnosis)

13. ability to manipulate objects

Includes the manipulation of smaller objects/toys and items, focusing on their fine-motor skills and their hand-eye coordination, e.g., etch-a-sketch, threading beads, buttons on clothing, opening food items/packages, etc.

14. ability to climb stairs

If there are no stairs where the child can be observed, please use your professional judgment to answer this question, including, for example, the ability to climb playground equipment. If you have seen the child complete a range of related physical activities such as skipping, running or hopping without any problems then answer ‘Very good/good.’

Very good/good	Average	Poor/very poor
Walks up and down stairs alternating feet all or most of the time.	Walks up and down stairs without difficulty, but not necessarily alternating feet.	Most of the time does not alternate feet, has trouble going up or down.

If the child has a physical disability or medical condition that prevents them from climbing stairs, you should indicate poor/very poor; in Section D you will be able to indicate if there is an underlying reason or contributing factor (such as a diagnosed disability).

15. level of energy throughout the school day

Very good/good	Average	Poor/very poor
Child does not tire at all or excessively as the day progresses.	Child does tire, but it does not interfere too much with school activities.	Child tires and it interferes or restricts child's ability to participate in school activities.

If the child has a disability or medical condition that impacts their level of energy, you should indicate poor/very poor; in Section D you will be able to indicate if there is an underlying reason or contributing factor (such as a diagnosed chronic health condition).

16. overall physical development

Includes fine and gross motor skills, stamina, muscle tone, etc. If a child has a disability or medical diagnosis that impacts their physical development, you should still answer this question based on what you would expect a “typically developing” child of their age to be able to do.

Section B – Language and Cognitive Skills

General notes for this section:

Take into consideration acquisition and use of language, rather than correct grammar. A formal assessment of language and cognitive skills is not intended. Rate the child as the child currently presents, NOT the way the child presented at the beginning of the school year. Responses should be based on an informal knowledge of the child's skills based on observations in the last month. Answer "yes" if the particular skill has already developed or is developing well. Answer "no" if the skill has not yet developed or is developing slower than would be expected.

Avoid the marking of "don't know." Answer 'don't know' ONLY if you have not had the opportunity for observing/testing this particular skill or do not have the required information about the child. Where possible indicate the level (very good/good, average, poor/very poor) of ability or "yes" or "no" to indicate whether or not the child demonstrates the skill.

Some items in this section require knowledge of a child's language abilities (e.g. B15 - Is able to read simple sentences) and some items do not (e.g. B4 - Ability to take part in imaginative play). Where the language of instruction is in English, for items that require knowledge of a child's language abilities, you should assess the child's ENGLISH abilities, regardless of the child's primary language.

Note for dual language programs where English is not the primary focus: If a teacher is unfamiliar with the child's language abilities in English, we suggest that the teacher use their intuition and instincts to rate the child to answer the following question: Given what you know overall about this child and how they are doing in the language of instruction (not English), would they most likely be capable of this skill in English? If they are exceling in this skill in the language of instruction, they are most likely to also excel in this skill in English. If the teacher is still uncomfortable rating the child's English language abilities, they can answer "don't know" but we hope that they will do this sparingly and use their instincts where possible.

The EDI aims to measure universal child development trends. It cannot always capture more detailed elements of child development that are important across cultures or the skills that children have in other languages.

How would you rate this child's:

Answers: *Very good/good / Average / Poor/very poor / Don't know*

1.  **ability to use language effectively in English**

The focus is specifically on English language skills. This question refers to the child's use of appropriate words and expressions at appropriate times, as well as the child's contribution to conversations. Effective use is defined as use sufficient to convey the desired message. Only basic grammatical concepts need to be adhered to, as long as the meaning is clear.

2. **ability to listen in English**

Refers to the child's ability to listen without visual clues for at least a few minutes.

3. **ability to tell a story in English**

Refers to the child's skill in retelling a story they have heard before, using appropriate vocabulary in matching events with words.

4. **Ability to take part in imaginative play**

Some children are not familiar with imaginative play. Regardless of previous exposure, rate performance using the same criteria for all children.

Very good/good	Average	Poor/very poor
The child shows lots of imagination and interest in make-believe. The child shows imaginative and creative ways of play.	The child engages in pretend play easily and naturally.	The child requires encouragement, modeling and/or assistance to engage in pretend play.

5.  **ability to communicate own needs in a way understandable to adults and peers**

Refers to the child's ability to use verbal and, when necessary, non-verbal means (signs and gestures), to communicate what kind of assistance they may need in such a way that is understandable to the teacher and other children.

Culture influences how children communicate with adults and peers. Eye contact and speaking directly to an adult may be avoided as a sign of respect. This is not to be confused with inappropriate means of communication, such as kicking and yelling. This question is not meant as a measure of English language proficiency.

Very good/good	Average	Poor/very poor
Child can reliably state his/her needs in a way that cannot be misinterpreted, even if it is not done using a proper grammatical language, or with help of non-verbal communication, e.g., pointing to appropriate items.	On most occasions the child is able to communicate their needs, but clarification may be required at times	Most of the time, communication of the child's needs is difficult for peers and adults to understand, requiring repetitions and guesses.

6. ability to understand on first try what is being said to them in English

Refers to the child being able to understand simple commands or statements when directly addressed to the child.

Very good/good	Average	Poor/very poor
The child consistently demonstrates understanding of the spoken information. The child is able to identify the main ideas from the spoken material by carrying out the task or asking a clarifying question or making a relevant comment.	Most of the time child demonstrates understanding of the spoken word. The child carries out the task or asks clarifying questions or makes relevant comments but does not consistently use all three.	The child rarely demonstrates understanding of the spoken word. That is the child does not provide an appropriate response to the spoken word.

Caution: If you have enough reason to believe that the child understands but chooses not to respond please still rate as **GOOD**; the behavior aspect is rated elsewhere.

7. ability to articulate clearly, without sound substitutions in English

Refers to child's possible speech difficulty rather than accent. Accent may affect the rhythm of speech, intonation, and pronunciation; this is distinct from speech difficulties and should not influence how you rate children.

Very good/good	Average	Poor/very poor
No or a few articulation problems in the more advanced areas (e.g., words like "leisure").	The child can articulate clearly most easy words, but still makes sound substitutions.	The child has poor articulation, makes several sound substitutions with most letter-sounds and is difficult to understand.

General notes for questions 8-21:

Answer **YES** if the particular skill has already developed or is developing well.

Answer **NO** if the skill has not yet developed or is developing too slowly.

Answer **DON'T KNOW ONLY** if you have not had the opportunity for observing/testing this particular skill or do not have the required information about the child.

The child's exposure to reading material prior to school entry will vary, but by January-March all children will have had some exposure. It is not expected that children will be reading and writing by the time they get to school, but it is important to capture information about those who can.

Would you say that this child:

Answers: *Yes / No / Don't Know*

8.  knows how to handle a book (e.g., turn a page)

YES	NO
Knows which way up the book should be held and knows how to turn pages. The book may contain text in any language, but pages should be turned as appropriate for the language.	Does not have knowledge of how to hold a book or turn pages.

9. is generally interested in books (pictures and print)

Refers to the child's being attentive to books, picking them up to look at spontaneously, and/or listening at least for a short period of time when a teacher reads or shows a book.

10. is interested in reading (inquisitive/curious about the meaning of printed material)

Refers to the child either independently trying to "read" a book by themselves, asking to have a book read to them, or listening attentively when books are being read.

YES	NO
Asks to have a book read to them, OR watches and listens intently when books are read to the class, OR asks and answers questions about the content, OR will go and select a book to read/view at appropriate times.	Does not indicate interest in books and will lose attention when books are being read to the class.

11:

11. is able to identify at least 10 letters of the alphabet in English

Refers to either capital or lower-case letters in alphabetical or random order.

YES	NO
The child can identify 10 or more letters.	The child cannot identify at least 10 letters.

12. is able to attach sounds to letters in English

YES	NO
The child is able to attach sounds to letters in most cases (> 50%), regardless of whether or not the sounds start like the name of the letter. Some ELL children may struggle with some sounds, but unless the child struggles with more than half the letters in the alphabet, select YES .	The child is able to attach sounds to a few letters or none at all (less than 50% of the time).

13. is showing awareness of rhyming words

The rhyming concept may need to be explained for children whose home language does not have any or many rhyming words (e.g. Arabic). This is worth noting, but it should not influence how you answer the question for these children.

YES	NO
When asked, the child provides a rhyming word when given a word or after being provided with an example. The child may spontaneously speak or sing a list of rhyming words.	The child does not provide a rhyming word when given a word or after being provided with an example.

14. is able to participate in group reading activities in English

The child does not need to be familiar with all of the objects in books, such as names of animals, or need to be reading. Participation as part of the group is all that is of interest.

YES	NO
In a group setting, the child attends to, responds to, and/or recognizes objects and ideas in illustrations and text of the reading material. For example, the child chimes in during choral reading activities or supplies appropriate responses when the teacher omits words.	In a group setting the child does not attend to, respond to, and/or recognize objects and ideas in illustrations and text of the reading material. For example, the child doesn't chime in during choral reading activities or supply appropriate responses when the teacher omits words.

15. is able to read simple words in English

YES	NO
The child reads most commonly used 3 or 4-letter words (mom, dad, cat, dog, etc.) The child may read simple words with the use of prompts.	The child reads few or no 3 or 4-letter words even with prompts.

16. is able to read complex words in English

YES	NO
The child reads a few words of two or more syllables (a few of them is enough). The child may read complex words with the use of prompts.	The child reads no complex words, even with prompts.

17. is able to read simple sentences in English

YES	NO
The child reads 3-6 word sentences (e.g., The cat sat on the mat; I am..., I like..., I can...). The child may read simple sentences with prompts. The use of illustrations to predict meaning is appropriate.	The child does not read simple sentences, even with prompts from others or reference to illustrations.

18. is experimenting with writing tools

YES	NO
The child independently chooses to use pencils, pens, crayons, etc.	The child does not choose to use a variety of writing tools.

19. is aware of writing directions (left to right, top to bottom) in English

This question refers to the child's awareness of writing directions, and NOT their ability to write.

YES	NO
The child knows a sentence starts on the left and moves to the right. This may have been demonstrated through one of the following: mimicking writing direction using a finger, swirling or scribbling left to right (early writing).	For instance, the child randomly scribbles or cannot identify the beginning or end of a sentence or where text would begin on a page.

20. is interested in writing voluntarily (and not only under the teacher’s direction)

Refers to the child’s initiative in using writing/drawing tools to scribble, pretend to write, label objects with letters or letter-like symbols. An attempt to link letters must be present.

YES	NO
The child puts their name on their work with or without being encouraged, writes messages, attempts to label objects in their pictures. It does not matter whether the words are legible. It only matters that the child is attempting to link letters together. This must occur on more than one occasion.	The child only attempts to write when instructed by an adult.

21. is able to write his/her own name in English

YES	NO
<p>Without assistance (independently) the child writes his/her first name from memory.</p> <p>The letters must be in sequence. The letters may be reversed, inverted, upper case letters, lower case letters, or a combination of lower and upper case letters.</p> <p>All letters must be present most of the time.</p>	<p>The child writes name only with assistance OR the child writes name with letters in random order OR the child gets the first and the last letters correct, but the middle ones are usually jumbled OR the child misses letters most of the time.</p>

General note for questions 22 and 23:

While it is acknowledged that copying the teacher and writing independently are two different skills, these questions are concerned with the end results (i.e., the child’s ability to write).

Spelling, punctuation and grammar are not particularly important so long as meaning is conveyed.

22. is able to write simple words in English

Refers to either writing words on her/his own or by copying the teacher.

23. is able to write simple sentences in English

Refers to either writing sentences on his/her own or by copying the teacher.

24. is able to remember things easily

In this instance ‘things’ refers to all elements of material being taught: facts, events, letters, numbers, book characters, etc. Both long and short term memory should be considered.

YES	NO
The child consistently remembers most or all of the new material introduced in the class from one period to another and from day to day. For example, this may include one or more of the following: some letters or numbers, special interest facts, names of characters in a book read in class recently, words to a song, etc. The child recalls the names of peers, teachers, and other school personnel most of the time.	The child regularly cannot recall recently learned material and/or requires many repetitions of new knowledge to retain it; the child cannot recall the names of peers and others (refers to them as “him” or “her”).

25. is interested in mathematics

Refers to the child participating eagerly in activities involving voluntary demonstration of skills, such as counting or adding using fingers.

YES	NO
The child readily participates in activities involving a selection of math related toys (e.g., counting, sorting, blocks, etc).	The child is reluctant to or does not participate in activities involving a selection of math related toys (e.g., counting, sorting, blocks, etc).

26. is interested in games involving numbers

Refers to the child participating eagerly in games involving numbers, voluntary selection of number-related toys (e.g., counting, sorting blocks). If toys are used, they must be used, at least in part, for the purposes they were designed. For instance, counters are used for counting or color sorting, not just for flicking across the room.

YES	NO
The child readily participates in games involving numbers, voluntary selection of number-related toys, etc.	The child participates with encouragement, prompting, or assistance or does not participate in games involving numbers, voluntary selection of number-related toys, etc.

27. is able to sort and classify objects by a common characteristic (e.g., shape, color, size)

Refers to the child demonstrating the ability to do one or more of the following: play matching games, separate counters into common colors, or name the number of objects presented (e.g., say three or write the visual symbol for three when three objects are presented).

YES	NO
The child sorts and classifies objects by a number of common characteristics (e.g., shape, size, color).	The child sorts and classifies objects by only one characteristic (e.g., only color) or does not sort and classify objects by a common characteristic.

28. is able to use one-to-one correspondence

Refers to the child’s ability to: recognize the fact that numbers change as the number of objects change; show understanding of matching games where there has to be the same number of objects on each picture, or play games matching numbers to pictures of the corresponding numbers of objects (e.g., a picture of 2 with a picture of two apples).

29. is able to count to 20 in English

Refers to the child’s ability to count by rote without mistakes from 1 to 20 most of the time.

30. is able to recognize numbers 1-10

Refers to the child’s knowing the name and recognizing the visual symbol of the numbers.

YES	NO
The child knows the name and recognizes the visual symbol of ALL the numbers 1-10 most of the time; may be with prompting.	The child recognizes only a few of the numbers 1-10 or none at all, even with prompting.

31. is able to say which number is bigger of the two

Refers to numerals NOT objects; only up to 10 (not teens).

YES	NO
The child is able to select the larger numeral of the numerals up to 10 but not the teens.	The child cannot do this for small numbers up to ten.

32.  is able to recognize geometric shapes (e.g., triangle, circle, square)

This question should not rely on the child’s English proficiency.

YES	NO
The child can point to/select at least three shapes. The child does not have to identify the shapes by name. This may be prompted.	The child points to fewer than 3 shapes, even when prompted.

33. understands simple time concepts (e.g., today, summer, bedtime)

The child demonstrates knowledge of at least one simple time concept, such as a daily time concept. Examples include lunchtime, morning, night.

General note for questions 34 to 40:

“Special” or “unique” refers to a skill or a talent that is greater than the level expected for a typical student in this phase of development. For example, the child’s talent is notable to other colleagues because of its “specialness” or “uniqueness.” If a child is keeping pace with you instruction and is merely demonstrated grade-level appropriate skills based on lessons you’ve instructed, this would NOY be considered a special skill or talent.

34. demonstrates special numeracy skills or talents (you consider them gifted in this area)

This includes skills demonstration of numeracy skills and talents

35. demonstrates special literacy skills or talents (you consider them gifted in this area)

This includes skills demonstration of literacy skills and talents.

36. demonstrates special skills or talents in arts (you consider them gifted in this area)

This refers to the child’s creative skills, including drawing storytelling, and acting skills.

37. demonstrates special skills or talents in music (you consider them gifted in this area)

38. demonstrates special skills or talents in athletics/dance (you consider them gifted in this area)

This refers to the child’s physical skills.

39. demonstrates special skills or talents in problem-solving in a creative way (you consider them gifted in this area)

40. demonstrates special skills or talents in other areas (specify)

Section C- Social and Emotional Development

How would you rate this child's:

Answers: *Very good/good / Average / Poor/very poor / Don't know*

1. overall social/emotional development

Social-emotional development refers the ability to form close, secure relationships and to experience, regulate, and express emotions. **Social** refers to how individuals interact with others. **Emotional** refers to how individuals feel about themselves, others and the world.

Base your answer to this question on how you view the child's general ability to interact and relate appropriately to her/his peers, react to unexpected contexts, as well as their interest in the world around them.

2. ability to get along with peers

Very good/good	Average	Poor/very poor
The child does well both in one-on-one contexts and in a group.	Child's does only moderately well in getting along (e.g., quarrels or takes offence)	Child is uncomfortable around peers in either groups or one-on-one settings
	AND/OR	AND/OR
	is comfortable only in one setting.	gets into frequent conflicts with peers.

General note:

Below is a list of statements that describe some of the feelings and behaviors of children. Whenever possible answer **OFTEN OR VERY TRUE, SOMETIMES OR SOMEWHAT TRUE, NEVER OR NOT TRUE.**

For each statement, please choose the answer that best describes the child now, but use the time since the beginning of the school year as your reference frame.

Restrict your responses to your direct observations of the child in the classroom/school environment. For example, if you have not seen a child exhibit a particular behavior since the beginning of the school year, then the correct answer is **NEVER OR NOT TRUE**, and not "don't know."

Keep in mind that too many missing values (which includes "don't know" responses) render the questionnaire invalid.

Would you say that this child:

Answers: *Often or very true / Sometimes or somewhat true / Never or not true / Don't know*

3. plays and works cooperatively with other children at the level appropriate for his/her age

The child can play or perform a task that requires participation of other children for at least a short amount of time.

4. is able to play with various children

The child plays with at least three different children on a regular basis.

5. follows rules and instructions

Refers to the child's ABILITY to generally follow the class and behavior rules.

Once rules or schedules have been explained, the child generally has no trouble understanding them and following them. For example, the child knows that it is necessary to put up a hand to speak.

When given instructions, the child attempts to follow them (although not necessarily accurately).

6. respects the property of others

For example, the child asks for permission if he/she wants to play/use an object belonging to another child.

7. demonstrates self-control

This may be demonstrated in a variety of ways: e.g. sharing toys, taking only a 'fair share' of communal food, or displaying emotions in an appropriate manner.

8. shows self-confidence

This item indicates that the child is confident in his/her own abilities even in some small area and may be demonstrated by the child's showing pride in some skill (singing, reading), or by describing herself as able to do something, or by calmly approaching a new task.

9.  **demonstrates respect for adults**

This may be influenced by culture and demonstrated in a variety of ways: e.g. avoids eye contact, sustained eye contact, does not question authority figures directly, does not interrupt when adults are talking or does it only occasionally, is polite when addressing adults.

10. demonstrates respect for other children

The child is attentive to the needs of other children and treats them in the same way they would like to be treated.

This may be demonstrated in a variety of ways: e.g. not usually interrupting other children who are talking; taking care of not interrupting other children in their task; being careful with other children's work; showing an interest in other children and perhaps differences between himself and others.

11. accepts responsibility for actions

This may be demonstrated in a variety of ways: e.g. the child does not argue back when disciplined, does not show attitude when reprimanded, owns up to poor behavior.

12. listens attentively

Child focuses on the teacher/speaker. This may be demonstrated both during class activities directed at the whole group (e.g. story telling or introduction of new concepts) and in one-on-one situations.

13. follows directions

Refers to the child's actual behavior: following directions when given, NOT to the child's ability to do so.

Answer **NEVER OR NOT TRUE** if the child requires frequent redirecting.

14. completes work on time

Completing work on time refers to the completion of work within a timeframe appropriately allocated for the student.

15. works independently

This refers to the child's independence within his developmental capacity, i.e. child is able to do certain tasks by himself, and focus on his/her work

16. takes care of school materials

17. works neatly and carefully

18.  is curious about the world

This may be demonstrated in a variety of ways: e.g. the child asks lots of questions, participates in discussions about a variety of topics. Demonstration of the skill should not be dependent on English proficiency.

General note for questions 19-21:

The intent of questions 19-21 is about engaging with toys, games, and books that are not familiar to the child. The emphasis is on “new” rather than “eager.”

Choose the option that best describes the frequency of the child’s choice to play with a new toy, game or book, when the toy, game or book appears in the classroom.

19. is eager to play with a new toy

The child is eager to explore how unfamiliar objects, including toys, can be used as well as how they work.

20. is eager to play a new game

21. is eager to play with/read a new book

The child is quick to touch or look at unfamiliar books, or asks to play with and/or read new books.

22. is able to solve day-to-day problems by him/herself

Refers to the child’s finding appropriate solutions (chooses an alternative, uses words to express his/her choices, finds a way to “fix” something) to day-to-day problems such as: when his/her selected area is “full,” a student chooses the book s/he had planned to view, when a pencil breaks, water gets spilled, etc.

Answer **NEVER OR NOT TRUE** if the child usually requires assistance from the teacher in such situations.

23. is able to follow one-step instructions

This has to be demonstrated by the child following one-step instructions with ease and without requiring frequent redirection or repetition of instructions.

24. is able to follow class routines without reminders

Following class routines means that the child can successfully move between regular activities without individual prompting by the teacher. For instance, the child may know the group they are in for reading activities and move to that group instinctively at reading time, or know what they need to take with them to specialist classes.

25. is able to adjust to changes in routines

This could be demonstrated by the child's quick adjustment to returning to school after a holiday break, by not being confused or upset when chairs or tables are rearranged in the classroom, by appropriate behavior when exposed to unfamiliar teachers (e.g., substitutes when the regular teacher is off).

26. answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark, etc.)

Knowledge of the world can include knowledge of the purpose of objects/animals (e.g. animals can be pets or food), knowledge of when events occur and knowledge of what objects do (e.g. boats float in water).

Questions can be answered through various means, including demonstration of knowledge and understanding through pointing, stories, drawings, play-acting, or modeling how things work or what things are.

This question should not rely on English proficiency. For Native American students, consider their specific knowledge, such as changes associated with the seasons.

27. shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)

This refers to the child not teasing or making fun of others who make mistakes or showing that they understand that anybody can make such a mistake.

General note for questions 28-35:

By the time the EDI is completed, most children will have been exposed to the situations below. Therefore, if they had not shown any of the described behaviors, the appropriate answer is **NEVER OR NOT TRUE**.

If you have not had a chance to observe the child's behavior, please choose **DON'T KNOW** or use your professional judgment to make a selection. Keep in mind that too many 'don't knows' makes the questionnaire not scoreable.

28. will try to help someone who has been hurt

This also includes if the child seeks appropriate assistance from an adult.

29. volunteers to help clear up a mess someone else has made

30.  if there is a quarrel or dispute will try to stop it

This behavior is demonstrated by a child who reacts in ways that are appropriate to the context and that will help to resolve the conflict, even if he or she is not involved and does not know the people involved. For instance, this may include one or more of the following: the child seeking appropriate assistance from an adult; diverting the children involved to another activity; discouraging others from being involved; placing themselves physically between quarrelling children; and seeking other ways to diffuse the conflict.

Answer **NEVER OR NOT TRUE** if you have never seen the child assisting in a peaceful solution of a dispute.

Answer **DON'T KNOW** if you have never had a chance to observe the child in a context of a conflict between other children.

Please note: It may be appropriate to enter **DON'T KNOW** if you think a child does not intervene or avoids intervening out of respect for the children involved or because that is the culturally appropriate behavior.

31. offers to help other children who have difficulty with a task

Refers to the child offering to assist when they notice their peers struggling or in response to a verbal or non-verbal request for assistance. Assistance is not imposed and is offered independently

without encouragement from the teacher. The tasks do not have to be academic, (e.g., collecting a block from a high shelf in the classroom or assisting another child in a game in the playground).

Examples include: demonstrating the skill, sharing their work, or doing some of the task.

Please note: Children who are overly helpful or who offer help to please the teacher, should be rated high only if they are respectful of other children. “Taking over” or completing another child’s task without consideration of the other child should not be counted.

32. comforts a child who is crying or upset

Examples may include a child who offers a toy/book etc. to a crying or upset peer; child who says “don’t cry,” “don’t be sad,” or reasons with the other child not to be upset; or suggests to the teacher ways for comforting the upset peer.

33. spontaneously helps to pick up objects, which another child has dropped (e.g., pencils, books)

In this behavior, the emphasis is on spontaneity: the child reacts to as if it is a reflex, without prompting or expectation of a reward. Examples may include picking up sporting equipment, gloves, and pencils, with the intention of placing them in their right place or giving back to the owner. **Do not count** if the child claims the objects as his/her own.

Please note: Some children may not help because they do not perceive it as their place to touch another person’s belongings. In these instances, please select **DON’T KNOW**.

34. will invite bystanders to join in a game

Probably best observed in unstructured games on the playground or during free play time in class. Examples involve a child who will call others to join a game already in progress (e.g., asks another child “Do you want to play with us?”). **Do not count** if a child invites another to start a game with him/her but will not allow others to join in.

35. helps other children who are feeling sick

Also include if child seeks appropriate assistance from an adult.

36. is upset when left by parent/caregiver

If the teacher has no opportunity to observe the child’s behavior upon separation, choose **DON’T KNOW**.

37. gets into physical fights

This includes both initiating and being easily provoked to engage in a physical fight as opposed to trying to solve problems in other ways.

38. bullies or is mean to others

Bullying and being mean may take the form of physical, emotional or verbal manipulation. Rather than focusing on the intent or reasoning behind the actions, please report bullying in instances where the recipient of the actions feels they have been bullied.

Examples include: child makes negative remarks about others, intentionally excludes other children from activities, physically asserts themselves, makes unreasonable requests of peers knowing that they will oblige because they are scared or want to be included, or ignores children wanting their attention.

39. kicks, bites, hits other children or adults

Child displays these actions either in or around the school. Their actions may be unprovoked, provoked, or may occur as part of what a child considers 'play,' but are performed intentionally.

40. takes things that do not belong to him/her

Child may take home something that is clearly explained as exclusively school use, or may take something that belongs to another child without asking. There does not have to be an intention of keeping these things (i.e., it is not as serious as stealing).

41. laughs at other children's discomfort

Please only report laughter that is either malicious, where the child appears to be deriving some pleasure from another's discomfort, or laughter that draws negative attention to the other child. Nervous laughter is distinct from this.

42. can't sit still, is restless

Child's restlessness can be demonstrated by wandering around the classroom or yard, fidgeting with hands or feet or squirming in seat or fiddling with objects when the rest of the class is working, or looking around at other children when the class is listening to a story, or when the class is attending an event, like an assembly or a performance.

Do not include if child becomes only occasionally restless when bored, tired, needs to use a toilet/washroom, or is excited waiting for special events, etc.

43. is distractible, has trouble sticking to any activity

The emphasis for this question is on the word ‘any.’ Child has difficulty pursuing any activity for the necessary length of time, gets very easily/quickly distracted in an activity by anything happening around him/her, or finds other activities before completing the one started. Distractible includes easily side-tracked.

44. fidgets

In contrast to item 42, this item is more specific and refers to child’s moving hands, fingers, feet, head or body, while sitting in one spot.

45. is disobedient

Child disobeys direct requests and instructions, even though he/she knows that this is inappropriate.

46. has temper tantrums

47. is impulsive, acts without thinking

Child acts in a way that may inconvenience or distract other children and this is not done intentionally. Child appears to act without considering others or the consequences and is not able to self-monitor their actions. Examples include blurting out answers before questions have been completed, starting a task or activity without hearing the full list of instructions, interrupting or intruding on others, unintentionally making upsetting comments, leaving the classroom without asking permission, calling out without raising a hand, running in the classroom, etc.

48. has difficulty awaiting turn in games or groups

Examples include: child gets agitated if their needs/wants are not immediately met; tries to push in front of other children, calls out, butts in, takes over, or gets distracted and abandons games or group activities; child who always wants to be first in line or in receiving resources.

49. cannot settle for anything for more than a few moments

Child cannot engage in an activity (whether teacher-directed, self-chosen, or play), except for a very brief period. For example, when given a task, child leaves seat in classroom, is easily distracted by extraneous stimuli, does not focus on task/activity, does not follow through to complete a task.

50. is inattentive

Child fails to give close attention to details or makes careless mistakes, has difficulty sustaining attention in tasks or play activities, does not seem to listen when spoken to directly, loses things necessary for tasks or activities (e.g., toys, assignments, pencils, books, or tools), does not follow through on instructions and fails to finish schoolwork (**NOT** due to failure to understand instructions), daydreams.

51. seems to be unhappy, sad or depressed

This is distinct from being tired though they may look similar. Children may appear withdrawn, be unenthusiastic and tend not to smile much.

Depending on the child and frequency of the behavior, select **OFTEN OR VERY TRUE** or **SOMETIMES OR SOMEWHAT TRUE**.

52. appears fearful or anxious

Examples of a fearful or anxious child include: a child who is scared of new things and perhaps even new routines; a child who usually waits until others have attempted a new task before fully engaging; a child who is unsure of her abilities to cope with a task (e.g., child says “I can’t do it; I don’t know how to do it” even though they should be able to).

53. appears worried

This refers to expectations that things will go wrong, for example that something expected would not happen without a reason. Child may be troubled (concerned) by things that should not be causing any worry.

54. cries a lot

This item refers to the child crying regardless what the reason may be and whether it is one that could elicit distress.

55. is nervous, high-strung or tense

This refers to the child being sensitive, easily excitable, uneasy, or nervous. This can happen either in situations where some degree of nervousness is appropriate (e.g., before public performance), or in situations where it is not obviously apparent what the cause of the anxiety might be.

56. is incapable of making decisions

Child takes an inappropriately long time to do one or more of the following: choose books to read/look at during silent reading; decide where to sit on the mat; and/or decide which color pencil to use. Child often waits for others to make a decision and mimics it, or requires adult direction or explicit instructions to make appropriate decisions.

57. is shy

This may be demonstrated by the child being unwilling to initiate interaction with other children, or rarely volunteering for anything, or taking a long time to get used to new things and new people – for example other teachers, or children.

58. sucks a thumb/finger or piece of clothing

Also refers to sucking a piece of their hair, etc.

Section D – Special Concerns

In this section, “special” refers to the needs already noted on Item 7 of the Demographics section AND any other difficulties that the child is currently experiencing. If in doubt whether a particular impairment is included in the categories listed, please mark it as **OTHER** and explain.

Please base your answers on TEACHER OBSERVATION OR INFORMATION PROVIDED TO YOU EITHER AS A MEDICAL DIANOSIS AND/OR PARENT/GUARDIAN-REPORTED INFORMATION.

- 1. Does the student experience learning differences or challenges that may influence their ability to do school work in a typical classroom setting (based on parent information, medical diagnosis, and/or teacher observation)?**

Yes / No / Don't Know

- 2. If YES above, please mark all that apply. Please note, some concerns may fall into more than one category.**

Please base your answers on your observations AND on parent information/medical diagnosis. For example, if you have noticed that a child has a learning disability, and the parents have told you that this child has a learning disability, then you would check off both the **YES, TEACHER OBSERVED** and **YES, PARENT INFO/MEDICAL DIAGNOSIS** columns.

Examples listed below are not an exhaustive list; there may be other disabilities or diagnosis that fall into one of the categories not listed below. Use your professional judgement to determine which category is most appropriate.

	Examples of Diagnosis/Special Needs
Behavioral/Emotional	ADD/ADHD; Anxiety; Depression or other mental health disorders
Developmental Disability	Autism Spectrum Disorder (ASD – includes Autism, Asperger Syndrome); Developmentally Delayed/Global Delay; Down Syndrome/Other Genetic Developmental Disability
Learning Disability	Learning disorders in reading, writing, math
Speech and Language impairment	Apraxia; Cleft Palate/Lip; general Receptive or Expressive Language impairments; Selective Mutism
Visual impairment	Blind/ Visually Impaired
Hearing impairment	Deaf/Hard of Hearing

Physical/orthopedic impairment	Cerebral Palsy; Mitochondrial disease; Muscular Dystrophies; Spina Bifida
* Multiple disabilities	If a child had a multiple diagnoses that impact their learning, include this check mark in addition to the other impairments/disabilities listed
Other	Other Health Impairment (OHI) (examples include Epilepsy/ Seizures, Congenital/acquired Heart Problems, etc.); Traumatic Brain Injury (TBI); Tourette Syndrome

3. If the child has received a diagnosis or identification by a doctor or psychological professional, please indicate.

Please select from the following codes in the table on the next page. You can as many as are appropriate/applicable.

If you don't find a code, please select **37 (Other)**.

CATEGORY	DIAGNOSIS	CODE	CATEGORY	DIAGNOSIS	CODE
<i>Behavioral/Emotional</i>	ADD/ADHD	1	<i>Visual Impairment</i>	Blind/ Visually Impaired	18
	Anxiety	2		<i>Hearing Impairment</i>	Other Sensory
	Depression or other mood disorder	3	Deaf/Hard of Hearing		19
	Oppositional Defiant Disorder/Conduct Disorder	4	<i>Physical/orthopedic impairment</i>		Cerebral Palsy
	Other Mental Health Disorders	5		Mitochondrial disease	22
<i>Developmental Disabilities</i>	Autism Spectrum Disorder (ASD – includes Autism, Asperger Syndrome, & Pervasive Developmental Disorder [PDD-NOS] not otherwise specified)	6		Muscular Dystrophies	23
				Spina Bifida	24
				Other Motor Impairment	25
			Multiple Disabilities	41	
	Developmentally Delayed/Global Delay	7	<i>Other</i>	Other Sensory (Including Sensory Processing Disorder)	20
				Brain or spinal cord Injury (TBI)	26
				Asthma	27
				Cancer/Leukemia/Brain Tumor	28
Down Syndrome/Other Genetic Developmental Disability	8	Cystic Fibrosis (CF)		29	
Fetal Alcohol Spectrum Disorder (FASD) or Alcohol-Related Neurodevelopmental Disorder (ARND)	9	Diabetes		30	
Intellectual Delay (Mild or Moderate)	10	Epilepsy/Seizures		31	
Rett’s Disorder, Childhood Disintegrative Disorder [CDD]	11	Congenital/acquired Heart Problems		32	
<i>Learning Disability</i>	Learning disorders (reading, writing, math)	12	Obesity	34	
<i>Speech and Language Disorders</i>	Apraxia	13	Phenylketonuria (PKU)/Other Metabolic	35	
	Cleft Palate/Lip	14	Tic disorder (e.g., Tourette Syndrome)	36	
	Receptive or Expressive Language	15	Other, not listed	37	
	Selective Mutism	16	Acquired immunodeficiency syndrome (AIDS)	38	
	Other Speech & Language Disorders	17			

4. Is the child receiving any school-based support(s) (e.g. educational assistance, equipment)?

Yes / No / Don't Know

This includes support services such as academic interventions, speech and language services, physical therapy (at school), occupational therapy (at school), and behavior support.

This also includes any adaptive equipment a child may use in order to access their learning environment.

5. Indicate below if the student experiences any of these challenges that MAY influence their ability to do school work in a regular classroom (based on parent/family information and/or teacher observation).

Check all that apply:

- Home environment/problems at home (may include potential custody or other parental conflict that may have impacted the child; this may also include if a child has a parent/close family member currently incarcerated)
- Chronic medical/health problems (may include undiagnosed, but persistent health problems with the child **or** chronic health problems with a close family member)
- Unaddressed dental needs (may include significant dental concerns that either impact a child's ability to eat, or cause them pain/discomfort throughout the school day)
- Homelessness (see full US Department of Education definition below)
- Other (this may include a special circumstance that a parent or family member has shared with you that does not fit into another category)

Homelessness: The US Department of Education's (ED) definition is as follows: "Includes the HUD categories of unsheltered and sheltered **plus** people living in motels and doubled- or tripled-up in someone else's home due to economic hardship. The ED definition is based on the educational requirements and characteristics of children in these conditions (e.g. children living in overcrowded conditions may experience similar levels of mobility (moving frequently) and instability, and as a result, similar educational deficits, as children in shelters

Section E—Additional Questions

To the best of your knowledge, please mark all that apply to this child:

Answers: Very good/good / Average / Poor/very poor / Don't know

1. Has the child attended a special education preschool program or other early intervention program/services (e.g., speech therapy) prior to this school year?

Please specify the type of program, if known. Includes speech/language therapy, parent attended a parenting program, a Head Start program, etc., or if child has had similar in-home services.

2. In the year prior to kindergarten entry, has the child been in an early childhood education/preschool program or other non-parental child care on a regular basis?

Even though it says kindergarten, this question is always referring to the year prior to this school year. For those of you filling out the question for a child that is not in kindergarten, please read the question as, "**In the year prior to this school year**, has the child been in non-parental care on a regular basis?"

Non-parental child care includes center-based (including Pre-K), home-based, and other arrangements listed in the chart under question 2a.

- a. yes
- b. no (skip to question 3)
- c. don't know (skip to question 3)

2a) If yes, please specify type of care arrangement:

Please mark all that apply.

Center-based, preschool/daycare (Public)	Includes: licensed, for profit or non-profit (e.g. State preschool, Headstart, Early Headstart, Pre-K, government funded care; public school preschool programs).
Center-based, preschool/daycare (Private)	Includes: tuition-funded programs; religiously affiliated programs; other private preschool programs
Other home-based child care (cared for by a relative or friend)	Includes: licensed/unlicensed home care by either a relative or non-relative (e.g. family child care home).
Mixed arrangements	Includes any combination of other options. Please be sure to select this option, as well as the options that make up the mixed arrangement
Other	Child has been in non-parental care, but the type does not fit any of the above. Please specify in the text box the type of care child has been in.
Don't know	Child has been in non-parental care, but you are unsure what type it was.

2b) To the best of your knowledge, in the year prior to this school year, was the child care arrangement:

Full-time	Part-time
Child was in non-parental care at least 6 hours/day, 5 days a week.	Child was in non-parental care less than 6 hours every day, or not every working day of the week.

If you know that the family’s child care arrangements changed in the preschool years, please use your judgment to select the one that the child was in for the longest period of time.

3. Since the beginning of the school year, has the parent/guardian volunteered in the classroom, on a classroom project, field trip, etc?

Yes / No

4. Has a parent /guardian attended at least parent-teacher conferences?

Yes	No
The parents/guardians have attended one or more scheduled parent-teacher conference (e.g. to discuss the child’s report card).	The parents/guardians have not attended a scheduled parent-teacher conference (e.g. to discuss the child’s report card).

5. Apart from parent-teacher conferences, have you had one-on-one conversations in person with the student’s parents/guardians (either by phone or face-to-face)?

Yes	No
You have had at least 1 one-on-one conversation with the parents/guardians above and beyond the parent-teacher conferences.	You have not had at least 1 one-on-one conversation with the parents/guardians above and beyond the parent-teacher conferences.

6. Apart from parent-teacher conferences, has the parent reached out to you through other forms of direct communication (phone calls, emails, message apps, etc.)?

Yes	No
You have had at least 1 one-on-one conversation with the parents/guardians via phone or digital media platforms	You have not had at least 1 one-on-one conversation with the parents/guardians via phone or digital media platforms

If you have any comments about this child and her/his readiness for school, please print them below.

Please print any comments about the child in the text box. Please **do not** include the child’s name.

EDI Questionnaire

School Child ID:	
Address:	
City:	
State:	
Zip Code:	

Demographics

1	Student Status:	<input type="radio"/> in class more than 1 month <input type="radio"/> in class less than 1 month <input type="radio"/> moved out of class <input type="radio"/> moved out of school <input type="radio"/> parents opted out <input type="radio"/> other
	If other, please specify	
2	Classroom length/time:	<input type="radio"/> AM <input type="radio"/> PM <input type="radio"/> All day <input type="radio"/> Other
	If other, please specify	
3	Child's date of birth:	mm-dd-yyyy ▼
4	Gender	<input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other
	If other, please specify	
5	Date of completion:	*** Note: field is read-only & system generated
6	Child has an Individualized Education Plan (IEP) or equivalent?	<input type="radio"/> Yes <input type="radio"/> No

	6a. (If Yes) Do you believe they need to be re-assessed to change their classification/eligibility or increase/decrease supports?	<input type="radio"/> Yes <input type="radio"/> No
7	Do you believe this child has an undiagnosed special need?	<input type="radio"/> Yes <input type="radio"/> No
8	(If Yes) Has the child has been referred for assessment(s) (or reassessment) to determine if they qualify for special education services (or a change in services)?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't Know
9	Child considered an English Language Learner (ELL)?	<input type="radio"/> Yes <input type="radio"/> No
10	Is this child part of a dual language or dual immersion program?	<input type="radio"/> Yes <input type="radio"/> No
11	Please specify other language of instruction	<input type="radio"/> Unknown <input type="radio"/> Spanish <input type="radio"/> French <input type="radio"/> Chinese/Mandarin <input type="radio"/> Other
	If other, please specify	
12	What percent of instruction is English?	English: _____ % Other: _____ %
13	What is the child's first language?	<i>(see guide for languages)</i>
14	Does this child communicate adequately in their first language?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't Know
15	Is this a repeat of kindergarten for this child?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A

Section A – Physical Well-being

1	About how many regular days (see Guide) has this child been absent since the beginning of the school year?	▼
2	How many of these days can be attributed to being sick?	▼

Since the start of the school year, has this child sometimes (more than once) arrived:		Yes	No	Don't Know
3	over- or under-dressed for school-related activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	too tired/sick to do school work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	late	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	hungry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would you say that this child:		Yes	No	Don't Know
7	is independent in bathroom habits most of the time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	shows an established hand preference (right vs. left or vice versa)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	is well coordinated (i.e., moves without running into or tripping over things)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes teachers may observe that their students are either underweight or overweight. Do you feel that this child:		Yes	No	Don't Know
10	is underweight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	is overweight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate this child's:		Very Good / Good	Average	Poor / Very Poor	Don't Know
12	proficiency at holding a pen, crayons, or a paintbrush	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	ability to manipulate objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	ability to climb stairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	level of energy throughout the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	overall physical development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section B – Language and Cognitive Skills

How would you rate this child's:		Very Good / Good	Average	Poor / Very Poor	Don't Know
1	ability to use language effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	ability to listen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	ability to tell a story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	ability to take part in imaginative play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	ability to communicate own needs in a way understandable to adults and peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	ability to understand on first try what is being said to him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	ability to articulate clearly, without sound substitutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you say that this child:		Yes	No	Don't Know
8	knows how to handle a book (e.g., turn a page)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	is generally interested in books (pictures and print)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	is interested in reading (inquisitive/curious about the meaning of printed material)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	is able to identify at least 10 letters of the alphabet in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	is able to attach sounds to letters in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	is showing awareness of rhyming words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	is able to participate in group reading activities in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	is able to read simple words in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	is able to read complex words in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	is able to read simple sentences in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	is experimenting with writing tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	is aware of writing directions (left to right, top to bottom) in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	is interested in writing voluntarily (and not only under the teacher's direction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	is able to write their own name in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	is able to write simple words in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you say that this child:		Yes	No	Don't Know
23	is able to write simple sentences in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	is able to remember things easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	is interested in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	is interested in games involving numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	is able to sort and classify objects by a common characteristic (e.g., shape, color, size)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	is able to use one-to-one correspondence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29	is able to count to 20 in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	is able to recognize numbers 1 – 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31	is able to say which number is bigger of the two	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	is able to recognize geometric shapes (e.g., triangle, circle, square)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	understands simple time concepts (e.g., today, summer, bedtime)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	demonstrates special numeracy skills or talents (you consider them gifted in this area)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	demonstrates special literacy skills or talents (you consider them gifted in this area)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	demonstrates special skills or talents in arts(you consider them gifted in this area)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	demonstrates special skills or talents in music (you consider them gifted in this area)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38	demonstrates special skills or talents in athletics/dance (you consider them gifted in this area)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39	demonstrates special skills or talents in problem solving in a creative way (you consider them gifted in this area)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40	demonstrates special skills or talents in other areas (if yes, please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section C – Social and Emotional Development

How would you rate this child's:		Very Good / Good	Average	Poor / Very Poor	Don't Know
1	overall social/emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	ability to get along with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below is a list of statements that describe some of the feelings and behaviors of children. For each statement, please fill in the circle that best describes this child now or within the past six months.

Would you say this child:		Often or Very True	Sometimes or Somewhat True	Never or Not True	Don't Know
3	plays and works cooperatively with other children at the level appropriate for their age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	is able to play with various children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	follows rules and instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	respects the property of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	demonstrates self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	shows self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	demonstrates respect for adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	demonstrates respect for other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	accepts responsibility for actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	listens attentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	follows directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	completes work on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	works independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	takes care of school materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	works neatly and carefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	is curious about the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	is eager to play with a new toy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	is eager to play a new game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	is eager to play with/read a new book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would you say this child:		Often or Very True	Sometimes or Somewhat True	Never or Not True	Don't Know
22	is able to solve day-to-day problems by themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	is able to follow one-step instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	is able to follow class routines without reminders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	is able to adjust to changes in routines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	will try to help someone who has been hurt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	volunteers to help clear up a mess someone else has made	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	if there is a quarrel or dispute will try to stop it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31	offers to help other children who have difficulty with a task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	comforts a child who is crying or upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	spontaneously helps to pick up objects which another child has dropped (e.g., pencils, books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	will invite bystanders to join in a game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	helps other children who are feeling sick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	is upset when left by parent/guardian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	gets into physical fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38	bullies or is mean to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39	kicks, bites, hits other children or adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40	takes things that do not belong to them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41	laughs at other children's discomfort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42	can't sit still, is restless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43	is distractible, has trouble sticking to any activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44	fidgets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45	is disobedient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46	has temper tantrums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47	is impulsive, acts without thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would you say this child:		Often or Very True	Sometimes or Somewhat True	Never or Not True	Don't Know
48	has difficulty awaiting turn in games or groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49	cannot settle to anything for more than a few moments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50	is inattentive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51	seems to be unhappy, sad, or depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52	appears fearful or anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53	appears worried	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54	cries a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55	is nervous, high-strung, or tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56	is incapable of making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57	is shy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58	sucks a thumb/finger or piece of clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section D – Special Concerns

1	Does the student experience learning differences or challenges that may influence their ability to do school work in a typical classroom setting (based on parent information, medical diagnosis, and/or teacher observation)?	<input type="radio"/> Yes <input type="radio"/> No (Skip to Section E, Question 1) <input type="radio"/> Don't Know (Skip to Section E, Question 1)
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2. If YES above, please mark all that apply. Please base your answers on teacher observation and/or parent guardian information and/or medical diagnosis.	Yes, teacher observed	Yes, parent info/medical diagnosis
Behavioral/Emotional	<input type="checkbox"/>	<input type="checkbox"/>
Developmental Disability	<input type="checkbox"/>	<input type="checkbox"/>
Speech and Language impairment	<input type="checkbox"/>	<input type="checkbox"/>
Physical/orthopedic impairment	<input type="checkbox"/>	<input type="checkbox"/>
Visual impairment	<input type="checkbox"/>	<input type="checkbox"/>
Hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>
Learning disability	<input type="checkbox"/>	<input type="checkbox"/>
Multiple disabilities	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>
If other, please specify		

3	If the child has received a diagnosis or identification by a doctor or psychological professional, please indicate. (See Guide for codes)	
		▼
		▼

		Yes	No	Don't Know
4	Is the child receiving any school based support(s) (e.g., educational assistant, equipment)?			

5. Indicate if the student experiences any of these challenges that MAY influence their ability to do school work in a regular classroom (based on parent/family information and/or teacher observation).	Check all that apply
Home environment/problems at home	<input type="checkbox"/>
Chronic medical/health problems	<input type="checkbox"/>
Unaddressed dental needs	<input type="checkbox"/>
Homelessness	<input type="checkbox"/>
Coping with direct impacts of COVID-19" (family illness/death, job loss, housing insecurity, etc.)	<input type="checkbox"/>
Other	<input type="checkbox"/>

Other (please specify)	
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6. What barriers/challenges were present for this child during online instruction?	Check all that apply
Not Applicable (no online learning took place)	<input type="checkbox"/>
Internet Access	<input type="checkbox"/>
Technology availability (computer/laptop/tablet/other devices being used by siblings/parents or not owned)	<input type="checkbox"/>
Parent/caregiver/adult not present to support child during instruction time	<input type="checkbox"/>
Child not attentive	<input type="checkbox"/>
Child does not have setting/space appropriate for learning	<input type="checkbox"/>
Child did not have access to needed school supplies to fully participate in activities	<input type="checkbox"/>
Other	<input type="checkbox"/>
Other (please specify)	

Section E – Additional Questions

To the best of your knowledge, please mark all that apply to this child:		Yes	No	Don't Know
1	Has the child attended a special education preschool program or received other early intervention program/services (e.g., speech therapy) prior to this school year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Specify type of program, if known:			

2	In the year prior to kindergarten entry, has the child been in an early childhood education/preschool program or other non-parental child care on a regular basis?	<input type="radio"/> No (Skip to Question 3) <input type="radio"/> Yes <input type="radio"/> Don't Know (Skip to Question 3)
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If yes, please specify type of child care arrangement (see Guide): Mark all that apply.		Yes
2 a)		Yes
	Center-based, preschool/daycare (Public)	<input type="checkbox"/>
	Center-based, preschool/daycare (Private)	<input type="checkbox"/>
	Other home-based child care (cared for by a relative or friend)	<input type="checkbox"/>
	Mixed arrangements	<input type="checkbox"/>
	Other	<input type="checkbox"/>
	If other, please specify	
	Don't Know	<input type="checkbox"/>
2 b)	To the best of your knowledge, in the year prior to the child's entry to kindergarten, was the child care arrangement:	<input type="radio"/> Full-time <input type="radio"/> Part-time <input type="radio"/> Don't Know

	Yes	No
3	<input type="radio"/>	<input type="radio"/>
	Since the beginning of the school year, has the parent/guardian volunteered in the classroom, on a classroom project, field trip, etc.?	
4	<input type="radio"/>	<input type="radio"/>
	Has a parent/guardian attended parent-teacher conferences?	
5	<input type="radio"/>	<input type="radio"/>
	Apart from parent-teacher conferences, have you had one-on-one conversations in person with the student's parent/guardian?	
6	<input type="radio"/>	<input type="radio"/>
	Apart from parent-teacher conferences, has the parent reached out to you through other forms of direct communication (phone calls, emails, message apps, etc.)?	

If you have any comments about this child and their readiness for school, please print them below. **Please do not include the child's name below**

[SCHOOL DISTRICT LETTERHEAD]

The Early Development Instrument (EDI) Project
Tracking Children's Early Development in Your Community
PARENT INFORMATION SHEET

[MONTH YEAR]

The [SCHOOL DISTRICT], in partnership with the UCLA Center for Healthier Children, Families and Communities, is participating in the Early Development Instrument (EDI) Project in your child's school to collect information about children's healthy development. This information will be used in your school district and community to improve services for young children and their families.

What will take place? This academic year, your child's teacher will complete a questionnaire called the Early Development Instrument (EDI) on each child in his/her class to describe five key areas of development: 1) physical health and well-being; 2) social knowledge and competence; 3) emotional health and maturity; 4) language and cognitive development; and 5) general knowledge and communication skills.

Confidentiality. EDI results will not be interpreted to identify an individual child. Rather, EDI results will only report on groups of children for the purposes of improving community conditions. For instance, results may describe children's developmental strengths and needs within a neighborhood or a school. Children's names are not collected. Information such as student's identification number, gender, date of birth, zip code and academic scores from later standardized tests may be linked with the EDI to help researchers understand the factors that affect children's success in school over time.

Information from the EDI will be sent to researchers at the UCLA Center for Healthier Children, Families and Communities who have been contracted to analyze the results. UCLA will share the information with the school district and with the publisher of the EDI at McMaster University in order to compare EDI results on groups of children in the US to other countries. All information related to the EDI will be locked in confidential storage and will only be available to authorized researchers.

Are there any benefits or risks to you or your child? Although there will be no direct benefit to your child, we feel that this research may answer questions about why children in some areas are doing better or worse than others in terms of their early development. We hope that the results of the study will bring about changes in communities where there is a need to improve conditions for families with young children. Teachers will be compensated for the time they are working on this project. There will be no other benefit to UCLA or the school beyond the professional benefit from academic achievement or presentation of the results.

Who do I contact if I have questions or concerns about the EDI project? Your decision whether or not to participate is completely voluntary and will not adversely affect your relationship with your child's teacher or school. If you have questions for your school district or would like to request that an EDI not be completed on your child, please contact your child's teacher or call [NAME AND TITLE OF SCHOOL DISTRICT EDI COORDINATOR] at [PHONE NUMBER & EMAIL ADDRESS].

If you wish to contact the Project Director at UCLA for questions or concerns about the EDI project, please call Dr. Lisa Stanley at (310) 794-7247 or email at LisaStanley@mednet.ucla.edu.

If you wish to contact UCLA for questions or concerns, please call the Office of the Human Research Protection Program (OHRPP) at (310) 206-2040 or write to Office of the Human Research Protection Program, UCLA, by email: participants@research.ucla.edu or by mail: Box 951406, Los Angeles, CA 90095-1406.

[SCHOOL DISTRICT LETTERHEAD]

Proyecto del Instrumento de Evaluación del Desarrollo Infantil
El Seguimiento del Desarrollo Infantil en Su Comunidad
HOJA DE INFORMACIÓN PARA LOS PADRES

[MONTH YEAR]

El [SCHOOL DISTRICT] con el Centro para Niños, Familias y Comunidades Saludables de UCLA está participando del Proyecto del Instrumento de Evaluación de Desarrollo Infantil [Early Development Instrument (EDI)] en la escuela de su niño(a). Este proyecto recoge información sobre el desarrollo de los niños antes de empezar el kindergarten. Esta información será utilizada en su distrito escolar y comunidad para mejorar los servicios para los niños y sus familias.

¿Qué pasará? Durante este año escolar, el/la maestro(a) de su niño(a) llenará un cuestionario para cada niño en su clase llamado la Evaluación de Desarrollo Infantil [Early Development Instrument (EDI)]. Este cuestionario describe las siguientes cinco áreas del desarrollo infantil: 1) la salud y el bienestar físico; 2) el conocimiento y la competencia social; 3) la salud y madurez emocional; 4) el lenguaje y el desarrollo intelectual; y 5) el conocimiento general y habilidades de comunicación.

Confidencialidad Los resultados del EDI no se interpretarán para identificar a un niño en particular. En vez, los resultados del EDI sólo informarán sobre grupos de niños para mejorar las condiciones de la comunidad. Por ejemplo, los resultados pueden describir los puntos fuertes y las necesidades de desarrollo infantil en un vecindario o una escuela. Los nombres de los niños no aparecen en los cuestionarios EDI. Información como el sexo, la fecha de nacimiento, el código postal y resultados de futuros exámenes estandarizados de los niños podrán ser vinculados con los resultados del EDI para ayudar a los investigadores a entender los factores que afectan el éxito de los niños en la escuela.

La información del EDI será enviado a los investigadores en el Centro para Niños, Familias y Comunidades Saludables de UCLA que han sido contratados para analizar los resultados. UCLA compartirá la información con el distrito escolar y con el editor del EDI en la Universidad de McMaster con el fin de comparar los resultados del EDI en grupos de niños en EE.UU. con los de otros países. Toda la información relacionada con el EDI se guardará confidencial y bajo llave, y sólo estará disponible para los investigadores autorizados.

¿Hay riesgos o beneficios para usted o su hijo? Aunque habrá ningún beneficio directo para su hijo, consideramos que esta investigación puede contestar preguntas acerca de por qué los niños en algunas áreas están haciendo mejor o peor que otros en cuanto a su desarrollo temprano. Esperamos que los resultados del estudio provoquen cambios en las comunidades donde existe una necesidad de mejorar las condiciones para las familias con niños pequeños. Los maestros serán compensados por el tiempo que están trabajando en este proyecto. No habrá ningún otro beneficio a UCLA ni la escuela más allá del beneficio profesional de logro académico o la presentación de los resultados.

¿A quién puedo llamar si tengo preguntas o preocupaciones con respecto a este proyecto? Su decisión de participar o no participar es totalmente voluntaria y no afectará su relación con el/la maestro(a) o la escuela de su niño. Si tiene preguntas o quisiera pedir que no se llene un cuestionario EDI para su niño, por favor comuníquese con el maestro o llame a: [NAME AND TITLE OF SCHOOL DISTRICT EDI COORDINATOR] a [PHONE NUMBER & EMAIL ADDRESS]

Si desea comunicarse con el director del Proyecto en UCLA para preguntas o inquietudes, llame al Dr. Lisa Stanley at (310) 794-7247 o envíe un correo electrónico a LisaStanley@mednet.ucla.edu.

Si tiene alguna pregunta o preocupación y desea hablar con alguien que no sean los investigadores, puede comunicarse con la Oficina para la Protección de Sujetos de Investigación de UCLA por teléfono: (310) 206-2040, por correo electrónico: participantes@research.ucla.edu o por correo: Box 951406, Los Angeles, CA 90095-1406.

APPROVAL NOTICE

DATE:	5/12/2022
TO:	NEAL HALFON, MD MPH PEDIATRICS-ADMINISTRATION
FROM:	FREDERICK FRANKEL Vice-Chair, NGIRB
RE:	IRB#11-000393-AM-00039 Change of Staff The Early Development Instrument (EDI): A Population Based Measure for Communities Version: January 2011

The UCLA Institutional Review Board (UCLA IRB) has approved the above-referenced study. UCLA's Federalwide Assurance (FWA) with Department of Health and Human Services is FWA00004642.

Submission and Review Information

Type of Submission	Amendment
Type of Review	IRB Review: Expedited
Approval Date	5/12/2022
Expiration Date of the Study	N/A
Funding Source(s)	1) Other: East Hartford Public Schools, East Hartford CT <i>Grant PI:</i> NEAL HALFON <i>Grant Title:</i> Implementation of the Early Development Instrument <i>Grant Number:</i> Forthcoming 2) Other: Windsor Public Schools, Windsor, CT <i>Grant PI:</i> NEAL HALFON <i>Grant Title:</i> Implementation of the Early Development Instrument <i>Grant Number:</i> Forthcoming 3) Other: THE CITY OF NEW YORK - NYC DHMH, Family and Child Health <i>Grant PI:</i> NEAL HALFON <i>Grant Title:</i> Using the Early Development Instrument in NYC Pilot Communities to Guide Systems Change in Early Childhood. <i>Grant Number:</i> 16PH013501R0X00 5) Other: First 5 LA <i>Grant PI:</i> NEAL HALFON <i>Grant Title:</i> Kindergarten Readiness Assessment Training and Technical Assistance <i>Grant Number:</i> Contract Number 09583 7) Other: THE CITY OF NEW YORK - NYC DHMH, Family and Child Health <i>Grant PI:</i> NEAL HALFON <i>Grant Title:</i> Using the Early Development Instrument in NYC

Pilot Communities to Guide Systems Change in Early Childhood
Grant Number: 16PH013501R1X00

8) CHILDREN & FAMILIES COMMISSION OF ORANGE COUNTY
Grant PI: NEAL HALFON
Grant Title: EDI Expansion in Orange County
Grant Number: PS-93

10) Other: Fairfax County, VA
Grant PI: NEAL HALFON
Grant Title: Implementation of the Early Development Instrument
Grant Number: 8500376068

13) TEXAS HEALTH AND HUMAN SERVICES COMMISSION
Grant PI: NEAL HALFON
Grant Title: Texas Home Visiting Program
Grant Number: 529-12-0138-00001F

14) CHILDREN & FAMILIES COMMISSION OF ORANGE COUNTY
Grant PI: NEAL HALFON
Grant Title: County-wide Implementation of the Early Development Instrument (EDI)
Grant Number: PS-176

16) Other: District of Columbia, Office of the State Superintendent of Education (OSSE)
Grant PI: NEAL HALFON
Grant Title: EDI Contract Award/DC OSSE
Grant Number: CW64162

18) Other: Spartanburg Academic Movement, Spartanburg, SC
Grant PI: NEAL HALFON
Grant Title: Implementation of the Early Development Instrument
Grant Number: Forthcoming

19) CHILDREN & FAMILIES COMMISSION OF ORANGE COUNTY
Grant PI: NEAL HALFON
Grant Title: County-wide Implementation of the Early Development Instrument (EDI)
Grant Number: PS-192

20) Other: Erickson Institute, Chicago, IL
Grant PI: NEAL HALFON
Grant Title: Implementation of the Early Development Instrument
Grant Number: Forthcoming

21) Other: Connections for Children, Santa Monica, CA
Grant PI: NEAL HALFON
Grant Title: Implementation of the Early Development Instrument
Grant Number: Forthcoming

22) DAVID AND LUCILLE PACKARD FOUNDATION
Grant PI: ALICE KUO
Grant Title: Implementation of the Early Development Instrument
Grant Number: #2021-72754

24) Other: THE CITY OF NEW YORK - NYC DHMH, Family and Child Health
Grant PI: NEAL HALFON
Grant Title: PHASE ONE : Using the Early Development Instrument (EDI) in NYC Pilot Communities to Guide Systems Change in Early Childhood
Grant Number: 20162008942

25) Other: District of Columbia, Office of the State Superintendent of Education (OSSE)
Grant PI: NEAL HALFON
Grant Title: EDI Contract Award/DC OSSE
Grant Number: CW41157

Regulatory Determinations

-- **Waiver of Signed Parental Permission** - The UCLA IRB waived the requirement for signed parental permission for the research under 45 CFR 46.117(c)(2).

-- **Waiver of Signed Informed Consent** - The UCLA IRB waived the requirement for signed informed consent for the teacher participants under 45 CFR 46.117(c)(2). However, the teachers should be provided with an information sheet describing the study.

-- **Expedited Review Category** - The UCLA IRB determined that the research meets the requirements for expedited review per 45 CFR 46.110 category 7.

-- **Waiver of Parental Permission** - The UCLA IRB waived the requirement for parental permission under 45 CFR 46.116(d) for the parents who do not opt in or out of the EDI.

-- **Children as Subjects** - The UCLA IRB determined that the research meets the requirements of 45 CFR 46.404 for research involving children as subjects.

Currently approved recruitment and/or consent documents:

Document Name	Document Version #
11-000393 - District Electronic Agreement 2011 Clean.doc.pdf	0.04
11-000393 EDI Parent Letter ACTIVE consent 2020 IRB amend request Alamance - English.pdf.pdf	0.02
11-000393 EDI Parent Letter ACTIVE consent 2020 IRB amend request Alamance - Spanish.pdf.pdf	0.02
11-000393 EDI Parent Letter English.pdf.pdf	0.01
11-000393 EDI Parent Letter Spanish.pdf.pdf	0.01
11-000393 Parent Letter English NYC proposed IRB amendment 2018.pdf.pdf	0.03
11-000393 Parent Letter English proposed IRB amendment 2018 - Revised OHRPP Address.pdf.pdf	0.03
11-000393 Parent Letter Spanish NYC proposed IRB amendment 2018.pdf.pdf	0.03
11-000393 Parent Letter Spanish proposed IRB amendment 031417 - Revised OHRPP Address.pdf.pdf	0.03
11-000393 Proposed Teacher Consent 2018 - Revised OHRPP Address.pdf.pdf	0.03

Important Note: Approval by the Institutional Review Board does not, in and of itself, constitute approval for the implementation of this research. Other UCLA clearances and approvals or other external agency or collaborating institutional approvals may be required before study activities are initiated. Research undertaken in conjunction with outside entities, such as drug or device companies, are typically contractual in nature and require an agreement between the University and the entity.

General Conditions of Approval

As indicated in the PI Assurances as part of the IRB requirements for approval, the PI has ultimate responsibility for the conduct of the study, the ethical performance of the project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the IRB.

The PI and study team will comply with all UCLA policies and procedures, as well as with all applicable Federal, State, and local laws regarding the protection of human subjects in research, including, but not limited to, the following:

- Ensuring that the personnel performing the project are qualified, appropriately trained, and will adhere to the provisions of the approved protocol,
- Implementing no changes in the approved protocol or consent process or documents without prior IRB approval (except in an emergency, if necessary to safeguard the well-being of human subjects and then notifying the IRB as soon as possible afterwards),
- Obtaining the legally effective informed consent from human subjects of their legally responsible representative, and using only the currently approved consent process and stamped consent documents, as appropriate, with human subjects,
- Reporting serious or unexpected adverse events as well as protocol violations or other incidents related to the protocol to the IRB according to the OHRPP reporting requirements.
- Assuring that adequate resources to protect research participants (i.e., personnel, funding, time, equipment and space) are in place before implementing the research project, and that the research will stop if adequate resources become unavailable.
- Arranging for a co-investigator to assume direct responsibility of the study if the PI will be unavailable to direct this research personally, for example, when on sabbatical leave or vacation or other absences. Either this person is named as co-investigator in this application, or advising IRB via webIRB in advance of such arrangements.

Childhood Experiences Questionnaire (CHEQ)

The purpose of this questionnaire is to better understand the experiences of children in the years prior to beginning Kindergarten. This is your opportunity to share with your child's teacher and school information you'd like them to know about your child.

Throughout this questionnaire, we will ask you to recall information about your child from birth to present day. We understand that you may not be able to recall exact times or dates. Please answer the questions to the best of your ability or knowledge.

Please note that the examples provided in this questionnaire are to be used as guides and are not considered complete lists.

All questions are optional.

Your child's school will receive reports that include your answers from **Part 1: Childhood Experiences** of this questionnaire for planning purposes.

Your answers to **Part 2: Private Information** will not be shared with your child's school. Your answers will remain confidential and will only be used for research purposes.

UCLA recognizes and respects diversity within families including cultural background, lifestyle, values, and child rearing practices. This questionnaire aims to reflect this diversity.

PART 1: CHILDHOOD EXPERIENCES

Remember: Information in this section will be shared with your child's school for planning purposes. All questions are optional.

SECTION 1: GENERAL INFORMATION

Do you know this child well enough to answer questions about their childhood experiences over the last few years? (YES/NO)
If NO: Please speak to your CHEQ Facilitator before continuing.

- 1) What is your relationship to this child?
 - Mother
 - Father
 - Foster Parent
 - Grandparent
 - Other (Please specify)

- 2) Where are you completing this questionnaire?
 - At my child's school
 - At home
 - Other (Please specify)

SECTION 2: GENERAL HEALTH AND WELL-BEING

- 1) In the last year, how was your child's overall health?
 - Excellent
 - Very good
 - Good
 - Fair
 - Poor
 - Don't know

- 2) In the last year, did your child visit with any of the following health care professionals? (Check all that apply)
 - Family Doctor/Pediatrician
 - Nurse Practitioner
 - Public Health Nurse
 - Dentist
 - Audiologist (Hearing test)
 - Optometrist/Ophthalmologist (Vision test)
 - Other (Please specify)
 - No, my child did not visit a health care professional in the last year

- 3) If you faced challenges that prevented your child's from accessing health care professional(s), what were they? (Check all that apply)
 - Not applicable (I faced no challenges with my child accessing the health care they needed)
 - Transportation
 - Availability of service meeting my language or cultural needs
 - Cost
 - Available appointment/waiting list (ex: doctor's office is overbooked or your child is still on a wait list to see a specialist)
 - Not having enough time

- Distance from home/work
- Hours the health care professional was available (ex: doctor was not available outside of your work hours/on weekends)
- Did not know how to find one/get an appointment
- Other (Please specify)

4) In the last year, have there been any stressful events in your child's life? (Check all that apply)

- | | |
|--|--|
| <ul style="list-style-type: none"> ○ Birth of a sibling ○ Major illness, accidents or hospitalization of a family member ○ Major illness, accidents or hospitalization of your child ○ Move to a new community ○ Natural disaster | <ul style="list-style-type: none"> ○ Parental job loss ○ Parents' separation and/or divorce ○ Prolonged separation from a parent ○ My child has not experienced any stressful events ○ Don't know ○ Other (please specify) |
|--|--|

5)

From **0 to 12 months**, has your child or family used or received any of the following? (Check all that apply)

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ Speech and Language Services ○ Blind or Low Vision Services ○ Hearing Services ○ Dental Services (beyond regular dental care) ○ Occupational therapy/Physical therapy ○ Special Nutrition Services ○ Programs/Services for Behavioral Issues | <ul style="list-style-type: none"> ○ Mental Health Programs/Services ○ Programs/Services for English as a Second Language ○ Early Head Start / Head Start ○ None of the above ○ Other (Please specify) |
|--|---|

From **13 months to under 3 years**, has your child or family used or received any of the following? (Check all that apply)

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ Speech and Language Services ○ Blind or Low Vision Services ○ Hearing Services ○ Dental Services (beyond regular dental care) ○ Occupational therapy/Physical therapy ○ Special Nutrition Services ○ Programs/Services for Behavioral Issues | <ul style="list-style-type: none"> ○ Mental Health Programs/Services ○ Programs/Services for English as a Second Language ○ Early Head Start / Head Start ○ None of the above ○ Other (Please specify) |
|--|---|

From **3 years to Kindergarten entry**, has your child or family used or received any of the following? (Check all that apply)

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ Speech and Language Services ○ Blind or Low Vision Services ○ Hearing Services ○ Dental Services (beyond regular dental care) ○ Occupational therapy/Physical therapy ○ Special Nutrition Services ○ Programs/Services for Behavioral Issues | <ul style="list-style-type: none"> ○ Mental Health Programs/Services ○ Programs/Services for English as a Second Language ○ Early Head Start / Head Start ○ None of the above ○ Other (Please specify) |
|--|---|

SECTION 3: NUTRITION

- 1) In the last 6 months, how often did your child eat breakfast at home or at school/a preschool/care program?
 - Never
 - Once a week or less
 - A few times a week
 - Most days
 - Every day

- 2) In the last 6 months, how often did your child eat a meal together with another family member?
 - Never
 - Once a week or less
 - A few times a week
 - Most days
 - Every day

SECTION 4: SLEEP

- 1) Does your child go to sleep around the same time every night?
(YES/NO)
IF YES: PLEASE SPECIFY THE BEDTIME (5:00PM TO 12:30AM)

- 2) How many hours does your child usually sleep in a 24 hour period (Combining night time sleep and naps)?
 - Number of hours (1 to 24) _____

- 3) In the last 6 months, did your child experience any of the following when sleeping at night? (Check all that apply)
 - None
 - Difficulty falling asleep
 - Does not want to sleep alone
 - Nightmares/night terrors
 - Bed wetting
 - Frequent waking
 - Disturbed by noise
 - Feeling too warm/cold
 - Needing help going back to sleep after waking in the night
 - Don't know
 - Other (please specify)

SECTION 5: MOTOR SKILLS AND EXPERIENCES

- 1) In the last 6 months, how many times per week did your child take part in energetic physical activity while participating in organized activities (for example, swimming lessons or gymnastics lessons)?
 - Never
 - Once a week or less
 - 2-3 times a week
 - 4-5 times a week
 - 6-7 times a week

- 2) In the last 6 months, how many minutes a day did your child take part in energetic physical activity while participating in unorganized activities (for example, bike or scooter ride, drop-in gym program)?
 - No unorganized activities
 - Fewer than 15 minutes a day
 - 15 to 30 minutes per day
 - 31 to 60 minutes per day
 - 61 to 120 minutes per day
 - More than 120 minutes per day
 - Don't know

- 3) Over the last 6 months, how often did your child play outdoors?
 - Never
 - Once a week or less
 - 2-3 times a week
 - 4-5 times a week
 - 6-7 times a week

SECTION 6: LANGUAGE AND COGNITION

- 1) In the last 6 months, how often did you or another important person in your child's life:

Read books or tell stories with your child?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

Talk with your child about pictures, signs, and words they experience in daily life?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

Sing songs, make music, do rhymes or dance with your child?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

Weigh, measure and compare objects with your child?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

Collect objects (for example, rocks, shells, or cards) with your child?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

Read books, magazines, or newspapers when your child is around?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

2) In the last 6 months, how often did your child:

Do arts and crafts (for example, draw pictures, paint, or color)?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week

- Most days or every day

Build things (for example, using blocks, playdough or Lego™)?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

Use pencils or markers to write or draw letters or numbers or pretend writing?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

Do dress up, pretend play or make believe?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

Sort and classify objects (for example stones, toys, or blocks) by color, shape and/or size?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

Use puzzles, board games or cards?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

SECTION 7: SOCIAL AND EMOTIONAL EXPERIENCES

For the following questions we are asking you to think about the last **6 months**:

1) How often has your child been around children other than siblings?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

2) How often did your child have a close friendship with another child around the same age? In other words, someone they were excited to see and spend time with, got along well with, shared likes and interests.

- Never
- Rarely
- Sometimes
- Often
- Always

How often did you or another adult do something with your child to help others? For example, donate clothes or toys, bring food to a sick friend, or clean up a neighborhood outdoor space.

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

3) How often have you had the chance to talk with your child about:

Their positive interactions with other children (for example, a recent experience sharing with or helping another child)?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

Their negative interactions with other children (for example, a recent experience of fighting with another child or feeling excluded)?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

Their emotions or feelings?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

Your emotions or feelings?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

Others' emotions or feelings (for example, another child or adult)?

- Not yet
- Less than once a month
- A few times a month
- About once a week
- A few times a week
- Most days or every day

SECTION 8: SCREEN-TIME

For the following questions we are asking you to think about the last **6 months**.

- 1) On average, how much time per day did your child use an electronic device like a tablet, smartphone, TV or computer **for non-educational purposes only?**
- Alone
 - None
 - Less than 15 minutes
 - 15 minutes to 1 hour
 - 1 to 2 hours
 - More than 2 hours

With another child

- None
- Less than 15 minutes
- 15 minutes to 1 hour
- 1 to 2 hours
- More than 2 hours

With an adult

- None
- Less than 15 minutes

- 15 minutes to 1 hour
 - 1 to 2 hours
 - More than 2 hours
- 2) On average, how much time per day did your child use a TV, tablet, computer or smartphone for **educational purposes**. For example, where you feel they are learning something valuable.
- None of the time
 - Some of the time
 - About half the time
 - Most of the time
 - All of the time

SECTION 9: EARLY LEARNING AND CARE

For the following questions, please respond for each age range:

- 1) From 0 to 12 months, what was the child care arrangement you used the most for your child?
- Parental care only
 - A relative (other than parent)
 - A licensed daycare or child care center
 - A licensed family child care home
 - An unlicensed care giver in their home
 - A caregiver in my home
 - Other (please specify)

On average, how many hours per week was your child in the main arrangement?

- Parental care only
- 8 hours or less per week
- 9 to 15 hours per week
- 16 to 30 hours per week
- More than 30 hours per week

- 2) From 13 months to under 3 years, what was the child care arrangement you used the most for your child?

- Parental care only
- A relative (other than parent)
- A licensed daycare or child care center
- A licensed family child care home
- An unlicensed care giver in their home
- A caregiver in my home
- Other (please specify)

On average, how many hours per week was your child in the main arrangement?

- Parental care only

- 8 hours or less per week
 - 9 to 15 hours per week
 - 16 to 30 hours per week
 - More than 30 hours per week
- 3) From 3 years to Kindergarten entry, what was the child care arrangement you used the most for your child?
- Parental care only
 - A relative (other than parent)
 - A licensed daycare or child care center
 - A licensed family child care home
 - An unlicensed care giver in their home
 - A caregiver in my home
 - Other (please specify)

On average, how many hours per week was your child in the main arrangement?

- Parental care only
- 8 hours or less per week
- 9 to 15 hours per week
- 16 to 30 hours per week
- More than 30 hours per week

4) How satisfied were you with your child's most recent main child care arrangement?

Location

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

Cost

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

Quality

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

Hours of care

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

5) What challenges have you experienced when looking for early learning and child care

arrangements? (Check all that apply)

- Cost
- Availability of spaces
- Quality of the staff/activities/space
- Hours the program operates
- Transportation
- Distance from home/work
- Information about early learning and child care options
- Availability of programs that are inclusive for children with special needs
- Availability of programs meeting my language or cultural needs
- No challenges experienced
- Not applicable (did not try to access early learning or child care arrangements)
- Other (please specify)

SECTION 10: GENERAL ACTIVITIES

1) From 0 to 12 months, how often did your child use the following community activities/ resources?

Sports programs

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Art, music, drama, or dance programs

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Children's cultural activities/programs

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Museum

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Community/Neighborhood Center

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Public Library

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

A bookstore

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Other activity (please specify)

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

2) From 13 months to under 3 years, how often did your child use the following community activities/ resources?

Sports programs

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Art, music, drama, or dance programs

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Children's cultural activities/programs

- Never

- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Museum

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Community/Neighborhood Center

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Public Library

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

A bookstore

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Family Resource Center

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Other activity (please specify)

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

3) From 3 years to Kindergarten entry, how often did your child use the following community activities/ resources?

Sports programs

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Art, music, drama, or dance programs

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Children's cultural activities/programs

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Museum

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Community/Neighborhood Center

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Public Library

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

A bookstore

- Never
- Once a month or less

- A few times a month
- Once a week
- A few times a week or more

Family Resource Center

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

Other activity (please specify)

- Never
- Once a month or less
- A few times a month
- Once a week
- A few times a week or more

4) Think about the last year. Were there any local activities that you wanted to do with your child but couldn't? (YES/NO)

IF YES:

Which activity or activities?

What stopped you from participating? (Check all that apply)

- Transportation
- Cost
- Available spaces
- Not having enough time
- Distance from home/work
- Hours the program operates
- Availability of activities that are inclusive for children with special needs
- Availability of activities meeting my language or cultural needs
- Didn't know the activity was offered
- Other (please specify)

SECTION 11: EXPERIENCES IN NEIGHBORHOOD

In the last five years, how many times has your child moved homes?

1) Number of times (0-12) ____

- Don't know

2) How long has your child lived in their current neighborhood? For children who live in more than one neighborhood, please think about the one in which they

spend the most time.

- Less than 1 year
- 1-2 years
- 3-4 years
- 5 or more years

3) How safe are the parks in your child's neighborhood?

- Very unsafe
- Somewhat unsafe
- Neither unsafe or safe
- Somewhat safe
- Very safe

4) Think about the last 6 months. On average, how often did your child play outside in their neighborhood?

- Never
- Once a week
- 2 to 3 days a week
- 4 to 5 days a week
- 6 to 7 days a week

5) In general, can your neighbors be counted on to look out for children in your neighborhood? (YES/NO)

6) How many people in your neighborhood can you depend on? This may include things like collecting your mail when away, occasional child minding, or for emergencies.

Number of people (0 to 5 or more) _____

SECTION 13: DEMOGRAPHICS

1) In what way would your child describe themselves?

- Boy
- Girl
- In another way

2) In which country was your child born? _____

- Prefer not answer

3) If your child was born outside of the United States, what year did your child move to the United States? (2011 to 2019)

- Prefer not answer

If you were born outside of the United States, what year did you move to the United States? (1910 to 2019)

- Prefer not to answer
- 4) Has your child been diagnosed by a doctor or other healthcare/education professional with any of the following health conditions, special needs, or disabilities? (check all that apply)
- ADD/ADHD
 - Anxiety
 - Depression
 - Oppositional Defiant Disorder/Conduct Disorder
 - Other Mental Health Disorders
 - Autism Spectrum Disorder (ASD – includes Autism, Asperger Syndrome, etc.)
 - Developmentally Delayed/Global Delay
 - Down Syndrome/Other Genetic Developmental Disability
 - Fetal Alcohol Spectrum Disorder (FASD)
 - Intellectual Delay (Mild or Moderate)
 - Rett's Disorder, Childhood Disintegrative Disorder [CDD]
 - Learning disorders (reading, writing, math)
 - Apraxia
 - Cleft Palate/Lip
 - Receptive or Expressive Language
 - Selective Mutism
 - Other Speech & Language Disorders
 - Blind/ Visually Impaired
 - Deaf/Hard of Hearing
 - Cerebral Palsy
 - Mitochondrial disease
 - Muscular Dystrophies
 - Spina Bifida
 - Other Motor Impairment
 - Multiple Disabilities
 - Other Sensory (Including Sensory Processing Disorder)
 - Brain or spinal cord Injury (TBI)
 - Asthma
 - Cancer/ Leukemia/Brain Tumor
 - Cystic Fibrosis (CF)
 - Diabetes
 - Epilepsy/Seizures
 - Congenital/acquired Heart Problems
 - Obesity
 - Phenylketonuria (PKU)/Other Metabolic
 - Tic disorder (e.g., Tourette Syndrome)
 - Acquired immunodeficiency syndrome (AIDS)
 - Other, not listed
- 5) What is your family race/ethnicity? (Check all that apply)
- White

- Black or African American
- Latino or Hispanic
- American Indian, Alaska Native, and Central/South American Indian
- Asian (please specify)
- Middle Eastern/North African
- Native Hawaiian/Other Pacific Islander
- Some Other Race or Ethnicity (please specify)
- Prefer not to answer

6) Please identify your child's first language(s)

7) Does your child currently live in more than one home? (YES/NO/PREFER NOT TO ANSWER)

On average, how many days per month does your child live with you? Number of days (0 to 31)

Prefer not to answer

8) How long has your child been living in more than one home?

- 0 to 3 months
- 4 to 6 months
- 7 to 12 months
- More than a year
- Since birth
- Prefer not to answer

9) How many brothers or sisters (including step, adopted, foster or half) does your child have?

Number of siblings (0-6)_____

For each sibling:

Relation to child

- Brother
- Sister
- Prefer not to answer

Age

Living in the same home as child

- No
- Yes
- Prefer not to answer

PART 2: PRIVATE INFORMATION

Remember: The answers to the following questions in will not be shared with your child's teacher or school. They will remain confidential and will only be used for research purposes. All questions are optional.

- 1) All things considered, how satisfied are you with your life as a whole these days?
 - Very Satisfied
 - Satisfied
 - Neutral
 - A little
 - Not at lot
 - Prefer not to answer

- 2) Which of the following best describes your highest educational level?
 - Less than high school
 - High school diploma (or equivalent; GED)
 - Some college (no degree)
 - Associate's degree
 - Bachelor's degree
 - Master's degree
 - Professional degree (MD, DDS, DVM, LLB, JD)
 - Doctorate (PhD, EdD)
 - Prefer not to answer

- 3) If applicable, which of the following best describes the highest educational level for the second parent/caregiver living in the child's home?
 - Less than high school
 - High school diploma (or equivalent; GED)
 - Some college (no degree)
 - Associate's degree
 - Bachelor's degree
 - Master's degree
 - Professional degree (MD, DDS, DVM, LLB, JD)
 - Doctorate (PhD, EdD)
 - Prefer not to answer

- 4) Which of the following best describes your current marital status?
 - Married
 - Common law
 - Divorced
 - Separated
 - Single
 - Other (please specify) _____
 - Prefer not to answer

- 5) Which of the following is the best estimate of your overall household income last year, before taxes?
- Under \$20,000
 - \$20,000 to \$49,999
 - \$50,000 to \$74,999
 - \$75,000 to \$99,999
 - \$100,000 to \$149,999
 - \$150,000 to \$199,999
 - \$200,000 or more
 - Prefer not to answer
- 6) In the last six months, how often did your child go hungry because there was not enough money for food?
- Never
 - Once a month or less
 - Once a week or less
 - A few times a week
 - Daily
 - Prefer not to answer
- 7) In the last six months, how often has your family accessed community food services (e.g., food bank, school breakfast program, community kitchen)?
- Never
 - Once a month or less
 - Once a week or less
 - A few times a week
 - Daily
 - Prefer not to answer
- 8) Which one of the following best describes your current employment status? (Check all that apply)
- Stay-at-home parent
 - On parental leave
 - Working 30 hours or more a week
 - Working less than 30 hours a week
 - Attending school/college/university/job training
 - Not working/looking for paid work
 - Other (please specify)
 - Prefer not to answer
- 9) If applicable, which of the following best describes the current employment status for the second parent/caregiver living in the child's home? (Check all that apply)
- Not applicable
 - Stay-at-home parent
 - On parental leave
 - Working 30 hours or more a week
 - Working less than 30 hours a week
 - Attending school/college/university/job training

- Not working/looking for paid work
- Other (please specify)
- Prefer not to answer

**APPROVAL NOTICE (No Continuing Review Required)
 New Study**

Conducting Research During the COVID-19 Public Health Outbreak: Please review the information provided on the UCLA Research Ramp Up website to determine whether any current Policy may affect this IRB approved or exempt study. <https://www3.research.ucla.edu/research-ramp-up> Information includes (a) an overview of the ramp-up process, (b) health and safety guidelines, and (c) appendices describing requirements for different types of research.

DATE:	10/16/2020
TO:	NEAL HALFON, M.D. and M.P.H. PEDIATRICS-CHILD HEALTH POLICY
FROM:	TODD FRANKE, PhD Chair, NGIRB
RE:	IRB#20-001479 Developing and Evaluating a Population-Level Parent-Report Measure on Kindergarten Childhood Experiences and Milestones

The UCLA Institutional Review Board (UCLA IRB) has approved the above-referenced study. UCLA's Federalwide Assurance (FWA) with Department of Health and Human Services is FWA00004642.

Submission and Review Information

Type of Review	Expedited Review
Approval Date	10/15/2020
Expiration Date of the Study	N/A

Regulatory Determinations

<p>-- Expedited Review Category(ies) - The UCLA IRB determined that the research meets the requirements for expedited review per 45 CFR 46.110 category 7.</p> <p>-- Waiver of Signed Informed Consent - The UCLA IRB waived the requirement for signed informed consent for the research under 45 CFR 46.117.</p>
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Documents Reviewed included, but were not limited to:

Document Name	Document Version #
20-001479 - CHEQ Parent Email Notification CLEAN ENGLISH.docx.pdf	0.01
20-001479 - CHEQ Parent Email Notification CLEAN SPANISH.docx.pdf	0.01
20-001479 - Study Information Sheet Clean English.docx.pdf	0.01

The UCLA IRB has determined that continuing review of the research for this protocol is not required. The Principal Investigator is required to complete Annual PI Assurances within the webIRB submission system in order to confirm that the research remains active. Study amendments and post approval reports are still required.

Important Note: Approval by the Institutional Review Board does not, in and of itself, constitute approval for the implementation of this research. Other UCLA clearances and approvals or other external agency or collaborating institutional approvals may be required before study activities are initiated. Research undertaken in conjunction with outside entities, such as drug or device companies, are typically contractual in nature and require an agreement between the University and the entity.

General Conditions of Approval

As indicated in the PI Assurances as part of the IRB requirements for approval, the PI has ultimate responsibility for the conduct of the study, the ethical performance of the project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the IRB.

The PI and study team will comply with all UCLA policies and procedures, as well as with all applicable Federal, State, and local laws regarding the protection of human subjects in research, including, but not limited to, the following:

- Ensuring that the personnel performing the project are qualified, appropriately trained, and will adhere to the provisions of the approved protocol,
- Implementing no changes in the approved protocol or consent process or documents without prior IRB approval (except in an emergency, if necessary to safeguard the well-being of human subjects and then notifying the IRB as soon as possible afterwards),
- Obtaining the legally effective informed consent from human subjects of their legally responsible representative, and using only the currently approved consent process and stamped consent documents, as appropriate, with human subjects,
- Reporting serious or unexpected adverse events as well as protocol violations or other incidents related to the protocol to the IRB according to the OHRPP reporting requirements.
- Assuring that adequate resources to protect research participants (i.e., personnel, funding, time, equipment and space) are in place before implementing the research project, and that the research will stop if adequate resources become unavailable.
- Arranging for a co-investigator to assume direct responsibility of the study if the PI will be unavailable to direct this research personally, for example, when on sabbatical leave or vacation or other absences. Either this person is named as co-investigator in this application, or advising IRB via webIRB in advance of such arrangements.



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<http://ora.research.ucla.edu/ohrpp>
 General Campus IRB: (310) 825-7122
 Medical IRB: (310) 825-5344

APPROVAL NOTICE

DATE:	6/21/2022
TO:	NEAL HALFON, MD MPH PEDIATRICS-CHILD HEALTH POLICY
FROM:	TODD FRANKE, PhD Chair, NGIRB
RE:	IRB#20-001479-AM-00004 Removing COVID comments, updating participating sites, adding translations, changing staff Developing and Evaluating a Population-Level Parent-Report Measure on Kindergarten Childhood Experiences and Milestones

The UCLA Institutional Review Board (UCLA IRB) has approved the above-referenced study. UCLA's Federalwide Assurance (FWA) with Department of Health and Human Services is FWA00004642.

Submission and Review Information

Type of Submission	Amendment
Type of Review	IRB Review: Expedited
Approval Date	6/16/2022
Expiration Date of the Study	N/A

Regulatory Determinations

<p>-- Expedited Review Category(ies) - The UCLA IRB determined that the research meets the requirements for expedited review per 45 CFR 46.110 category 7.</p> <p>-- Waiver of Signed Informed Consent - The UCLA IRB waived the requirement for signed informed consent for the research under 45 CFR 46.117.</p>
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Currently approved recruitment and/or consent documents:

Document Name	Document Version #
20-001479 - CHEQ Parent Email Notification CLEAN ENGLISH.docx.pdf	0.01
20-001479 - CHEQ Parent Email Notification CLEAN SPANISH.docx.pdf	0.01
20-001479_CHEQ Parent Email Notification CLEAN CHINESE	0.01

TRADITIONAL.pdf.pdf	
20-001479_CHEQ Parent Email Notification CLEAN VIETNAMESE.pdf.pdf	0.01
20-001479_SAM CHEQ Parent Email Notification ENGLISH.pdf.pdf	0.01
20-001479_SAM CHEQ Parent Email Notification SPANISH.pdf.pdf	0.01
20-001479_Study Information Sheet Chinese (Traditional).pdf.pdf	0.01
20-001479_Study Information Sheet English.pdf.pdf	0.01
20-001479_Study Information Sheet Spanish.pdf.pdf	0.01
20-001479_Study Information Sheet Vietnamese.pdf.pdf	0.01

Important Note: Approval by the Institutional Review Board does not, in and of itself, constitute approval for the implementation of this research. Other UCLA clearances and approvals or other external agency or collaborating institutional approvals may be required before study activities are initiated. Research undertaken in conjunction with outside entities, such as drug or device companies, are typically contractual in nature and require an agreement between the University and the entity.

General Conditions of Approval

As indicated in the PI Assurances as part of the IRB requirements for approval, the PI has ultimate responsibility for the conduct of the study, the ethical performance of the project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the IRB.

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- Obtaining the legally effective informed consent from human subjects of their legally responsible representative, and using only the currently approved consent process and stamped consent documents, as appropriate, with human subjects,
- Reporting serious or unexpected adverse events as well as protocol violations or other incidents related to the protocol to the IRB according to the OHRPP reporting requirements.
- Assuring that adequate resources to protect research participants (i.e., personnel, funding, time, equipment and space) are in place before implementing the research project, and that the research will stop if adequate resources become unavailable.
- Arranging for a co-investigator to assume direct responsibility of the study if the PI will be unavailable to direct this research personally, for example, when on sabbatical leave or vacation or other absences. Either this person is named as co-investigator in this application, or advising IRB via webIRB in advance of such arrangements.