

**PROPOSED AGENDA
BOARD OF EDUCATION MEETING
SEDALIA SCHOOL DISTRICT #200
Work Session
Monday, January 8, 2018
6:30 P.M.**

**Smith-Cotton Junior High School
Media Center
312 East Broadway**

Comments from the audience are welcome at the time a particular agenda item is being discussed. Please, however, approach the podium, be recognized by the presiding officer, and introduce yourself for the record. Thank you!

I. Call to Order

1. Call to Order and Welcome Guests
2. Staff and Patron Input; Smith-Cotton Junior High - Industrial Technology Presentation.
3. Approve Agenda

II. L. J. Hart & Company

1. Financial Possibilities for No-Tax Increase Ballot Issue and Construction Options

III. 2018-2019 School Calendar

1. Public Notice: Adoption of School Calendar for 2018-2019 School Year
2. Discuss Calendar Options

IV. Enhancement Grant Application to DESE

1. Discuss Enhancement Grant

V. Missouri Assessment Partnership

1. Discuss Preparing Children for a World Not Yet Invented

VI. ADJOURN TO CLOSED SESSION

These subjects may be discussed in closed session with closed record and closed vote pursuant to Section 610.021 (3) Personnel and (13) Protected Records, of the Missouri statutes.

Board meeting agenda and minutes are posted on the district's website at www.sedalia200.org

Please note that items to be added to the agenda must be submitted in writing (two pages or less) to the Board of Education Office at least five work days prior to the board meeting, in accordance with guidelines appearing in the District's Policies and Procedures Handbook, Policy 0412.



SSD

Sedalia School District #200

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Superintendent

Nancy L. Scott, Ed.D.
Assistant Superintendent
Human Resources
Federal Programs

Steven G. Triplett, Ed.S.
Assistant Superintendent
Buildings & Grounds
Support Services

Harriet Wolfe, E.d.D.
Chief Financial Officer

Chris Pyle, Ed.S.
Director of
K-12 Special Education

Carla Wheeler, M.E.D.
Director of Curriculum
Instruction & Assessment

Bob Satnan, B.A.
Communications Director

Public Notice: Adoption of School Calendar for 2018-2019 School Year

The Sedalia School District Board of Education hereby gives public notice that the Board of Education will hold a public hearing regarding the adoption of the 2018-2019 District school calendar at the regular Board Meeting at 6:30 p.m., on Monday, January 22, 2018 at the Skyline Elementary School located at 2505 West 32nd Street, Sedalia, MO 65301.

Opening Date More Than Ten Days Prior to the First Monday in September Section 171.031.1, RSMo, directs that a district may set an opening date that is more than ten calendar days prior to the first Monday in September only if the local school board first gives public notice of a public meeting to discuss the proposal of having an opening of school on a date more than ten days prior to the first Monday in September and the majority of the board votes to allow an earlier opening date. Public notice should specifically state the intent of the district to have an opening date that is more than ten days prior to the first Monday in September.

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2011-2012
2012-2013"**

Sedalia #200 is an equal
opportunity and affirmative
action employer



DISTRICT OFFICE MEMO

To: Board of Education & Mr. Pollitt
From: Dr. Nancy Scott
Cc: Pam Moon
Date: 1/8/18
Re: 2018-2019 School Calendar

We have received the 2018-2019 school calendar voting results from each of the district sites. The results are as follows:

Draft 1: 182
Draft 2: 194

Draft 2 will be recommended for your approval at the January 22nd Board meeting.

Thank you.

SEDALIA SCHOOL DISTRICT #200 CALENDAR

DRAFT 1

Orange = Teacher Workday	End of Quarter/Semester
Orange w/* = Teacher PD Day	Snow Make-up days
Yellow = Student Day	81 Semester 1 Days
Green = Early Out Day	90 Semester 2 Days
Purple = Paid Holiday	171 Total Student Days
Blue - New Staff Days	171 SD + 3 Holidays + 5 Work Days + 7 PD days =
Pink = Non-Student/Staff Days	186 Teacher Days

18 Jan-2019 21				
M	T	W	T	F
	1	2 *	3	4 *
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

1	Christmas Break - No School
2	Certified PD Day - No School
3	Certified Work Day - No School
4	Certified PD Day - No School
14	Martin Luther King Day - No School

7 Aug-2018 10				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21 *	22 *	23	24
27	28	29	30	31

13	New Staff Orientation
14-17	Certified New Staff Training
20	Certified Work Day - No Mtgs
21-22	PD & Mtgs, Back to School
23	1st Day - K-12
27	1st Day - PK

18 Feb-2019 20				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15*
18	19	20	21	22
25	26	27	28	

15	Certified PD Day - No School
	Snow Make-up Day
18	President's Day - No School

18 Sep-2018 19				
M	T	W	T	F
3	4 *	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

3	Labor Day, No School
4	Certified PD Day - No School

16 Mar-2019 16				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

13	End of 3rd Quarter
18-22	Spring Break

22 Oct-2018 23				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

5	Early Out - Homecoming
19	End of 1st Quarter
24	Parent Conf School in Session
25	Early Out - Parent Conf
26	Certified Work Day - No School (Certified Work Day due to evening parent/teacher conf. October 25th)

20 Apr-2019 20				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

19	Good Friday - No School
22	Easter Break - No School
	Snow Make-up Day

19 Nov-2018 20				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

9	Early Out - Veteran's Day
21-23	Thanksgiving Break - No School

18 May-2019 21				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28*	29	30	31

17	Early Out - Preceding Graduation
18	Commencement
24	Early Out - Last Day For Students
24	Cert Staff Stay for WD (not early out)
27	Memorial Day
28	Certified PD Day - No School
29	Certified Work Day - No School

15 Dec-2018 16				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

21	Early Out & End of 1st Semester
24-31	Christmas Break - No School

Feb 15, May 28, 29, 30, 31 - if used as make-up days, teachers will work June 3, 4, 5, 6 respectively

Priority order for designated make-up day as follows:

Feb 15, April 22, May 28, May 29, May 30, May 31

MAP WINDOW: April 1 - May 10, 2019, tentative

SEDALIA SCHOOL DISTRICT #200 CALENDAR

DRAFT 2

Orange = Teacher Workday	End of Quarter/Semester
Days w/* = Teacher PD Day	Snow Make-up days
Yellow = Student Day	81 Semester 1 Days
Green = Early Out Day	90 Semester 2 Days
Purple = Paid Holiday	171 Total Student Days (SD)
Blue - New Staff Days	171 SD + 3 Holidays + 5 Work Days + 7 PD days =
Pink = Non-Student/Staff Days	186 Teacher Days

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M	T	W	T	F
	1	2 *	3	4 *
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

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7 Aug-2018 10				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21 *	22 *	23	24
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M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15 *
18	19	20	21	22
25	26	27	28	

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18	President's Day - No School

18 Sep-2018 19				
M	T	W	T	F
3	4 *	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

3	Labor Day, No School
4	Certified PD Day - No School

19 Mar-2019 19				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

13	End of 3rd Quarter
21-22	Spring Break - No School
21	Snow Make-up Day

22 Oct-2018 23				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

5	Early Out - Homecoming
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15	16	17	18	19
22	23	24	25	26
29	30			

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19 Nov-2018 20				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

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21-23	Thanksgiving Break - No School

16 May-2019 18				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

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23-28	Snow Make-up Day

15 Dec-2018 17				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

21	Early Out & End of 1st Semester
21	Cert Staff PD (not early out)
24-31	Christmas Break - No School

May 23, 24, 28 - if used as make-up days, teachers will work
 May 29, 30, 31 respectively

Priority order for designated make-up day as follows:

Mar 21, April 23, April 22, May 23, May 24, May 28

MAP WINDOW: April 1 - May 10, 2019, tentative

Enhancement Grant Request

Overview:

The Smith-Cotton Engineering Department would like to request approval to submit an Enhancement Grant application to DESE for the 2018-2019 school year. DESE provides reimbursement to career education programs at 75% and 50% rates depending on the items being purchased. This allows districts to invest in instructional equipment at a significant reduction in costs.

The Smith-Cotton Engineering Department is requesting funds to purchase equipment for the new PLTW Biomedical Science program, and for the PLTW Engineering program. The equipment being purchased will be used to enhance instruction and provide students technology that will better equip them for their future goals.

The items being purchased are for the new biomedical engineering program, expanding the CNC machining capabilities of the existing engineering program, and expanding the engineering program by adding an aerospace engineering course. The Enhancement Grant application is due in February. We are requesting approval to submit the application to DESE. If approved the district will need to come up with the matching funds as shown below:

Total Grant Request: \$249,500

DESE Reimbursement to District: \$171,625

District Match Required: \$77,875

2018-2019 Enhancement Grant Budget Request

Biomedical Science Program						
Course Title	Item	Rationale	Qty.	Price	Total	District Match
Principles of Biomedical Science	PBS Classroom Supplies	Principles of Biomedical Science classroom supplies and instructional equipment. New course.	1	\$ 25,000.00	\$ 25,000.00	\$ 12,500.00
Human Body Systems	HBS Classroom Supplies	Human Body Systems classroom supplies and instructional equipment. New course.	1	\$ 15,000.00	\$ 15,000.00	\$ 7,500.00
Medical Interventions	MI Classroom Supplies	Medical Interventions classroom supplies and instructional equipment. New course.	1	\$ 8,500.00	\$ 8,500.00	\$ 4,250.00
Biomedical Innovation	BI Classroom Supplies	Biological Innovation classroom supplies and instructional equipment. New course.	1	\$ 3,500.00	\$ 3,500.00	\$ 1,750.00
All Biomedical Courses	Fume Hood	Fume hood for working with chemicals. New courses.	1	\$ 15,000.00	\$ 15,000.00	\$ 3,750.00
All Biomedical Courses	Microscopes	Compound light and dissecting microscopes for classes. New courses.	1	\$ 20,000.00	\$ 20,000.00	\$ 5,000.00
All Biomedical Courses	Eye Wash Stations	Eye stations and shower for safety. New courses.	1	\$ 2,500.00	\$ 2,500.00	\$ 625.00

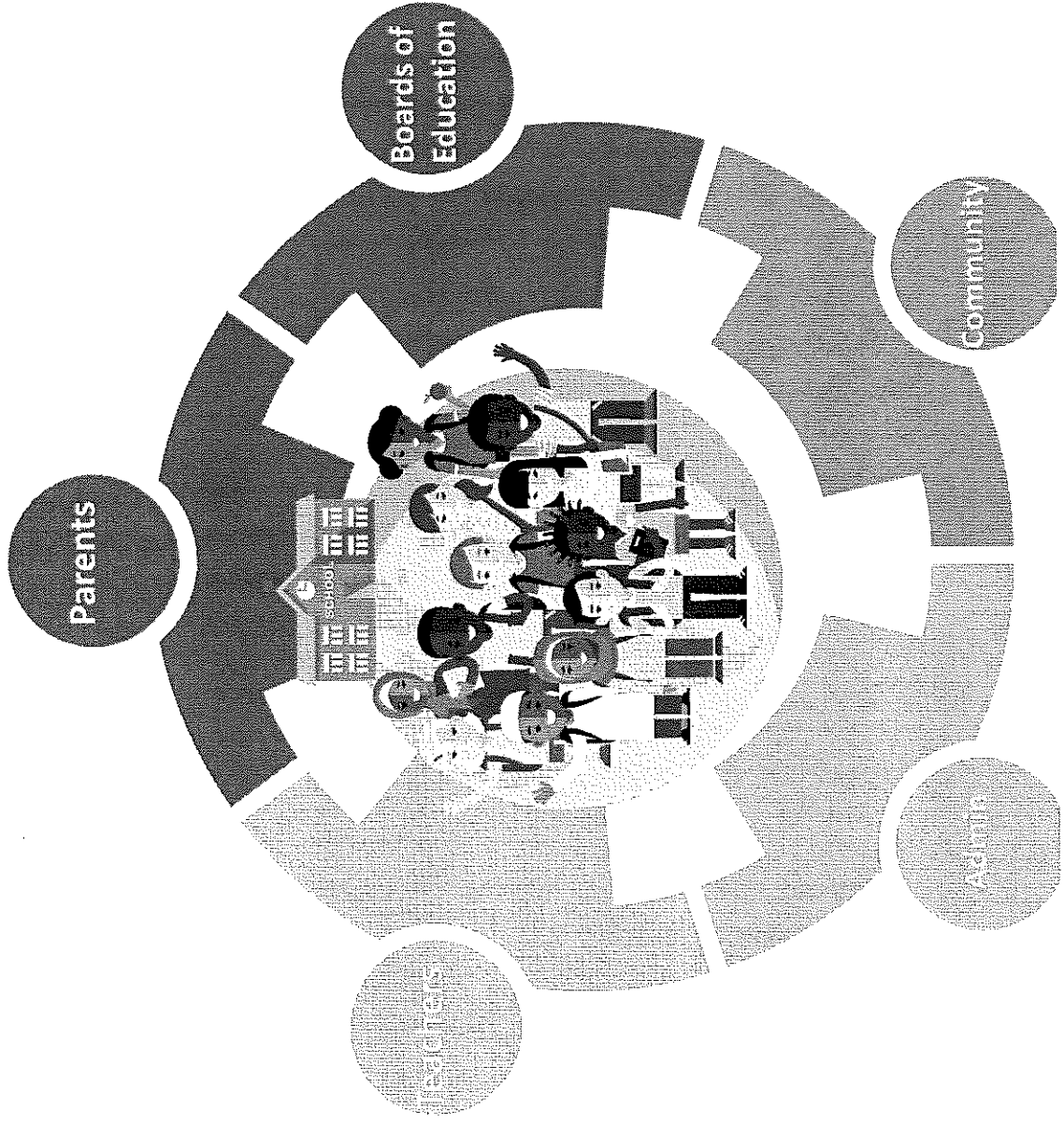
Engineering Program						
Course Title	Item	Rationale	Qty.	Price	Total	District Match
All Engineering Courses	Haas CNC Mill	With the new engineering wing we will have room to increase our CNC machining capabilities. This will allow our students to have multiple machines to work on. We currently have one CNC mill.	2	\$ 38,000.00	\$ 76,000.00	\$ 19,000.00
All Engineering Courses	Haas CNC Lathe	With the new engineering wing we will have room to increase our CNC machining capabilities. This will allow our students to have multiple machines to work on. We currently have one CNC lathe.	1	\$ 45,000.00	\$ 45,000.00	\$ 11,250.00
All Engineering Courses	CNC Mill Tooling	This tooling package is required for each new CNC mill.	2	\$ 12,000.00	\$ 24,000.00	\$ 6,000.00
All Engineering Courses	CNC Lathe Tooling	This tooling package is required for each new CNC lathe.	1	\$ 5,000.00	\$ 5,000.00	\$ 1,250.00
Aerospace Engineering	Aero Classroom Supplies	Aerospace Engineering classroom supplies and instructional equipment. New course.	1	\$ 10,000.00	\$ 10,000.00	\$ 5,000.00

Grant Total	\$	249,500.00
District Match	\$	77,875.00

Missouri Assessment Partnership (MOAP)

Preparing children for a world not yet invented

Preparing children for a world not yet invented



PURPOSE

We believe...

- Assessments for learning used effectively put students on course for a meaningful life.
- Current once-per-year MAP grade-level assessments do not serve as drivers to improve learning; funding and legislative environments make it unlikely the current reality of MAP testing in Missouri will change in the near to medium-term future.

In response, we seek to...

- Create a model assessment program that incorporates authentic evidence of student mastery, captures and honors student growth, and allows students the opportunity to demonstrate their learning within and across years to ensure readiness for high school course content and college/career.
- Become an independent voice, able to provide an informed response to questions/issues that impact student learning.
- Conduct fieldwork, action research and inquiry necessary to create Missouri's next generation state assessment system.

GOALS

1. Replace MAP grades 3-8 with an assessment system that promotes:
 - a) Student as first, most important audience
 - b) Right test, right time (adaptive)
 - c) Critical thinking and important conceptual understandings
 - d) Local control of instructional design
 - e) Engaged learners and life readiness
 - f) Continuous improvement customized to local context

2. Support a networked community:
 - a) Collaborate on best practices in formative and interim assessments
 - b) Share data to conduct research that informs practice
 - c) Design strategies for continuous improvement
 - d) Create and advocate for research-based policy
 - e) Advocate on behalf of members to connect resources and provide PD
 - f) Collaborate with existing entities (e.g., professional organizations, cooperatives, RPDcs, DESE, universities) in support of local and statewide efforts

Q: When does this start?

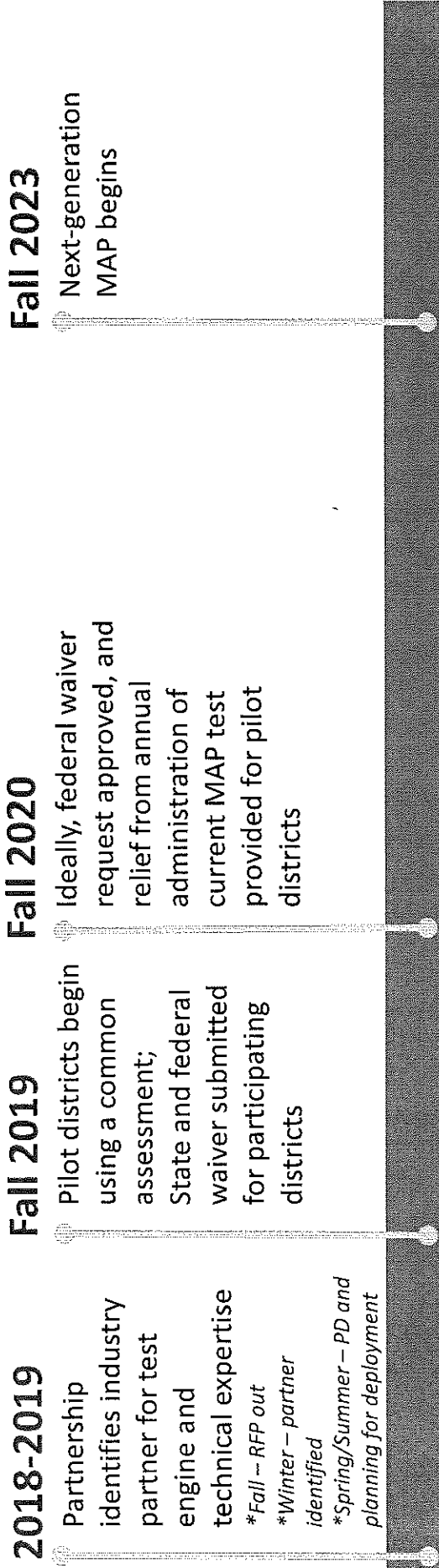
A: The work will begin this spring.

Tentative Plan for Tasks – March to June 2018

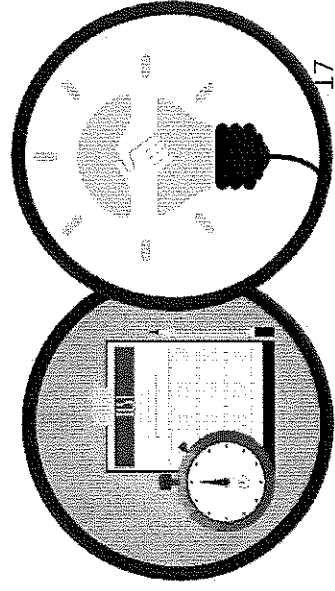
- ❖ Set goals and plans for 2018-19
- ❖ Establish subcommittees
- ❖ Study – Profiles of Formative/Interim Assessments in Member Districts (Two Phases)
 - Survey of assessments and assessment logistics
 - Analysis of the relationship of student performance on formative/interim assessments to state assessment
- ❖ Begin discussion with vendors
 - Sharing the vision and determining potential interest

Missouri Assessment Partnership

Preparing children for a world not yet invented



Timeline for Voluntary Pilot



The Bottom Line

2017-18

- ❖ Districts pay an initial membership fee.
 - .25 per student for total student enrollment excluding pre-k with a \$100 minimum.
- ❖ Pattonville School District will serve as fiscal agent.

2018-19

- ❖ Districts pay up to \$2.00 per student for total student enrollment excluding pre-k.
- ❖ Membership fee may be capped at \$15,000 if agreement is reached with Executive Committee for in-kind services that benefit the partnership.
- ❖ A district facing financial hardship may request consideration of a waiver for reduced fees by the Executive Committee.

Below is a sample communication for your Board. Please use and revise as you choose.

In March 2015 the Missouri Association of School Administrators (MASA) initiated a task force to research and recommend changes to Missouri's accreditation and assessment practices. While led by MASA, DESE actively participated in this process. Recommendations were presented to the Missouri State Board of Education in May (Accreditation) and June (Assessment), 2016.

Since that time DESE has begun the process of identifying qualities of MSIP 6, many of which derive directly from MASA's recommendations. DESE has also supported concepts from the assessment recommendation but budget limitations have severely hampered Missouri's ability to move forward.

In an effort to support implementation of MASA's assessment recommendations, a number of districts have agreed to join together and create the Missouri Assessment Partnership (MOAP). The partnership will work in cooperation with DESE to spearhead development of a common interim assessment. The interim assessment will support students in their learning and focus on growth toward high school readiness. Design work will occur over the next 18 months with an expected role out to districts in summer, 2019. This is an important first step to achieving our goal of replacing the current grades 3-8 MAP test with an interim assessment that supports students in their learning and informs school improvement.

The second goal of MOAP is to provide a network where districts can share data on best practices that lead to improved student learning outcomes. The network will include research analysis and professional development customized to member needs. The scope and extent of Goal 2 depends on what each member chooses to bring to the network and available staffing support.

To begin work MOAP first needs a firm financial commitment from Founding Members. All Founding Members will pay a one-time fee of 25 cents per student with a \$100 minimum. Membership fees are due in February, 2018. Founding Members will also sign a Memorandum of Understanding (MOU) and make a financial commitment of \$2 per student for the 2018-2019 school year. Larger districts may request a \$15,000 cap by agreeing to provide in-kind support to MOAP.

The creation of MOAP is a statement by Missouri public schools that we are committed to creating great learning experiences for all children. Together we make a difference locally, regionally and statewide.

MISSOURI ASSESSMENT PARTNERSHIP FAQ

What is the Missouri Assessment Partnership (MOAP)?

MOAP is a partnership of Missouri public schools committed to making sure every child is high school course content and college/career/workplace ready.

Where did the idea originate?

Missouri school districts led the charge. This is a part of a grass roots effort to improve Missouri public schools through innovation and entrepreneurship. From business partnerships that support career pathways to recommending improvements in Missouri's accreditation and assessment process, Missouri educators are committed to making a difference for all students.

Is the formation of MOAP a response to recent events involving the State Board of Education?

No. The past five years Missouri school districts have deepened collaboration across all regions of the state with one goal in mind, to make sure the needs of all children are met to the very best of our ability. We know that every student matters and every community matters. Our mission is to make sure every child is a life ready graduate regardless of where they live. An important part of making that happen is ensuring every student is high school course content ready (e.g. Algebra and ninth grade ELA). MOAP is intent on designing assessment solutions that help students achieve that goal. This includes supporting customized learning strategies for students who struggle in that journey.

What is MOAP's purpose?

MOAP purpose is to promote assessment for learning practices that put students on course for a meaningful life. We believe that current once-per-year MAP grade-level assessments do not serve as drivers to improve learning. With a history of limited funding it is unlikely the current reality of MAP testing in Missouri will change in the next five to ten years. That is unacceptable. Our students deserve better.

How will MOAP make that purpose a reality?

MOAP partners will create a model assessment program that incorporates authentic evidence of student mastery, captures and honors student growth, and allows students the opportunity to demonstrate their learning within and across years to ensure readiness for high school course content and college/career/workplace. MOAP will be an independent voice, able to provide an informed response to questions/issues that impact student learning. Members will do the fieldwork, action research and inquiry necessary to promote research-based assessment practices and create Missouri's next generation state assessment system.

What are MOAP's goals?

MOAP has two goals. Goal 1 is to replace MAP grades 3-8 with an assessment system that promotes: student as first, most important audience; right test, right time (adaptive test engine); critical thinking and important conceptual understandings; local control of instructional design; engaged learners and life readiness; and, continuous improvement customized to local context.

Goal 2 is to support a networked community that: collaborates on best practices in formative and interim assessments; shares data to conduct research that informs practice; designs strategies for continuous improvement; creates and advocates for research-based policy; advocates on behalf of members to connect resources and provide PD; collaborates with existing entities (e.g., professional organizations, cooperatives, RPDCs, DESE, universities) in support of local and statewide efforts.

How will my district benefit as a member?

The immediate benefit is access to a network of schools committed to helping all children make progress toward high school course content (esp. Algebra and Ninth Grade English Language Arts) and college/career/workplace readiness. The second benefit is being part of a cohort of districts who will seek a federal waiver to (ideally) replace the current MAP test in grades 3-8.

How will being in a network support learning in our district?

Specific benefits include: professional development on assessment literacy; a community with which to problem solve on student learning related continuous improvement issues; and, participating in research-based problem-solving that informs teaching and learning.

Why is the partnership trying to change the MAP test in grades 3-8?

A frequent complaint districts hear from students, parents and teachers is that the MAP test lacks meaning. Interestingly we don't typically hear people are afraid of accountability. We do hear from various audiences they are tired of an assessment system that does not value starting points in a child's learning process. Educators in strongly support and celebrate growth on important learning. MAP test data arrives too late, drives instructional practice in ways that do not inform the learning process, and fails to meaningfully capture student growth over time. As a result, MAP data lack value for continuous improvement purposes in ways that a revised assessment system can provide. Rather than complaining, staying silent, or giving into compliance, MOAP is committed to creating solutions from the student level up.

How will MOAP develop an alternative to MAP?

The Every Student Succeeds Act (ESSA) allows states to develop innovative assessment strategies that include use of interim assessment to measure student learning. Many districts already use interim assessments that give meaningful feedback to students and inform instructional improvement. High quality interim assessments promote local control of the curriculum while also informing students, parents and teachers on growth in understanding and applying important learning standards. MOAP will work during the 2018-2019 school year to identify desired qualities of an interim assessment and use an RFP process to identify a vendor that best serves members' interests. Use of a Missouri developed interim assessment is projected to start in 2019-2020. Its use will be voluntary. Districts who use the assessment will jointly seek a federal waiver allowing interim assessment to replace in whole or in part the current MAP test in grades 3-8.

What role will districts play in the development process?

The level of engagement is up to each member. The process will involve input from students, parents, teachers, administrators, board members, and community, including business partners. Because the first and most important audience of the interim assessment is students, their voice and input matters. MOAP members will develop ways to collect feedback from various groups in their districts in ways that are time-efficient and cost effective. Members will determine the best way to do this work.

What role will DESE play in this process?

DESE will be invited to participate in MOAP learning activities. The federal assessment waiver request will go through DESE. A previous waiver request by one Missouri school district during the 2016-2017 school year was supported by DESE. That request made considerable headway at the U.S. Department of Education. The process for making a waiver request is known and, because this is exactly the type of innovation and entrepreneurial spirit ESSA is intended to support, there is no reason to expect DESE won't continue to be supportive in the future.

Can the federal waiver request be done in a way that lets districts keep using their current interim assessment?

In theory yes but pragmatically the technical requirements for any interim assessment to replace MAP make this option very challenging. While MOAP will explore local option as an approach, the reality is every local option must meet rigorous technical requirements. The highest likelihood of success is to work with a vendor who can meet agreed upon design specifications. Done well, the interim assessment should be a high quality replacement for any interim assessment already in use.

What resources are needed to accomplish this goal?

As a partnership, MOAP will be funded by its members. MOAP will only be staffed to the level needed to bring partners together and conduct the work. School districts will be encouraged to use the strength of existing partnerships.

How much will it cost the district to be a member of MOAP?

2017-18

Districts would pay an initial membership fee of .25 cents per student for total student enrollment excluding pre-k with a \$100 minimum. The Pattonville School District will serve as the fiscal agent.

2018-19

Districts pay up to \$2.00 per student for total student enrollment excluding pre-k. Membership fee may be capped at \$15,000 if agreement is reached with the Executive Committee for in-kind services that benefit the partnership. A district facing financial hardship may request consideration of a waiver for reduced fees by the Executive Committee.

Instructions for Missouri Assessment Partnership Memorandum of Understanding and Payment

MOU

- Please complete the form indicating your commitment to join and financially support the Missouri Assessment Partnership.
- Send the signed MOU to: mgoodman@psdr3.org

PAYMENT*

- 2017-18 Founding Member payments are due by February 28, 2018.
- 2018-19 annual dues are due by August 1, 2018.

**Payment is based on official September 2017 K-12 student count.*

Memorandum of Understanding

This Memorandum of Understanding (MOU) establishes a collaborative partnership between the following Missouri public school districts and charter schools (hereinafter "the Districts").

WHEREAS the Districts desire to create the Missouri Assessment Partnership, a nonprofit collaborative network of districts committed to a free and appropriate public education for all children; and

WHEREAS the purpose of the Missouri Assessment Partnership will be to promote assessment for learning and continuous improvement practices that lead to high school and college/career/workplace readiness; and,

WHEREAS the Districts mutually agree and commit to the creation and development of Missouri Assessment Partnership; and,

WHEREAS the Missouri Assessment Partnership shall connect with existing educational agencies to support the purpose of the partnership in districts.

NOW THEREFORE, the Districts do hereby agree as follows:

I. Purpose and Scope

The purpose of the MOU is to declare a mutual agreement and commitment to the creation and development of the Missouri Assessment Partnership, and to support the primary purposes of the Missouri Assessment Partnership, as detailed above. The Districts understand that in addition to the creation of the educational partnership, the Missouri Assessment Partnership may seek federal tax exempt status or create related entities for that purpose.

II. Responsibilities

Each member district will work to develop the Missouri Assessment Partnership, and to support its purposes. The Districts also agree to pay all necessary membership and/or initiation fees as developed by the membership (and contained in by-laws when developed) of the Missouri Assessment Partnership. The Districts understand that the costs associated with membership will be cooperatively developed, and that other costs associated with the incorporation of the Missouri Assessment Partnership will be assessed to the Districts. In addition to any necessary financial contributions, the Districts will make intellectual contributions to the formation of the Missouri Assessment Partnership.

III. Term of Understanding

This MOU shall expire as to each participating District and Charter School upon the execution of a Contract with the Missouri Assessment Partnership, or upon the provision of written notice to all other participating Districts.

Name of Participating School District: _____

Authorized Signatory for Participating School District:

Signature: _____

Printed Name: _____

Title: _____

Date of Execution: _____

Address of Participating School District:

