

**CAMDENTON R-III SCHOOL DISTRICT
MINUTES OF BOARD OF EDUCATION MEETING**

**Regular Meeting – Administration Building, Board Room
January 14, 2013 – 5:30 p.m.**

Present:

Nancy A. Masterson	President	Dr. Tim Hadfield	Superintendent
Chris C. McElyea	Vice-President	Dr. Brian Henry	Deputy Superintendent
John L. Beckett	Member	Roma Lee France	Assistant Superintendent
Jim Besancenez	Member	Dr. Jim Rich	Assistant Superintendent
Jackie Schulte	Member	Linda Leu	Secretary
Laura L. Martin	Member		

Absent:

Selynn Barbour

I. CALL TO ORDER & RECITE PLEDGE OF ALLEGIANCE

The Camdenton R-III Board of Education met in Regular Session in the Administration Building Board Room on Monday, January 14, 2013. The meeting was called to order by President Masterson at 5:30 p.m. The pledge of allegiance was recited.

The Camdenton R-III School District Board of Education recognizes the unique perspectives held by students on issues impacting the school district. Therefore, two high school students of the Camdenton R-III School District will serve as nonvoting advisors to the Board pursuant to policy. President Masterson welcomed the first two advisors, Kyler Virtue and Sarah Wages.

II. APPROVAL OF AGENDA

Regular Meeting – January 14, 2013

Motion: Move to approve the agenda of the regular meeting of January 14, 2013, as presented.
Beckett/McElyea - all ayes.

III. CLASSIFIED EMPLOYEES OF THE MONTH

Terry Stoll with the maintenance department was recognized as the December “Classified Employee of the Month.” Cindy Campbell, Hurricane Deck Elementary secretary, was recognized as the January “Classified Employee of the Month.”

No motion necessary.

IV. PUBLIC COMMENT

There was no public comment.

V. CONSENT ITEMS

- A. Approve Minutes and Documentation of Regular Meeting – December 10, 2012 & Special Meeting December 18, 2012
- B. Excellence in Education Nominations

Dogwood Elementary	Jamin English
Hawthorn Elementary	Barb Anderson
Hawthorn Elementary	Beverly Eichholz
Oak Ridge Intermediate	Tiffany Mellencamp
Middle School	Pat McWhirter
High School/Horizons	Melinda Whitney
LCTC	Cassie Wilmes
Hurricane Deck Elementary	Kathy Oelschlager
Osage Beach Elementary	Jonelle Yannotta

C. Approve Student Advisors to the Board Kyler Virtue and Sarah Wages

Motion: Move to approve consent items as presented.

Beckett/Besancenez – all ayes.

VI. APPROVAL OF BILLS

Motion: Move to approve the bills with addendum as submitted.

Schulte/McElyea – all ayes.

VII. APPROVAL OF TREASURER'S REPORTS

Motion: Move to approve the December 2012 Treasurer's Report as submitted.

Beckett/Schulte - all ayes.

VIII. UNFINISHED BUSINESS

A. DISTRICT REFINANCING OPTIONS

Mr. Dick Bartow from George K. Baum & Company and Michael Kautz and Dr. Kenny Southwick from ACI/Frangkiser Hutchens were in-District to provide updated information regarding refinancing options and possible construction projects. Documents regarding population, enrollment, class size recommendations, suggested square footage, drawings, cost estimates, survey results, building data history, refinancing information, and sample ballot language were reviewed.

The District has three general obligation bond issues and one lease purchase outstanding. Mr. Bartow presented a couple levy options, option 1 bond issue for \$35 million with a net increase of \$0.10 and option 2 for \$43 million with a net increase of zero.

Option 1) Leave lease purchase in capital projects fund and run a general obligation bond. This would be a \$0.10 increase in debt service levy, issued over a period of time.

Option 2) Move capital projects levy to the debt service fund. This would raise the debt service fund and lower the capital projects fund. This is a no-tax levy increase through restructuring. This issue would be on the April ballot.

Selynn joined the meeting via telephone.

Architect Michael Kautz explained what the process would look like and what needs to happen if the Board chooses to move forward with the construction project. Mr. Kautz shared a preliminary schedule for an April 2013 bond issue. Dr. Kenny Southwick offered to provide campaign support.

Superintendent Hadfield shared information from the first two salary committee meetings. The committee has looked at how much money the District needs in the bank. The certified base salary has not been raised for several years. One figure Dr. Hadfield is working with is a 2.15% increase including a move on the salary schedule and raising the base salary.

A possible construction timeline could be to hold an election in April 2013, bid the project in the fall 2013, construction in 2014 and 2015, and begin using the new facilities in the fall 2015.

Motion: Move to authorize George K. Baum to draft ballot language for options 1 and 2 as discussed and present to the Board at their Special meeting on January 22, 2013.

Beckett/Schulte – all ayes, 6-0. Selynn was absent but voiced an affirmative approval on the phone.

Selynn disconnected from the meeting.

B. BOARD ROOM MICROPHONES

Mrs. France updated the Board with approximate costs of equipping the Board Room with a sound system, a motorized screen recessed in the ceiling, and a ceiling-mounted projector. The consensus of the Board was to look at this again in the future. No action was taken at this time.

BoardDocs was presented as a possible system to manage Board documents. BoardDocs features cloud-based technology to provide a solution for managing the preparation, approval, and distribution of documents associated with eGovernance. The Board requested further information, possibly in the form of a webinar.

IX. BUDGET AMENDMENTS

The Board reviewed budget amendments for this quarter. Function 1221 moves money from Special Education supplies to textbooks for dictionaries. Function 2210 puts additional funds in Tile II A, Professional Development. This is due to an increase in allocation. Function 1251 moves funds from General Other Purchased Services to specific buildings. Function 2217 updates the budget for the 21st Century Grant.

Motion: Move to approve the budget amendments as submitted.
Martin/Schulte - all ayes.

X. NEW BUSINESS

A. PRESENTATION OF 2013-2014 SCHOOL CALENDAR OPTIONS

Superintendent Hadfield provided a calendar as a starting point for the calendar committee. Calendar committee groups have reviewed and revised. These preliminary 2013-2014 school calendar options were provided. These and other options will be considered during the upcoming month with a final recommendation for the Board at the February Board meeting.

No motion necessary.

B. MSIP 5 UPDATE

Dr. Henry and Dr. Hadfield updated the Board regarding preliminary MSIP 5 annual performance report results. This data has been released to the public. This presentation allowed for additional information to be shared and an opportunity for the Board to ask questions. MSIP results will be based on the last three years of data. The five standards include academic achievement, subgroup achievement, college and career readiness, attendance, and graduation rate.

No motion necessary.

C. SALARY COMMITTEE UPDATE

Dr. Hadfield updated the Board on the meetings of this committee during the above item, District Refinancing Options.

XI. BOARD PRESIDENT'S WRAP-UP

This is an opportunity for the Board to report on upcoming meetings, meetings attended, registrations, and deadlines. The following items were discussed:

- Legislative Forum, February 19, 2013. Board members need to notify Linda if they want to attend.
- Scheduled second January Board Meeting – January 22, 2013, 7:00 a.m.
- Appointment of Board Member to Common Core Team, Jackie Schulte
- Elegant Evening - Friday, April 19, 2013
- Administration was directed to continue to explore a JROTC Program

No motion necessary.

XII. EXECUTIVE SESSION

In compliance with State Statute 610.021 (closed meetings and closed records), move that the Board go into Executive Session for the following purposes:

- 1) Lease, purchase, or sale of real estate (610.021)(2).
- 2) Hiring, firing, disciplining, or promoting particular employees (610.021)(3).
- 3) Individually identifiable personnel records, performance ratings, or records pertaining to employees (610.021)(13).

Motion: Move to adjourn to Executive Session.

Beckett/Schulte - Roll call vote: Schulte – aye, Besancenez – aye, Martin – aye, Masterson – aye, McElyea – aye, and Beckett – aye.

XIII. ADJOURN MEETING

Motion: Move that the meeting adjourn.

Beckett/Besancenez - all ayes.

Meeting adjourned at 8:37 p.m.

Nancy A. Masterson – President of the Board

Linda Leu – Secretary of the Board

	Inc. Operations	Teachers	Capital Proj.	Lease Purch.	Sub Total	Debt Service	Grand Total	Medical SI Acct
Rev. Rec	8,911,669.96	-	3,798,118.39	1,872,971.93	14,582,760.28	1,170,008.64	15,752,768.92	1,970,544.59
Expend.	2,797,116.66	2,943,487.30	86,763.34	193,118.41	6,020,485.71	345,871.62	6,366,357.33	370,145.71
*Adjustment	1,903,135.27	2,092,045.67	71,304.05	-	4,066,484.99	-	4,066,484.99	417,442.11
Ending Bal	9,805,645.35	851,441.63	3,813,577.68	2,066,090.34	16,536,755.00	1,515,880.26	18,052,635.26	1,923,248.19
Prev. Year	7,512,955.38	589,972.53	4,873,172.68	1,595,932.46	14,572,033.05	1,159,825.88	15,731,858.93	1,947,829.81
YTD Interest	5,924.40	474.30	6,995.49	-	13,394.19	1,129.10	14,523.29	534.61
YTD Sum.								
Beg Bal	14,369,544.54	72.76	4,784,092.51	1,797,673.71	20,951,383.52	1,745,956.93	22,697,340.45	2,587,708.04
Rev Budget	19,397,600.00	22,745,806.00	809,823.32	1,357,348.68	44,310,578.00	2,143,133.00	46,453,711.00	
Rev YTD Actual	5,148,407.45	7,634,587.11	180,510.75	401,782.07	13,365,287.38	417,310.83	13,782,598.21	1,753,830.18
Exp Budget	16,100,494.24	25,441,780.81	1,912,635.00	1,487,692.00	44,942,602.05	2,220,475.00	47,163,077.05	
EXP YTD Actual	7,844,546.50	8,650,972.38	1,151,025.58	133,365.44	17,779,909.90	647,387.50	18,427,297.40	2,418,290.03
*Transfer	1,867,754.14	1,867,754.14	-	-	-	-	-	-
*Adjustment	6.00	-	-	-	-	-	-	-
Ending Bal	9,805,645.35	851,441.63	3,813,577.68	2,066,090.34	16,536,755.00	1,515,880.26	18,052,635.26	1,923,248.19
Bank Recon								
1st Nat'l A/P 2895	1,037,875.14							
1st Nat'l Payroll	91,306.51							
Central A/P	53,837.74							
Central Payroll	1,089,599.64							
Revolving	3,000.00							
Cred Card	9,853.88							
Escrow 0150022007	180,000.00							
Escrow 0150022008	989,202.50							
Central Debt Acct	24,886.97							
1st Nat'l Debt Acct	64,875.71							
Mosip Debt Acct	254,515.08							
MOSIP	14,227,898.54							
Central Lunch Acct.	25,783.55							
CD	-							
Grand Total	18,052,635.26							
Medical SI Acct.								1,923,248.19

*Transfer: Zero Teacher Fund
 *Adjustment: Correct Opening Balance in Bank Acct 7232895

18,052,635.26 Fund Accounts
 18,052,635.26 Bank Accounts

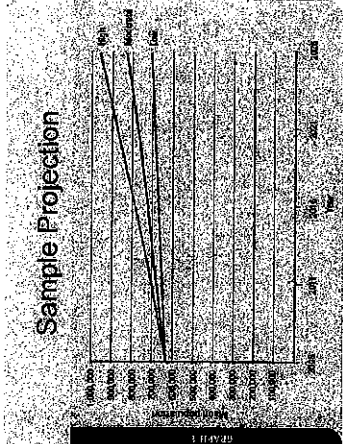
0.00

0 Adjustments

Summary

These enrollment projections follow the Summary. As shown in the analysis, the most significant factor observed is the drop in enrollment in 2008 with the return to growth in 2009. The growth in 2009 was often by the primary grades with a corresponding increase in enrollment in the other grades. The increase at the primary level led to drive enrollment projections higher than can be reality. Should the trends continue the chart will continue to grow in the foreseeable future. The most significant factor that could affect this trend, is the most significant of these is the trend of the economy.

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2010 profile

County	Camden County
Pop.	29,639
Med. Age	47.8
Over 65	6.374 (21.5%)
MHI	\$44,614

Recent Population Forecasts

By Roger Corbin

Camden County

- Camden County 2008: 40,664
- Camden County 2010: 44,863
- Camden County 2010 ACTUAL: 44,002
- Increase over forecasted amount: 2,359

Profile Continued

RHI: 4,000 (31.8%)
 Moved In After 2005: 5,751 (31.3%)
 County

Extrapolation

Pop. RHI: 29,639 = 44,002 County Pop.
 1,570 2,359 Increase
 RHI AHS 2.32 676 Households
 (Average Household Size)

Components of Population Forecasts

- Historical trends (births-deaths + or - migration)
- Coherent survival
- Economic trends
- Infrastructure improvements (highway, sewers)
- Development space

Projections

- High Series
- Medium Series
- Low Series

Enrollment History
Beginning of School

As of Dec. 2017	2012-2017	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
High School	144	137	155	124	106	138
Junior High	109	109	111	109	111	111
Elementary	109	109	109	109	109	109
Special Education	109	109	109	109	109	109
Gifted/Talented	109	109	109	109	109	109
Other	109	109	109	109	109	109
Total	497	497	497	497	497	497

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Total	497	497	497	497	497	497

* Combined capacity of Dogwood, Hawthorn, Hurricane Deck and Osage Beach

CAMDENTON R-III SCHOOL DISTRICT Elementary Class Size Recommendations

The Missouri Department of Elementary and Secondary Education provide the following MSIP standards for class size:

2.1.1 Class Size and Assigned Enrollments

GRADES	MINIMUM STANDARD	DESIRABLE STANDARD
K-2	25	20
3-4	27	22
5-6	30	25

Options: Student enrollment in a classroom may increase by as many as ten students for any period that a teacher assistant assists the classroom teacher full time. Teacher assistants used to increase class size must have a minimum of 60 semester hours of college credit from an accredited institution of high education and a general understanding of the objectives of public education.

The Camdenton R-III School District will use the following standards as a guide for determining acceptable student-teacher ratios in each building:

GRADES	DISTRICT STANDARD
Kindergarten	21
1st Grade	22
2nd Grade	23
3rd Grade	23
4th Grade	24
5th Grade	25
6th Grade	26

If the average student-teacher ratio for any given grade at a building exceeds the above district standard the following will be considered:

Dogwood and Oak Ridge Elementary

1. The time of the school year that an additional teacher is needed
2. Is there classroom space?
3. The availability of a quality applicant
4. If not too late in the school year, we have classroom space, and we have a quality applicant, then a teacher would be added.

GRADES	DISTRICT STANDARD	NUMBER OF TEACHERS					
		9	10	11	12	13	14
Kindergarten	21	169-189	190-210	211-231	232-252	253-273	274-294
1st Grade	22	177-198	199-220	221-242	243-264	265-286	287-308
2nd Grade	23	185-207	208-230	231-253	254-276	277-299	300-322
3rd Grade	23	185-207	208-230	231-253	254-276	277-299	300-322
4th Grade	24	193-216	217-240	241-264	265-288	289-312	313-336
5th Grade	25	201-225	226-250	251-275	276-300	301-325	326-350
6th Grade	26	209-234	235-260	261-286	287-312	313-338	339-364

Hurricane Deck and Osage Beach Elementary

1. The time of the school year that an additional paraprofessional or teacher is needed
2. Is there classroom space?
3. The availability of a quality applicant
4. If not too late in the school year, we have classroom space, and we have a quality applicant, then a paraprofessional would be added. When the student-teacher ratio exceeds the MSIP Minimum Standard, the Paraprofessional would be dropped and a teacher would be added.

GRADES	DISTRICT STANDARD	PARA ADDED	NUMBER OF TEACHERS	
			2	3
Kindergarten	21	22-25	26-42	43-63
1st Grade	22	23-25	26-44	45-66
2nd Grade	23	24-25	26-46	47-69
3rd Grade	23	24-27	28-46	47-69
4th Grade	24	25-27	28-48	49-72
5th Grade	25	26-30	31-50	51-75

MSIP 5 Process and Resource Standards Draft - August 1, 2012

Bachelor's, Technical Skills Attainment, and Dual Credit			
Resource Standard 4			
Class Size and Assigned Enrollments - Enrollments will be consistent with both class-size and program standards and total enrollment requirements.			
1. Student enrollment in individual classes will be consistent with the following guidelines:			
GRADES	STANDARD	DESIRABLE STANDARD	
K-2	25	17	
3-4	27	20	
5-6	30	22	
7-12	33	25	
2. Full-time elementary art, music, and physical education, shall serve no more than 750 students per week.			
Options:			
1. Student enrollment in a classroom may increase by as many as ten (10) students for any period that a paraprofessional assists the classroom teacher full time. (Paraprofessionals paid for with Title I and special education funds cannot be used to increase class size. See the Consolidated Federal Programs Administrative Manual for guidelines on compliance and the use of paraprofessionals for Title I purposes.)			
2. Elementary school classes may enroll students from two (2) consecutive grade levels. Total enrollment in such classes shall not exceed the class-size standards listed above for the lowest grade included in the combination.			
3. High schools can combine sections of a same subject in beginning and advanced levels (e.g., Spanish I and Spanish II or Spanish III and Spanish IV). Total combined enrollment in such classes shall not exceed twenty-five (25) students.			
4. Enrollment in performing-arts classes may exceed regular class-size limits if adequate supervision and facilities are provided.			
5. High school physical education classes may enroll up to forty-five (45) students if appropriate supervision and facilities are provided.			
Resource Standard 5			
Library Media Staff - Certified librarians and/or library media specialists are assigned consistent with the following ratios, based on the student enrollment at each building.			
STANDARD	FTE	DESIRABLE STANDARD	FTE
1-200	.20	1-150	.20
201-400	.40	151-300	.40
401-600	.60	301-450	.60
601-800	.80	451-600	.80
801-1000	1.00	601-750	1.00
1001-1200	1.20	751-900	1.20
1201-1400	1.40	901-1050	1.40
1401-1600	1.60	1051-1200	1.60
1601-1800	1.80	1201-1350	1.80
1801-2000	2.00, etc.	1351-1500	2.00, etc.

R-4—Class Size and Assigned Enrollments—Enrollments will be consistent with both class-size and program standards and total enrollment requirements.

1. Student enrollment in individual classes will be consistent with the following guidelines:

GRADES	DESIRABLE STANDARD	
	STANDARD	FTE
K-2	25	17
3-4	30	20
5-6	30	22
7-12	33	25

2. Full-time elementary art, music, and physical education shall serve no more than seven hundred fifty (750) students per week.

Options:

1. Student enrollment in a classroom may increase by as many as ten (10) students for any period that a paraprofessional assists the classroom teacher full time. (Paraprofessionals paid for with Title I and special education funds cannot be used to increase class size. See the Consolidated Federal Programs Administrative Manual for guidelines on compliance and the use of paraprofessionals for Title I purposes).
2. Elementary school classes may enroll students from two (2) consecutive grade levels. Total enrollment in such classes shall not exceed the class-size standards listed above for the lowest grade included in the combination.
3. High schools can combine sections of a same subject in beginning and advanced levels (e.g., Spanish I and Spanish II or Spanish III and Spanish IV). Total combined enrollment in such classes shall not exceed twenty-five (25) students.
4. Enrollment in performing arts classes may exceed regular class-size limits if adequate supervision and facilities are provided.
5. High school physical education classes may enroll up to forty-five (45) students if appropriate supervision and facilities are provided.

R-5—Library Media Staff—Certificated librarians and/or library media specialists are assigned consistent with the following ratios, based on the student enrollment at each building.

STANDARD	DESIRABLE STANDARD	
	Students	FTE
1-200	1-150	.20
201-400	151-300	.40
401-600	301-450	.60
601-800	451-600	.80
801-1000	601-750	1.00
1001-1200	751-900	1.20
1201-1400	901-1050	1.40
1401-1600	1051-1200	1.60
1601-1800	1201-1350	1.80
1801-2000	1351-1500	2.00, etc.

R-6—Guidance and Counseling Staff—Certificated counselors are assigned consistent with the following ratios, based on the student enrollment at each building.

STANDARD	DESIRABLE STANDARD	
	Students	FTE
1-100	50-70	.20
101-200	71-150	.40
201-300	151-250	.60
301-400	251-350	.80
401-500	351-450	1.00
501-600	451-550	1.20
601-700	551-650	1.40
701-800	651-750	1.60
801-900	751-850	1.80
901-1000	851-950	2.00, etc.

R-7—Superintendent—A certificated superintendent is assigned to serve full-time as the district's chief administrative officer.

Options:

1. For a period of one (1) year, any two (2) adjacent districts, that are classified "uncredited," may upon prior approval from the Department of Elementary and Secondary Education (department) share a superintendent who possesses a valid Missouri superintendent's certificate. Any two (2) such districts which wish to share a superintendent for more than one (1) year shall obtain prior approval from the State Board of Education (board).

2. A superintendent of schools in a district which employs twenty-five (25) certificated Full Time Equivalent (FTE) or fewer must hold a valid Missouri superintendent's certificate and may serve as the elementary or secondary principal, regardless of principal certification type.

3. Elementary districts (K-8) with over twenty-five (25) certificated FTEs must employ a certificated superintendent as chief administrative officer. Elementary districts with twenty-five (25) certificated FTEs or fewer may employ either a certificated superintendent or certificated elementary principal as chief administrative officer.

R-8—Assistants/Assignees to the Superintendent—Assistants/assignees to the superintendent in the areas of curriculum and instruction must have, as a minimum, a master's degree and a valid Missouri teaching certificate. All other associates/assistants to the superintendent should have appropriate training in their field.

STANDARD	Assistants to Superintendent (FTE)	
	Certificated Staff Members (FTE)	Assignees to Superintendent (FTE)
1-100	0	0
101-200	1	1
201-300	2	2
301-400	3	3
401-500	4	4
501-600	5	5
601-700	6	6
701-800, etc.	7	7, etc.

Assistant superintendents must have a master's degree and a valid Missouri teaching certificate if their primary responsibilities involve curriculum and instruction. Other assistant superintendents should have training in their field (e.g., Masters in Business Administration might be appropriate for an assistant superintendent of finance). Please note that there is no reference to title in this requirement. Districts may elect to call these positions associate superintendents, deputy superintendents, assistant superintendents, assistants to the superintendent, coordinators, or directors.

R-9—Principal/Building Administrators—Certificated principals, career education directors, and assistant administrators are employed and assigned consistent with the MSP-3 staff ratios.

STANDARD	DESIRABLE STANDARD	
	Students	FTEs
1-100	75	1.00
101-200	151-300	1.25
200-450	301-400	1.50
451-800	401-600	2.00
801-1000	601-750	2.50
1001-1200	751-900	3.00
1201-1400	901-1050	3.50
1401-1600	1051-1200	4.00
1601-1800	1201-1350	4.50
1801-2000	1351-1500	5.00
2001-2200	1501-1650	5.50
	1651-1800	6.00
	1801-1950	6.50
	1951-2100	7.00

R-10—Certification and Licensure—All personnel must hold a valid certificate or license appropriate for each assignment.

R-11—Planning Time—Each full-time classroom teacher, including kindergarten teachers, shall have a minimum of two hundred fifty (250) minutes of scheduled planning time each school week. It is desirable to have fifty (50) minutes of planning time each day. Planning time is calculated between the official start and end of the school day and does not include travel time, lunch time, or time before or after school. (Planning time is not required for administrators, counselors, or librarians.)

PROCESS STANDARDS FOR K-12 DISTRICTS

TEACHER/LEADER

TL-1—The local board of education adopts and the district implements teacher/leader standards ensuring effective instructional staff for all students.

1. The local board adopts and the district implements professional teacher standards as required by section 161.340.2., RSMo.
2. The local board adopts and the district implements professional leader standards.
3. The district adopts and implements an educator evaluation system that is aligned to the essential principles of effective evaluation to ensure effective teachers and leaders.

Suggested Square Footage
From The Council of Educational
Facility Planners International

Suggested	OBE	HDE
Library – Ability to seat 15% of student population	609	1600
30 Feet Per Student - OBE – $225 \times .15\% \times 30 = 1012.5$		
HDE – $163 \times .15\% \times 30 = 733.50$		
 Physical Education/Kitchen/Serving/Dining	 1860	 1500
Kitchen – 2 ft. per meal		
Serving - .5 - .8 sq feet per capacity of dining		
Dining – 10 – 14 ft. per seated student		
OBE approximately – 2390		
HDE approximately – 2220		
 Clinic Area – Suggested 550 sq feet	 180	 216
 Counselor – Suggested 550 sq feet	 288	 575

"The biggest challenge facing the school district going forward is..." (results from 6/28/2011 Patron Panel meeting, Caudenton School District)

- Delivering the same high level of education equally across all campuses with the population growth issues that were discussed tonight.
Maximizing the educational needs of each student.
Maintaining/improving the quality of what we have while being stingy on expenses in a poor economy.
Becoming too data-oriented for teachers that reward keeping becomes more of a focus than actual teaching.
Meeting the needs of a very diverse citizenship and preparing students for the future in a rapidly changing world.

- Maintain high academic standards
Achieve balance and understanding about the value of both academics and activities in a student's education
Improve on excellence maximizing all students' potential
Balance of energy use versus campus availability

- Providing a quality education for all levels of students - high, medium and low.
Keeping consistency of the schools while managing growth.
Transportation.
Being able to have our school district with the best of all teachers and subjects so that our students can meet to the highest standard.

Dr. James highlighted the Board about his background and experience. He is a member of the Caudenton R-II students in the region in business growth. Dr. James explained that he was present to provide some direction and advice regarding the future of the district.

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CAUDENTON R-II SCHOOL DISTRICT NOTES OF RETREAT

Table with 2 columns: Name and Position. Attendees include: Chair: Dr. James; Vice-Chair: Linda Lee; Secretary: [Redacted]; Board Members: [Redacted]; Advisors: [Redacted].

The Caudenton R-II Board of Education met for a Board Retreat on Tuesday, October 25, 2011. Dr. Paul James facilitated the meeting.

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- We present the six items that represented themselves in terms of the Guiding Principle grading criteria, and ask for comments and questions.
This gives us a chance to look back at what was accomplished in the last meeting, and via the survey that followed the meeting. It's a pretty good indicator as well, because it's familiar territory.

- We then ask our Panel participants to work at their tables to come up with ideas on how to "maintain a personal school learning environment in the face of growth."
Because half of the six items identified by the group as being most important dealt with growth issues and challenges, this would seem like a natural jumping off point for the evening's main discussion and would stimulate their creative juices. We can imagine a lot of very innovative ideas coming from the group on the topic.

- After a few minutes of work, we would ask the groups to report their results and note them on the flip chart for discussion.
The district goes and anyone you think would be appropriate would then review the options that have been discussed to address overcrowding.

- The Board will have a final checklist review of the options that have been discussed as well as the facilitator's notes. We will then have a final review of the options and an enhanced review of the pros and cons of each, and to let Panel members ask questions.
The table groups would then review the options and share their thoughts on pros/cons.

The intent here is not to get them to select a preference, but rather to help the district think this through from a parent perspective. (We'll make that clear at the end, so no one gets the wrong idea)

The output from this meeting will provide additional insight for the district, along with your feedback for a follow-up survey to help you move - very deliberately - toward the best solution for your building challenges.

After the school year is underway, and that stress is behind you, please let us know what you think about this plan, and if you have any questions. Thank!

Notes - Wednesday October 26, 2011

Some items in the list are more than just going to be the need for more space to handle the 1:2 program currently in place. Dr. James explained that he was present to provide some direction and advice regarding the future of the district.

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Learners from the 2005 survey, your presence must be important. Students at Camdenton are better off with the information. The Board will be doing more than just listening. We will be doing more for our students than just listening. We will be doing more for our students than just listening. We will be doing more for our students than just listening.

The Board needs to be clear about what they want to do. It would also be a good idea to explore the options to create the transition for students.

Chris mentioned that the student group would be instrumental in the success of the proposal. Teachers would be instrumental in the success of the proposal. Teachers would be instrumental in the success of the proposal. Teachers would be instrumental in the success of the proposal.

Raym suggested the Board be provided updated projected enrollment numbers.

n Year

Year	Enrollment	Required Percentage	Status
2011-12	65,500	65.50%	At Risk
2012-13	67,100	67.10%	At Risk
2013-14	68,700	68.70%	At Risk
2014-15	70,300	70.30%	At Risk
2015-16	71,900	71.90%	At Risk
2016-17	73,500	73.50%	At Risk
2017-18	75,100	75.10%	At Risk
2018-19	76,700	76.70%	At Risk
2019-20	78,300	78.30%	At Risk
2020-21	79,900	79.90%	At Risk

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CAMDENTON R-III SCHOOL DISTRICT NOTES OF BOARD OF EDUCATION RETREAT Board Retreat - Administration Building, Board of Education Room November 23, 2011 - 7:00 a.m.

- | | | |
|----------------|-----------------|--------------------------|
| President | Tim Bradford | Superintendent |
| Vice-President | Dr. Jim Kitch | Assistant Superintendent |
| Member | Lucas Lee | Secretary |
| Member | Jim Emery | |
| Member | Debra Kitchener | |
| Member | Scott Kitchener | |

The Board met on Thursday, November 23, 2011. The Board received reports from the Board of Education on Thursday, November 23, 2011. The Board received reports from the Board of Education on Thursday, November 23, 2011. The Board received reports from the Board of Education on Thursday, November 23, 2011.

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Camdenton R-III School District Spring 2012 Patron Panel Survey Results June 12, 2012

Board of Education Responses received: 10
Board of Education Responses received: 6

One of the guiding principles that the group identified at the first meeting was to "Achieve balance and understanding about the value of both academics and activities in a student's education." As you think about it, what is the right "balance" between academics and activities? Is there a standard you think most residents would see in being the right balance? Are appropriate criteria to answer this question? Your responses might be helpful.

One question I do think has been raised is how to best measure student progress. We will be using a variety of measures to assess student progress. We will be using a variety of measures to assess student progress. We will be using a variety of measures to assess student progress.

If the district has a full range of activities that draw student participation in high and SAT scores are high, then it would be a good idea to explore the options to create the transition for students.

The right balance is achieved when individual academic achievement is the first priority and assessment is as above standard as for the traditional (assessment priority). It can then be emphasized with extracurricular activities that draw student to each complementary activity that will benefit their life goals achievement.

Ninety percent students based average academic and math is falling about 100 percent satisfaction. Academic can be judged by year end results, etc. Activities need to be assessed by the leader offering - maybe compared to education schools in similar demographic areas?

Activities should not be excessive and take time away from students' time needed to complete academic assignments. Some parents may need to learn to say "no" to versus activities their student requests to participate in.

Provide best possible education for students and balance the school. Academics is most important, but involvement in activities fosters academic and motivates students.

It is a good idea to explore the options to create the transition for students. It is a good idea to explore the options to create the transition for students. It is a good idea to explore the options to create the transition for students.

Students should never offer because excessive time consuming the most time to any student is different, so don't think you can apply an exact number of minutes/hours of study time required at the student. Excessive hours should encourage participation time or comments are established, but these will be communicated as soon as possible. Some students who are better organized (and the discipline of some sports) are activities inadvertently teach that solve their study/assignment time more efficiently. Some students

MERA has a policy and a P-Care program, whereby a bus would check a card out when going on a trip. According to the bus to be filled, etc. These cards also offer other. The board will continue to check the bus to be filled, etc. These cards also offer other. The board will continue to check the bus to be filled, etc.

Depend on Local Learning Communities. Dependent on Local Learning Communities. Dependent on Local Learning Communities. Dependent on Local Learning Communities. Dependent on Local Learning Communities.

Mr. Hefffield will need more information about the Queen's Hill area. The District needs to be clear about what they want to do. It would also be a good idea to explore the options to create the transition for students.

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group the subject once easier than others and when it comes to applying their knowledge to assignments, can accomplish their work quicker.

2. In the April meeting, the Panel identified several steps the district could take to help "achieve balance and understanding about the value of both academics and activities in a student's education." The panel was asked to report that to the Board of Education. What important step the district could take? What would be the most important? What would be the third-most important? Results reported using a 2-point weighted scale, in which "most important" answers were worth 3 points, each "second-most" was worth 2 and each "third-most" was worth 1. The total points show a rank order of importance.

Item	Percent Panel Agreed/Weighted total points	Board of Ed Agreed/Weighted total points
Provide a written guideline that helps students make sound choices for their level of involvement in activities (and how to balance that with academic requirements)	24	8
Work with parents to help guide students to the right level of involvement in activities	13	10
Make certain that funding is appropriately balanced	10	8
Do a better job of explaining to the community the value/importance of extracurricular activities	9	7
Make certain that funding is appropriately balanced to neighboring districts	3	3

My priority in answering 2, 3 and 4 reflects what I think would help our students achieve this balance. We provide a guideline that helps students make sound choices for their level of involvement in activities (and how to balance that with academic requirements) because we know that the biggest to students to achieve that balance is to articulate our school's expectations. Second, "work with parents to help guide students to the right level of involvement in activities" - this will provide the extra support that students need, especially around the end of a quarter as many students are going to be making decisions about their involvement in activities. We will also make sure that we are providing appropriate funding for all activities, so that we are not putting an undue financial burden on students who are participating in activities. We will also make sure that we are providing appropriate funding for all activities, so that we are not putting an undue financial burden on students who are participating in activities.

3. In three separate discussions on the topic of "achieve balance and understanding about the value of both academics and activities in a student's education" that you may have brought up since the meeting that isn't on the list? Five responses were received on this question. One person said "no". The other four responses are reported in verbatim form below.

Surveyed students to see what they learn from activities. Make sure that it's not just about the benefits and importance of it, but also the type of activity doesn't outweigh what it's important in learning.

Activities should be a lower level. You still have school, or enter a high-level position on sports, etc. But familiar with the overall study/situation offered, we can just determine type of foreign language classes that may be offered. ... means to raise that question or one within the balance of academics and worldly student experiences.

No response since I did not attend the meeting, and the topics they discussed seemed complete. I will comment that I thought the step, "Make certain that the district's balance is comparable to neighboring districts" had no relevance. We must do what is right for our students. Use the old adage, "If they jump off the cliff, would we?" In neighboring districts had the worst best answer for the next world, they would not think of them as a subject to compare.

Item	Percent Panel Agreed/Weighted total points	Board of Ed Agreed/Weighted total points
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Make certain that funding is appropriately balanced to neighboring districts	3	3

Cost of Portable Classrooms

C. Kenneth Tanner
2000

cktanner@uga.edu

Although this article was written in 2000, it still may be of value, assuming one is willing to update the numbers based on inflation and other economic factors that have emerged since 2000.

The main reason that government schools must resort to trailers for instructional space is "Lack of Long Range Planning." Usually, state funding policy can be found among the culprits that force schools into the trailer business. Lack of value engineering is another factor. Apparently trade off costs such as aesthetics, and behavioral and affective learning (even cognitive learning) are discarded as unimportant in decisions that favor slum architecture such as trailers. The notion that trailers are slum architecture comes from the classic work published by Ackerman (1969) entitled "Listening to Architecture."

Below are some recent facts from one Georgia school district forced to purchase trailers because of obsolete 'state funding of school construction' policy. The initial cost of a trailer in the Atlanta area is \$9,006.00. Add rental, interest, and maintenance for 10 years from the data below and the monetary cost is \$46,000.00 for one unit. Compare this to the 40+ years that a \$100.00 per square foot school structure will last. Consider keeping one mobile unit in place for 40 years and the replacement cost is prohibitive (\$186,424.00 of your money for one classroom for 40 years without inflation added).

Ackerman, J. S. (1969). Listening to Architecture. Harvard Educational Review. Vol. 39 No. 4, pp. 4-11.

PORTABLE CLASSROOMS
June 6, 2000

The following is an outline of costs associated with the procurement and set-up of portable classrooms under the current lease agreement with *****. This is a current example from a Georgia School District.

I) Set-Up and Rent (1 Yr.) Per Unit:

- a) Delivery and Set-up
\$ 1,669.00
- b) One (1) Year Rental @ \$230/Mo.
\$ 2,760.00
- c) Install Fire Extinguisher
\$ 27.00
- d) Build/Install Steps
\$ 550.00
- e) Build/Install Ramps
\$ 1,500.00
- f) Misc. (Electrical, Intercom, Furniture)
\$ 2,500.00 (estimate)
- Total Cost Per Unit
\$ 9,006.00

NOTE: A total of 44 new units are scheduled for installation this summer (May - June)

II) Total Set-up and Rent (1 Yr.) Per 44 Units:

- a) Delivery & Set-up (44 ea. x \$1,669.00)
\$ 73,436.00
- b) First Yr. Rental (44 ea. x \$230.00/Mo.)
\$ 121,440.00
- Total
\$ 194,876.00

III) Total Cost Per 44 Units for First Year

- (Incl. Set-Up and Lease) (\$9,006/Unit x 44)
\$ 396,264.00

< More on Trailers << SDPL >> More on Trailers >

<http://sdpl.ces.uga.edu/formedia/costofportableclassrooms.html>

Portable Classroom Average Costs

Portable classroom trailers are far less expensive than modular buildings. They can be leased for anywhere from \$100 to \$500 per month and purchased from \$15,000 to \$45,000. Keep in mind that you'll have to pay several thousand upfront for delivery and setup. With a lease, plan on spending \$10,000 or more the first year and \$1,500 to \$6,000 every year thereafter.

Portable trailers for schools tend to cost more than trailers that are used in private industry because they have to be equipped with certain features to meet state and federal regulations. You'll need fire extinguishers, bathrooms, a handicapped accessible ramp, and proper heating and air conditioning systems. Don't be surprised if the price that you're quoted falls on the high end of the ranges above.

Modular building prices are more difficult to predict because there are more options when it comes to size and features. Modular portable classrooms are customized in the factory to meet your space requirements and/or match the look and feel of your permanent structures.

<http://www.costowl.com/22/office-trailers-portable-classroom-cost.html>

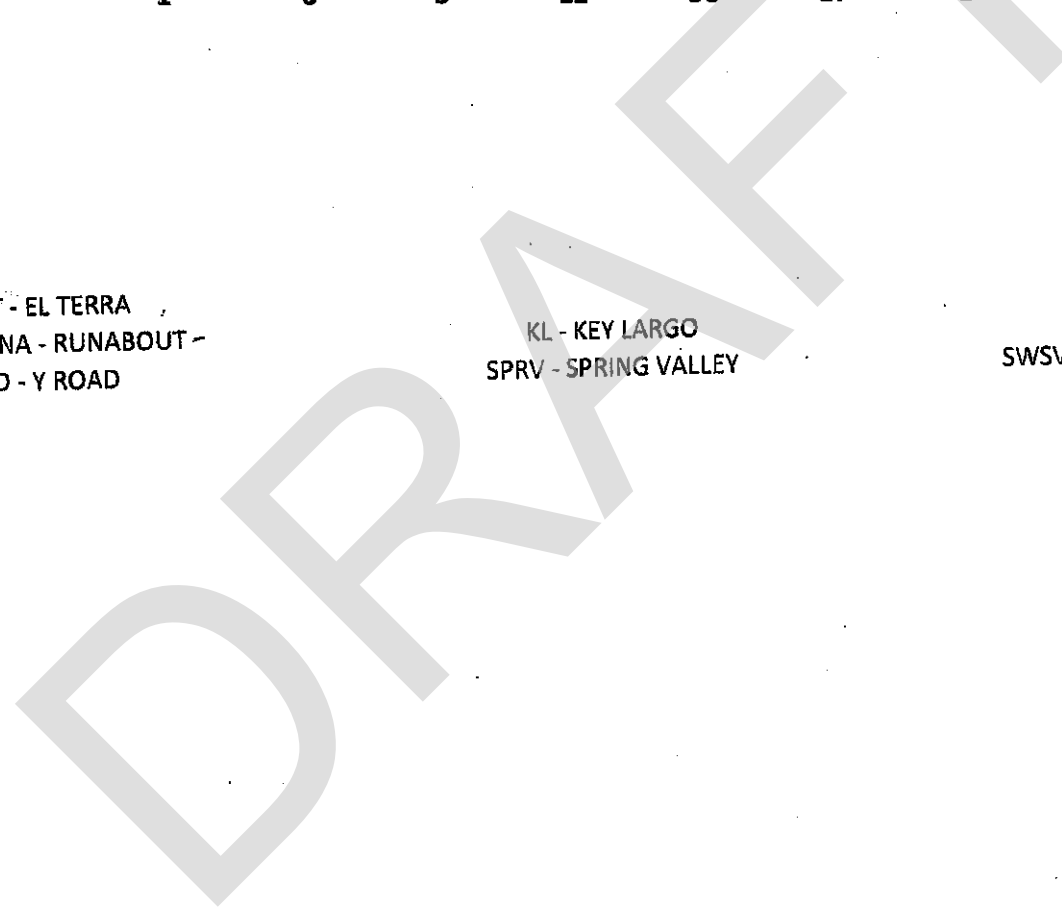
**STUDENTS PK - 4 POSSIBLE BOUNDRY CHANGE
2012-2013**

	ELT	RUNA	KL	LZD	YRD	SPRV	SWSV	
PK	0	0	0	1	1	0	0	2
K	1	1	1	0	10	4	0	17
1	0	1	0	3	14	5	0	23
2	0	1	0	2	8	4	0	15
3	0	0	1	4	8	3	1	17
4	0	3	1	2	15	1	0	22
	1	6	3	12	56	17	1	96

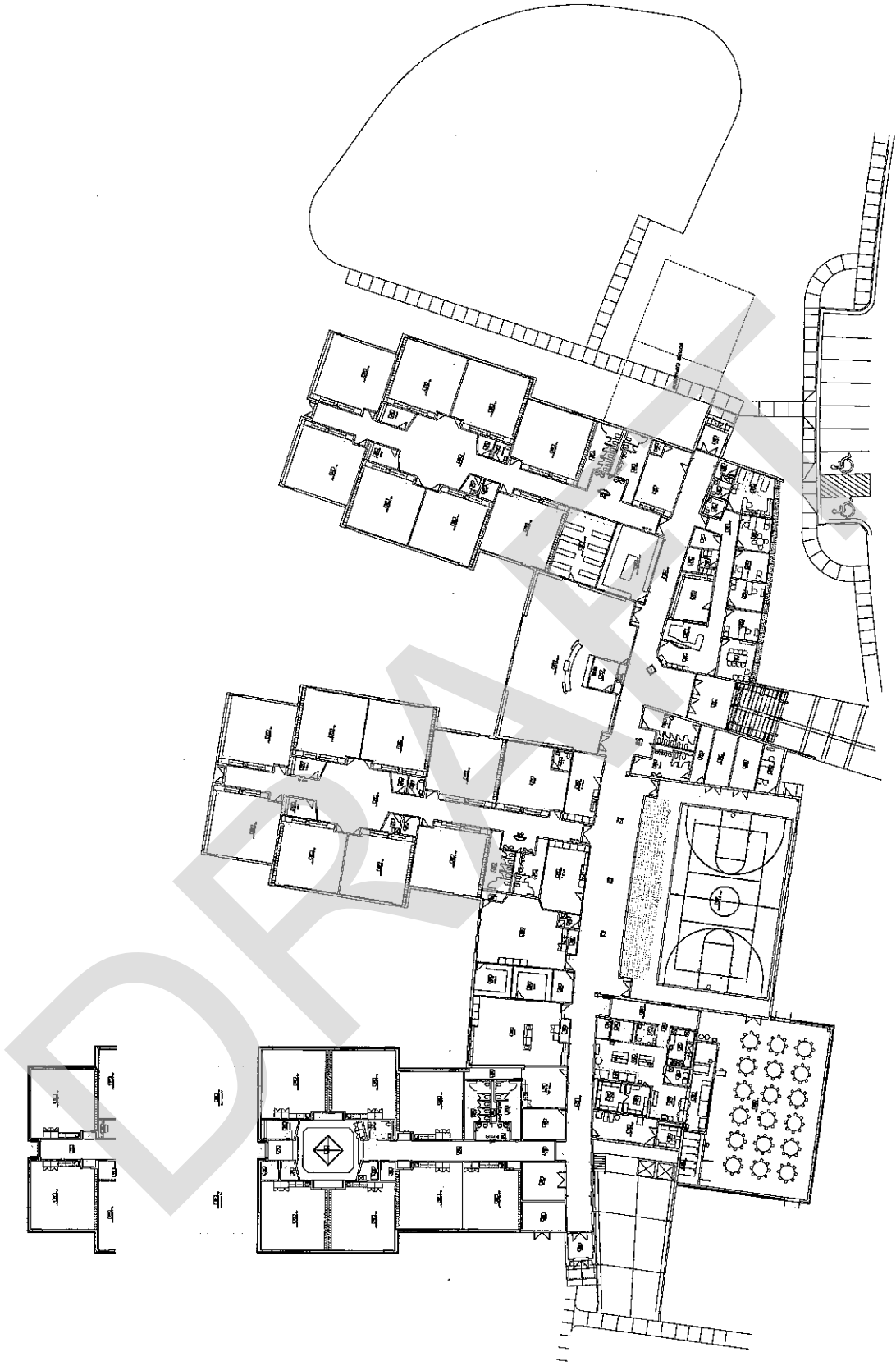
ELT - EL TERRA
 RUNA - RUNABOUT -
 YRD - Y ROAD

KL - KEY LARGO
 SPRV - SPRING VALLEY

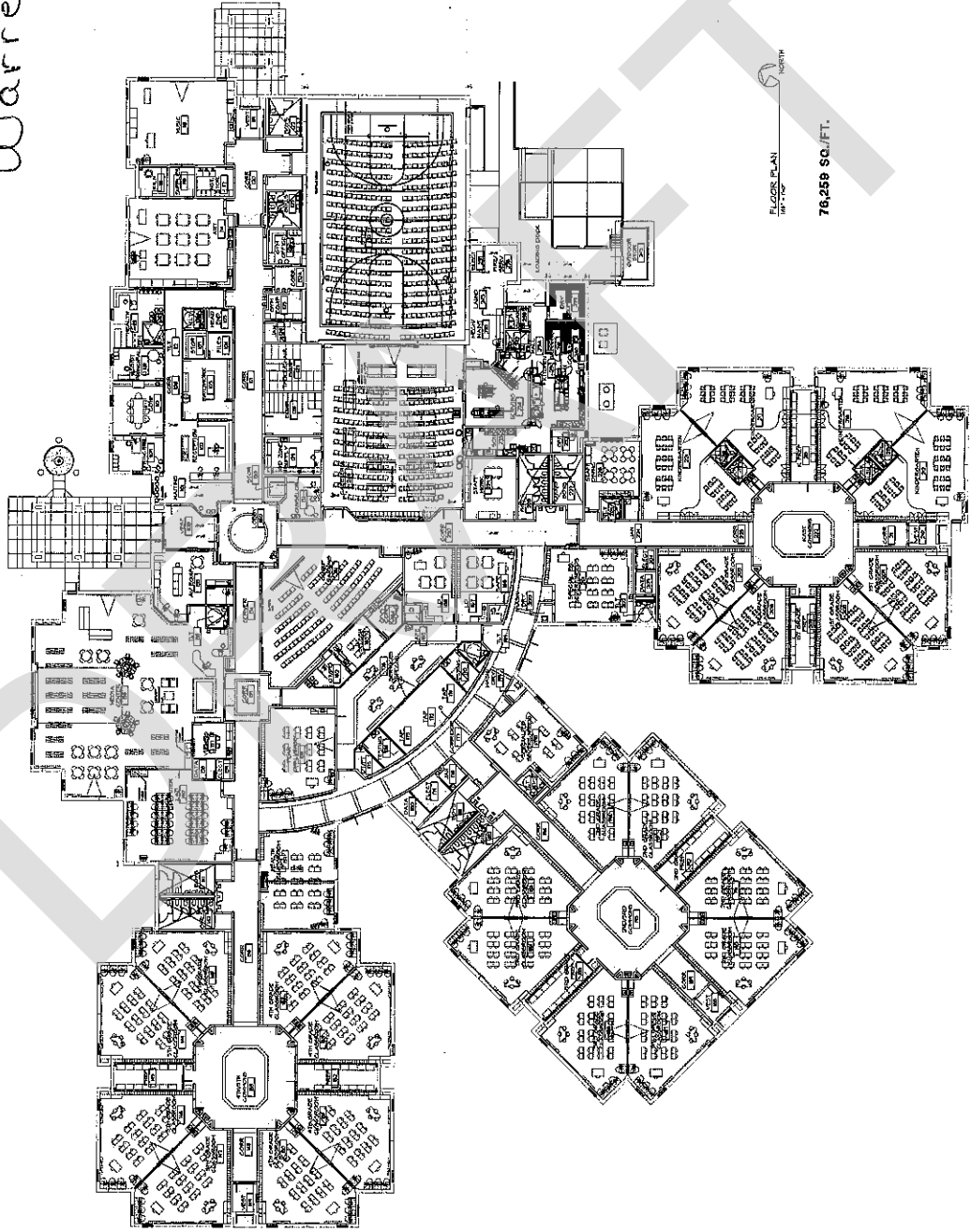
LZD - LAZY DAYS
 SWSV - SWILL VILLAGE



Pathfinder



Warren Hills



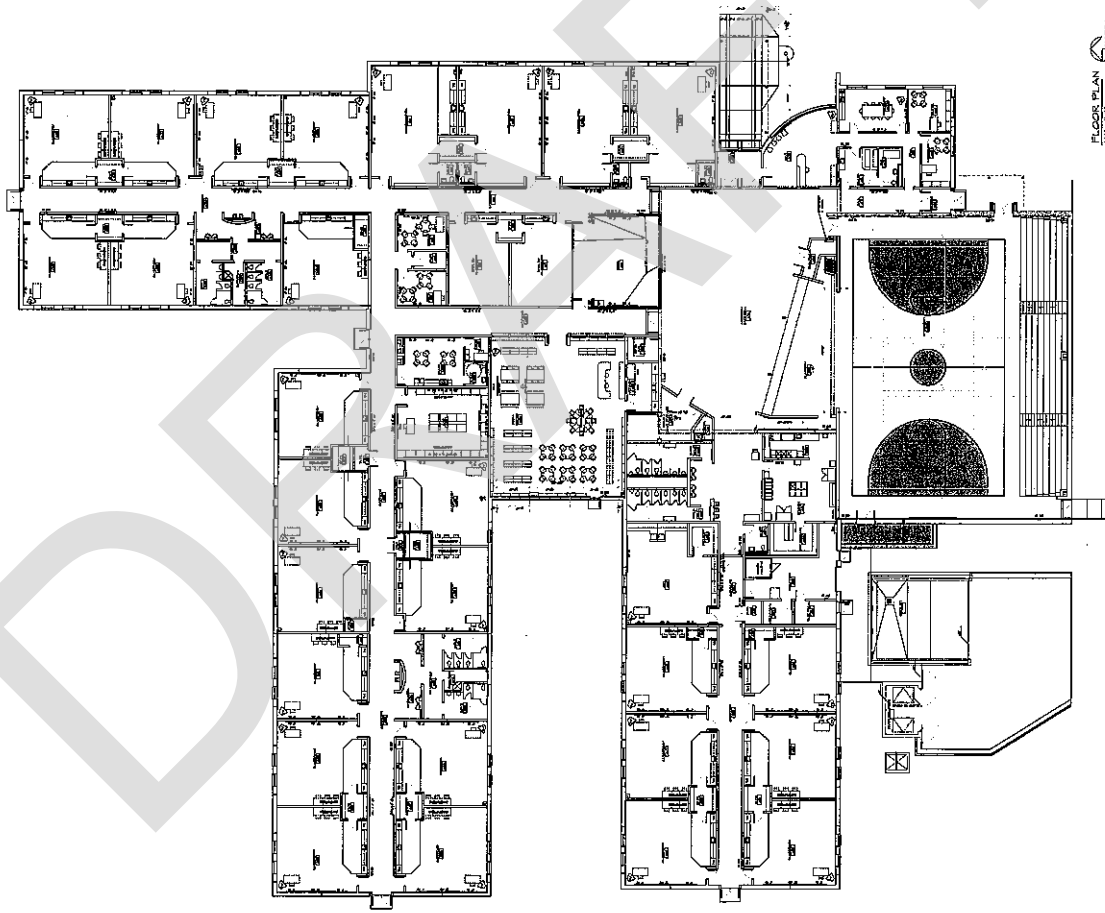
Apache
Lower Level



Apache
Upper Level

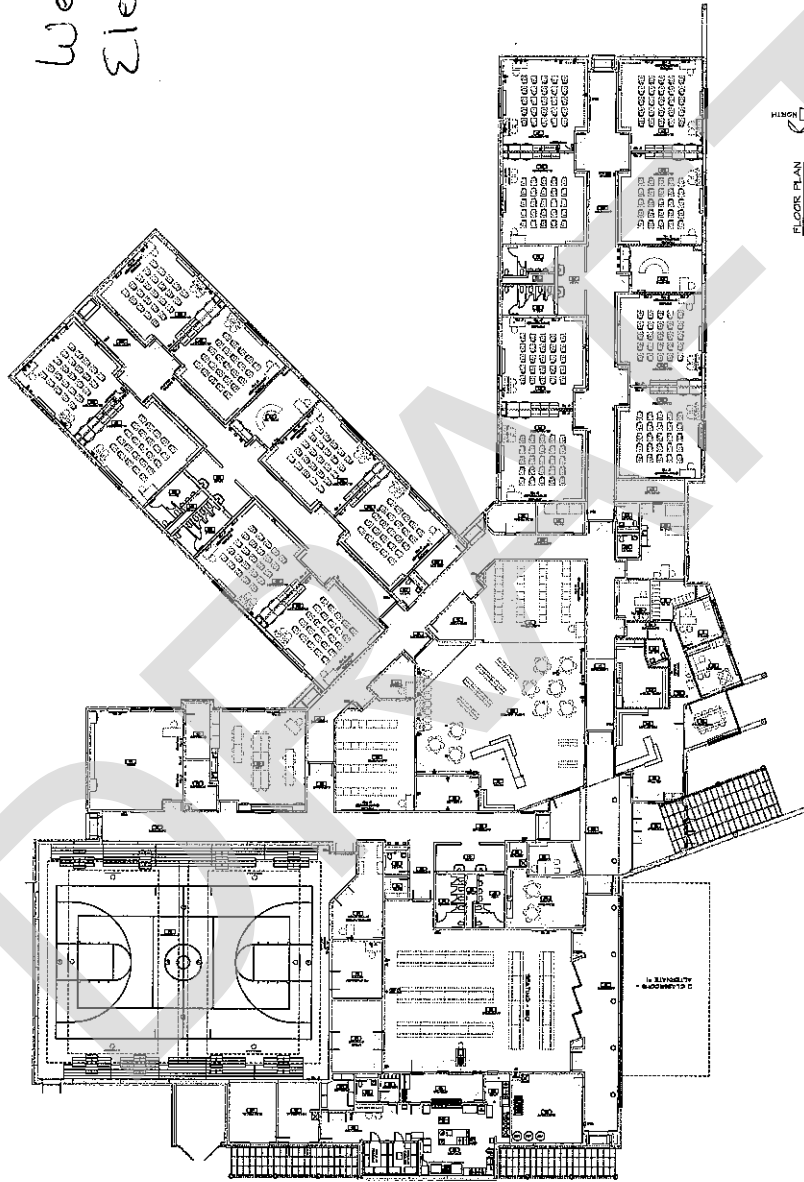


Stoney
Point



FLOOR PLAN
100' x 100'

West
Elementary



REVISION
FLOOR PLAN
DATE: 10/12/02
ARCHITECTURE - DIRECTOR





**CAMDENTON R-III SCHOOL DISTRICT
PRELIMINARY COST ESTIMATE
BIDDING 2012**

NOVEMBER 23, 2011

1. New K-4 Oeage Beach Elementary

- a. 3 Section with separate Cafeteria and Gymnasium and 3 Classrooms for Early Childhood
67,408 s.f. @ \$172

	\$11,594,176
b. Site excavation and Utilities	<u>1,500,000</u>
c. Subtotal	\$13,094,176
d. Design and Construction Contingency (10%)	1,309,418
e. A/E Fee, Survey, Testing, Printing (10%)	1,309,418
f. Furniture and Equipment (10%)	<u>1,309,418</u>
g. Total	\$17,022,430

Note: Cost of Land not included in Cost Estimate

2. Addition and Renovation Hurricane Deck Elementary

- a. 3 Section with separate Cafeteria and Gymnasium and 3 Classrooms for Early Childhood

1) Addition	\$9,451,400
54,950 s.f. @ \$172	
2) Renovation	324,940
16,247 s.f. @ \$20	
3) Demolition	<u>34,915</u>
13,966 s.f. @ \$2.50	
b. Subtotal	\$9,811,255

c. Design and Construction Contingency (10%)	981,126
d. A/E Fee, Survey, Testing, Printing (10%)	981,126
e. Furniture and Equipment (10%)	<u>981,126</u>
f. Total	\$12,764,633

3. Conversion of existing Maintenance Building to LCTC Programs

a. Renovation of Lower Floor to Food Science Lab	\$367,100
b. Renovation of Upper Floor to Classrooms	<u>283,000</u>
c. Subtotal	\$650,100
d. Design and Construction Contingency (10%)	65,010
e. A/E Fee, Testing, Printing (8%)	52,008
f. Furniture and Equipment (10%)	<u>65,010</u>
g. Total	\$832,128

4. New Maintenance and Storage Building

a. New Building	\$1,893,750
15,150 s.f. @ \$125	
b. Site Excavation and Utilities	<u>350,000</u>
c. Subtotal	\$2,243,750
d. Design and Construction Contingency (10%)	224,375
e. A/E Fee, Survey, Testing, Printing (10%)	224,375
f. Furniture and Equipment (10%)	<u>112,188</u>
g. Total	\$2,804,688

5. Total All Projects

\$33,413,879

Introduction

In November 2012, a five-minute telephone survey was conducted with 400 randomly selected, head-of-household patrons living in the Camden R-3 School District who are registered to vote locally.

The survey represented the district's current thinking regarding a potential ballot issue that would fund the replacement of Orange Beach Elementary and the renovation of Hurricane Deck Elementary at no tax increase to residents.

The results show that there has been meaningful consensus about the growth in the level of support since the January 2011 survey. Given the consensus about the growth, we always made an Election Day drive more and voters are asked to make their final choice, these results should not suggest to the district that it efforts to communicate about this proposal can be more limited.

On the contrary, examining within these results are two pieces of data that suggest more work needs to be done between now and Election Day (if that is the final proposal by the district to its patrons), to make certain that voters clearly understand this proposal's details so that they can make an informed voting decision.

Specifically:

- While the projects themselves generate much more support than opposition, there is a very significant percentage of individuals who said that including one or both in a proposal would "make no difference" in their voting decision.

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St. Louis, MO 63103
www.patroninsights.com

This level of equity puts the good voting projections at risk, because individuals who find favor with the proposal in general – but who are not overly stimulated by one or both of the projects – may bypass the opportunity to vote, assuming that others will take care of their responsibility.

- There is also a small (less than 10%) group that says that they won't vote for the proposal, and their concerns are mostly financial worries. In fact, many of them distrust the district's pledge that the proposal would not require a tax increase, and the growth numbers that are driving a portion of this plea, or don't feel a connection to the schools.

While some of these individuals will never move from their stated position, the issue here is to make certain that information presented by the district about such issues is clear, consistent, and easy to understand. The more that the district can do with its market evaluation can clearly suggest of the proposal, and the data on the ground will come to understand and believe these details, but it will be critical to make a strategic effort to get this information out repeatedly for those who will be open to hearing such information.

The survey report that follows presents the data by topic area, with brief written analysis following each heading, and all the questions, answers and appropriate cross-tabulations.

Topic Support or opposition to the projects being considered

The two project ideas – building a replacement for Orange Beach Elementary and renovating Hurricane Deck Elementary – were presented in individual questions, with enough background to explain the general thinking behind these project ideas.

After each one was asked, respondents were asked if including the project in a final referendum would make them "more likely to vote against" or "more likely to vote against" or would it "make no difference" in their voting decision on a proposal.

For the replacement of Orange Beach Elementary, 48% said it would make them "more likely to vote against" while 11% said "more likely to vote against" and 28% said it would "make no difference." In the case of Hurricane Deck Elementary, 36% said it would "make no difference," 11% said "more likely to vote against" and 21% said "more likely to vote against" and 21% said "make no difference."

The support for the projects has softened somewhat (in that the 6% difference is more than the 5% margin of error for this study) and equity has grown.

In terms of the Hurricane Deck renovations, 59% said "more likely to vote in favor," while 11% said "more likely to vote against" and 28% said it would "make no difference." In the case of the Orange Beach replacement, 48% said "more likely to vote in favor," 11% said "more likely to vote against" and 21% said "make no difference." It had been 18% in 2011. This could be, perhaps, a result of the decision being made to renovate Hurricane Deck rather than replace it – an option that had been presented as an alternative in 2011, and which drew less support than renovation.

The level of "don't know" responses was identical on the Orange Beach Elementary replacement, and was down slightly on the Hurricane Deck renovations (although not at a statistically significant level). Neither of these two "don't know" percentages is particularly dramatic, which would suggest that there is not much room to grow among the undecided voters. The issue here, quite clearly, is the notably high level of equity that must be managed in terms of getting out key information that can help inform patrons.

Cross-tabulations were completed by age, length of time living in the district, student status, gender and location of residence. While there are some interesting numbers (such as among those who are "more likely to vote against" on the Orange Beach Elementary replacement), the overall picture is one of strong support for the projects. The overall picture remains mostly positive, with lack of interest in a solid second place in almost every group.

Topic: Location of respondents' residences

In an effort to accurately reflect the general population pattern in the district, completed calls were divided as described in the chart below.

The three questions that preceded this summary question confirmed that the individual was a head of household, registered to vote locally, and aware that he or she lived within the boundaries of the school district.

A "yes" answer was required on these three questions for the interview to continue. Even if the respondent was not a head of household, a verbal confirmation was still required. As such, these three questions and answers are not displayed in the report.

4. To make certain that we have people from all parts of the district participating in this survey, which of the following best describes where you live? List of choices was read to respondents. Numbers, rather than percentages, displayed below. Number of respondents in each segment identified by the district as being representative of the general population pattern.

Response	Number
In the general Camden area, for example, Linn Creek, Mountain, Camden or Greenview	260
In the area north of the Hurricane Deck Bridge	150
In the area south of the Hurricane Deck Bridge, for example, the Sunrise Beach or Hurricane Deck areas	40

Cross-tabulations: "More likely to vote in favor," "more likely to vote against" and "make no difference" for two project ideas by age, length of time living in the district, and presence of a current district student, by gender, by location of residence, by length of time in the district, and by presence of a current district student, with "overall" totals because three respondents refused to answer this question.

Project area response	More likely to vote in favor	More likely to vote against	Make no difference
New Orange Beach Elementary/Other	48%	11%	21%
New Orange Beach Elementary/Hurricane Deck	36%	11%	21%
Hurricane Deck/Hurricane Deck	59%	11%	21%
Hurricane Deck/Hurricane Deck	59%	11%	21%

Cross-tabulations: "More likely to vote in favor," "more likely to vote against" and "make no difference" for two project ideas by location of the respondent's residence and gender. Note: "n" equals the number of 'r' in the project idea by location of the respondent's residence and gender.

Project area response	More likely to vote in favor	More likely to vote against	Make no difference
New Orange Beach Elementary/Other	48%	11%	21%
New Orange Beach Elementary/Hurricane Deck	36%	11%	21%
Hurricane Deck/Hurricane Deck	59%	11%	21%
Hurricane Deck/Hurricane Deck	59%	11%	21%

Topic: Level of support for the ballot issue before and after learning it would not require a tax increase

Having shared their thoughts on the specific project ideas, the survey then asked respondents to vote for or against the proposed tax increase. In general, and then after hearing that the proposal would not require a tax increase.

Support was very strong for the proposal in general, with 71% saying they would either favor or strongly favor the proposal. This is an increase from 55% before the proposal was discussed. There was a similar increase in support for the proposal when it was discussed in general, with 71% favoring or strongly favoring the proposal, up from 55% in January 2011.

When informed that the proposal would not require a tax increase, support jumped to an almost unanimous 83%, up from 73% in January 2011.

In 20 years of school district research, only one other time has the support level on a no-income tax ballot issue been in the 80s. On Election Day, the final tally was in the high 80s. This time, however, the support level was in the high 80s, and the support level was in the high 80s. This is a significant increase in support, and it is a reflection of the district's ability to communicate the benefits of the proposal and to address concerns about the proposal.

Yes, with both numbers (general and no-tax-increase) growing meaningfully over time. The fact that support for the proposal is in the high 80s is a reflection of the district's ability to communicate the benefits of the proposal and to address concerns about the proposal.

All of this evidence is simply to reinforce the importance of keeping up a steady stream of the message of fiscal prudence and sensible projects from the time after the ballot issue is authorized right up until Election Day.

I wish I could believe it would be a no tax increase. I personally don't see that much growth to warrant a new elementary school. Just an overall bad economy to be spending money on building schools. I would probably be in favor, if I really thought there would not be a tax increase. Don't want my taxes raised, and they would be. I'm not convinced it is truly needed. Find the money to build these schools elsewhere, not from me. I have no interest in the district, because I have no kids. If you can renovate Hurricane Deck Elementary, why not Oage? These schools are not really close to me, so it doesn't affect me. Don't trust the administration to properly handle the money needed for these projects.

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7. New that you have heard the plans being considered by the Cantonment School District, how do you think you would likely vote, if the election were held today? *Lean favor*, *Lean oppose*, *Strongly favor*, *Strongly oppose*, *Don't know*

Response	Percentage
Strongly favor	17%
Favor	54%
Lean favor (not read)	1%
Lean oppose (not read)	0%
Oppose	14%
Strongly oppose	14%
Would depend on what it costs (not read)	5%
Don't know (not read)	8%

8. What if the proposal resulted in NO tax increase? Would you strongly favor this proposal, favor it, oppose it, or strongly oppose it, if the election were held today? *Lean favor*, *Lean oppose*, *Strongly favor*, *Strongly oppose*, *Don't know*

Response	Percentage
Strongly favor	28%
Favor	57%
Lean favor (not read)	5%
Lean oppose (not read)	0%
Oppose	8%
Strongly oppose	8%
Don't know (not read)	4%

9. Why do you believe you would oppose the proposal, if the election were held today? *Don't believe it's "no tax increase" message*, *We can't afford any more taxes*, *I'm old and don't have kids in school, so I really don't want to pay for it*

Don't believe it's "no tax increase" message. We can't afford any more taxes. I'm old and don't have kids in school, so I really don't want to pay for it.

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What growth? Where are those figures coming from? They could well use buildings in Cantonment. Some will ride the bus if they have it. We worked in the district and know how things get done. Until a location is determined, I would vote against. My kids go to private school, and I don't want to pay more taxes for something they won't use. My kids are no longer in school, and we can't afford more taxes. Not convinced the district would spend the money appropriately. Based on growth projections? Until that actually happens, don't build on a guess. Show me the growth, first. My taxes are high as it is, and they have a new school in Cantonment already. I can't afford any more tax increases. Schools are fine as is. Eventually my taxes would be raised to fund these projects, and I don't need that right now. Kids can't be bused even further. I would like to know where they plan to build the new elementary school, before I agree. I certainly don't believe the taxes would not be increased, and I don't need that to happen. I think it would be more economical to renovate both schools and not build new. Don't really trust the district to spend the money correctly. There will be too much waste. I don't have kids in the district. I want to know what they will do for Citrus Springs.

10. How long have you yourself lived within the boundaries of Cantonment R-13 & 14. *Citrus were read to respondents.*

Response	Percentage
Less than 2 years	2%
2 years to 5 years	7%
More than 5 years to 10 years	15%
More than 10 years to 15 years	18%
More than 15 years	46%
I've lived here all my life	12%

11. In what age group are you? *In 14's. Citrus were read to respondents.*

Response	Percentage
18 to 24	2%
25 to 34	17%
35 to 44	21%
45 to 54	21%
55 to 64	24%
65 or older	15%
Refused (not read)	1%

12. Do you have any children or grandchildren who attend school in the Cantonment R-13 School District right now? *Numbers rather than percentages displayed below.*

Response	Number
Yes, children	112
Yes, children and grandchildren	12
Yes, grandchildren	67
No	269

Topic: Demographics

The demographic questions show a survey group that tends to be mostly long-term residents, and that a good spread of ages (with 27% between 25 and 34) and that a good mix of ethnicities, just children and somewhat fewer adults. Numbers included.

My last few questions will help us divide our interviews into groups.

10. How long have you yourself lived within the boundaries of Cantonment R-13 & 14. *Citrus were read to respondents.*

Response	Percentage
Less than 2 years	2%
2 years to 5 years	7%
More than 5 years to 10 years	15%
More than 10 years to 15 years	18%
More than 15 years	46%
I've lived here all my life	12%

11. In what age group are you? *In 14's. Citrus were read to respondents.*

Response	Percentage
18 to 24	2%
25 to 34	17%
35 to 44	21%
45 to 54	21%
55 to 64	24%
65 or older	15%
Refused (not read)	1%

12. Do you have any children or grandchildren who attend school in the Cantonment R-13 School District right now? *Numbers rather than percentages displayed below.*

Response	Number
Yes, children	112
Yes, children and grandchildren	12
Yes, grandchildren	67
No	269

10

12

DRAFT

13. Do you have any children or grandchildren who previously were students in the alliance, but who have graduated? Asked only of the 276 respondents who answered question 12 either "yes, grandchildren," or "no." Numbers, rather than percentages, displayed.

Response	Number
Yes, children	10
Yes, children and grandchildren	13
Yes, grandchildren	9
No	153

14. RECORD GENDER

Response	Percentage
Female	50%
Male	49%

BUILDING DATA RECORD

Hurricane Deck Elementary

Original Construction 1952

First Addition 1966

Last Addition 1996

Osage Beach Elementary

Original Construction 1938

First Addition 1966

Last Addition 1996

Dogwood Elementary

Original Construction 1941

Addition 1958

Addition 1973

Addition 1989

Renovation 1993

Hawthorn Elementary

Original Construction 1971

First Addition 1976

Second Addition 1985

Oak Ridge Intermediate

Original Construction 1990

Camdenton Middle School

Original Construction 1967

First Addition 1987

Second Addition 1994

Camdenton High School

Original Construction 2007

Lake Career and Technical Center

Original Construction 1982

First Addition 1989

Second Addition 2011

Horizons

Original Building - Unknown

CAMDENTON R-III SCHOOL DISTRICT
DEBT SERVICE ANALYSIS WITH
AN ADDITIONAL \$35,000,000 FOR NEW CONSTRUCTION
VOTED IN APRIL, 2013

OPTION 1

Option 1 looks at refunding the Series 2005 bonds (partially in 2013 and the balance in 2015) as well as the Series 2007 bonds in 2017. We would not refund the Series 2008 bonds (little or no savings) nor the lease purchase. We then would issue \$10,000,000 of new money in 2013, \$15,000,000 in 2014, and \$10,000,000 in 2015 for a total of \$35,000,000. All bonds would be issued on a tax-exempt basis. The calculation below does not include extending the Series 2005 bonds or the Series 2007 bonds out which will need to be done for cash flow purposes.

Below is the summary for that option (assuming conservative interest rates)

Savings from refunding Series 2005 bonds in 2013	\$2,350,000
Savings from refunding Series 2005 bonds in 2015	\$1,125,000
Savings from refunding Series 2007 bonds in 2017	\$1,275,000

TOTAL ESTIMATED SAVINGS \$4,750,000

Amount of additional levy needed to implement new issue
(all in debt service) \$0.10

OPTION 2

Option 2 looks at trying to complete the new issue using the existing debt service levy (currently \$0.20) and the levy devoted to the lease purchase (currently \$0.11). This can be accomplished by refunding all of the debt using tax-exempt bonds whenever possible and taxable bonds when required by law. We would again issue the new money debt in the same issuance as Option 1 (\$10,000,000 in 2013, \$15,000,000 in 2014, and \$10,000,000 in 2015). We would extend the tax exempt refunding of the Series 2005 bonds to 2032 and the taxable refunding of the Series 2005 bonds to 2026 (they are set to retire in 2024, but will need to be extended in any event). The taxable bonds to refund the Series 2007 bonds might actually be shortened by 1 year. We would also refund the Series 2008 bonds and incorporate them into the new tax exempt portion of the issue and finally refund the lease purchase with taxable bonds.

Below is the summary for that option (assuming conservative interest rates)

Savings from refunding Series 2005 bonds with tax exempt bonds	(\$ 700,000)
Savings from refunding Series 2005 bonds with taxable bonds	\$ 900,000
Savings from refunding Series 2007 bonds with taxable bonds	\$1,950,000
Savings from refunding Series 2008 bonds with tax exempt bonds	(\$ 200,000)
Savings from refunding lease with taxable bonds	(\$2,350,000)

TOTAL ESTIMATED SAVINGS (\$ 400,000)

Amount of additional levy needed to implement new Issue
(assuming transfer of \$0.11 from Capital Projects) \$0.01

LEVY INFORMATION

As a side note, we have analyzed 16 (15 plus Camdenton) different debt levies of school districts with high assessed valuation per pupil for your review. These are from FY 2010.

<u>SCHOOL DISTRICT</u>	<u>ENROLLMENT</u>	<u>DEBT LEVY</u>	<u>AV PER PUPIL</u>
Clayton	2,509	\$0.6230	\$408,837
Ladue	3,939	\$0.3500	\$375,249
School of the Osage	1,869	\$0.3200	\$285,048
CAMDENTON	4,127	\$0.1700	\$259,399
Parkway	17,456	\$0.3400	\$252,943
Pattonville	5,528	\$0.4900	\$243,995
Kirkwood	5,110	\$0.3650	\$235,927
Lindbergh	5,696	\$0.3800	\$213,560
University City	3,049	\$0.7380	\$198,727
St. Louis City	23,576	\$0.6211	\$186,515
St. Charles R-VI	5,100	\$0.7400	\$184,097
Washington	4,144	\$0.2900	\$179,439
Kansas City	15,826	\$0.0000	\$175,983
Center	2,282	\$0.8600	\$172,886
Webster Groves	4,271	\$0.5610	\$165,747
Mehlville	10,699	\$0.0300	\$163,855

QUESTION

Shall Camdenton Reorganized School District No. R-3 of Camden County, Missouri, issue its general obligation bonds in the amount of \$43,000,000 for the purpose of constructing a new elementary school at Osage Beach, repairing, renovating and building additions to Hurricane Deck Elementary School and furnishing and equipping said facilities; upgrading safety at existing school facilities; and acquiring buildings, improvements, furnishings and equipment now leased to the District by paying off and retiring outstanding leasehold financing obligations?

The authorization of the Bonds will authorize a debt service tax levy in addition to the other taxes provided for by law on all taxable tangible property in the District sufficient to pay the interest and principal of the Bonds as they fall due. The District's debt service tax levy is estimated to increase approximately 10 cents, from \$0.20 to \$0.30 per one hundred dollars of assessed valuation.

CAMDENTON SCHOOL DISTRICT
Summary of levy options
Estimates for 2013-14

CURRENT LEVY AND ESTIMATED LEVY WITHOUT BOND ISSUE

Incidental Fund	\$1.3300
Teacher's Fund	\$1.1800
Debt Service Fund	\$0.2000
Capital Projects Fund	\$0.1600
<u>TOTAL</u>	<u>\$2.8700</u>

OPTION 1 - BOND ISSUE FOR \$35,000,000

Incidental Fund	\$1.3300
Teacher's Fund	\$1.1800
Debt Service Fund	\$0.3000
Capital Projects Fund	\$0.1600
<u>TOTAL</u>	<u>\$2.9700</u>

NET INCREASE OF \$0.1000

OPTION 2- BOND ISSUE FOR \$43,000,000

Incidental Fund	\$1.3300
Teacher's Fund	\$1.1800
Debt Service Fund	\$0.3100
Capital Projects Fund	\$0.0500
<u>TOTAL</u>	<u>\$2.8700</u>

**CAMDENTON BOND ISSUE APRIL 2013
PRELIMINARY SCHEDULE**

JANUARY 11, 2013

- January 14, 2013 Board meeting to place Bond Issue on ballot.
- January 22 & 23, 2013 Administration and staff meetings to develop Ed. Spec.
- January 22 – 25, 2013 Establish campaign committee – set meeting dates.
- January 25, 2013 Finalize Ed. Spec. and Space Program.
- February 6, 2013 Review design options with District and select preferred.
- February 11, 2013 Board meeting to review designs.
- February 13, 2013 Preliminary display boards for District review.
- February 11 – 15, 2013 Finalize campaign strategy – key committee assignments
- February 15, 2013 Display boards completed.
- February 18, 2013 Kickoff Campaign –
- Communication plan
 - Presentations
 - Endorsements
 - Community Forums
 - Mobilize Volunteers
- April 2, 2013 Election
- Election Watch Event

Approximate Cost for Microphones in Board Room

Everything is priced with retail prices as a basis to start from for a bid process.

SOUND SYSTEM:

2 EA. AUDIO TECHNICA AT-MX381 SMARTMIXER - (\$2169.) \$4338.00
1 EA. DBX DRIVERACK PA+ PROCESSOR - \$699.00
1 EA. QSC ISA500TI POWER AMP - \$911.00
8 EA. ELECTROVOICE EVID C8.2LP CEILING SPEAKERS - (\$165.) \$1320.00
12 EA. AUDIO TECHNICA U857Q GOOSENECK MICROPHONE - (\$296.) \$3552.00
12 EA. AUDIO TECHNICA AT8666 DESK STAND FOR ABOVE - (\$104.) \$1248.00
1 EA. FURMAN M8X RACK POWER SUPPLY - \$99.00
1 EA. LOWELL 2012B EQUIPMENT RACK - \$225.00
1 EA. INSTALLATION CABLE & CONNECTORS - \$690.00
1 EA. INSTALLATION LABOR - \$1500.00
COMPLETE RETAIL TOTAL FOR ABOVE - \$14,582.00

The above gives a total of 16 automatic channels through the SmartMixer. This mixer is very easy and will keep all of the microphones performing without the need to be near the mixer. You also have eleven microphones for the board table, assistants, student advisors, and one at a podium all with switched bases so they can be turned off if you want.

The mixer will have compression and gates for all of the channels, and the DriveRack PA+ will provide the same again for the entire system, as well as providing tone control and keeping feedback in control if someone did something to a microphone.

All of the above will pass through the ISA-500Ti power amp and out to the EVID full range, two-way ceiling speakers which will give you a very clear and clean reproduction of sound in the room no matter how full or empty it may be.

All of the equipment will be enclosed in a nice equipment rack where there will be a single switch to turn the system on or off, making it a very easy to use, hand off system. It will also have complete outputs for recording to about any format you will want.

PLEASE KEEP IN MIND THAT THESE ARE RETAIL PRICES AND THAT OUR COST SHOULD BE LESS ONCE WE GO THROUGH THE BID PROCESS.

In addition, I would like the Board to consider the following items:

1	Screen Motorized, recessed in ceiling	\$1,317
1	Projector Mounted in ceiling	\$250

Linda and I have had the opportunity to visit with the representatives of Board Docs and think it would be a valuable addition for the future. Some of the benefits are: it would offer greater security, a library of documents from other boards across the United States, electronic voting, extended archiving of board meetings, and the ability for the board secretary to capture minutes within the program. Our website meets the needs we have now, but I have a concern that we need to begin to think about a better long-term solution. The approximate cost for this would be about \$10,000. I know that sounds expensive, but for a software program of this magnitude, it is fairly reasonable. The company would send a representative to train all users of the program at all levels.

<http://www.boarddocs.com/>

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January Budget Amendment

Account Code	Description	Budget Adopted	Budget Revised	Difference
113-1221-6411-000-000	Sp Ed Supplies	45000	44294.59	-705.41
113-1221-6431-000-000	Sp Ed Textbooks	1600	2305.41	705.41
203-2210-6121-000-465	Title II.A Subs	0	49000	49000
113-2210-6343-000-465	Title II.A Travel	0	5000	5000
113-2210=6344-000-465	Title II.A Workshop Fees	0	25000	25000
113-2210-6391-000-465	Title II.A Other Purchased Services	0	20000	20000
113-2210-6411-000-465	Title II.A Supplies	30000	15000	-15000
113-1251-6391-000-451	Title I Other Purchased Services	48000	19100	-28900
113-1251-6391-402-451	Title I Other Purchased Services	0	12000	12000
113-1251-6391-403-451	Title I Other Purchased Services	0	6900	6900
113-1251-6391-404-451	Title I Other Purchased Services	0	9000	9000
113-1251-6391-408-451	Title I Other Purchased Services	0	3000	3000
113-2217-6151-000-217	21st Century Classified Salries	384.16	0	-384.16
113-2217-6151-000-459	21st Century Classified Salries	0	23190	23190
113-2217-6151-105-217	21st Century Classified Salries	1500	3501	2001
113-2217-6151-110-459	21st Century Classified Salries	0	5898	5898
113-2217-6151-402-217	21st Century Classified Salries	19434	0	-19434
113-2217-6151-403-459	21st Century Classified Salries	5625	23432	17807
113-2217-6151-404-217	21st Century Classified Salries	47594.3	0	-47594.3
113-2217-6151-406-217	21st Century Classified Salries	7125	0	-7125
113-2217-6343-110-459	21st Century Travel	0	3224	3224
113-2217-6343-403-459	21st Century Travel	0	2244	2244
113-2217-6343-404-217	21st Century Travel	0	4230	4230
113-2217-6344-110-459	21st Century Workshop Fees	0	4600	4600
113-2217-6344-205-217	21st Century Workshop Fees	0	1200	1200
113-2217-6344-403-459	21st Century Workshop Fees	0	4800	4800
113-2217-6344-404-217	21st Century Workshop Fees	0	2000	2000
113-2217-6344-406-217	21st Century Workshop Fees	0	1200	1200
113-2217-6391-105-217	21st Century Other Purchased Services	0	24900	24900
113-2217-6391-110-459	21st Century Other Purchased Services	0	4500	4500
113-2217-6391-205-217	21st Century Other Purchased Services	2000	6860	4860

113-2217-6391-402-217	21st Century Other Purchased Services	2000	0	-2000	-2000
113-2217-6391-403-459	21st Century Other Purchased Services	0	5500	5500	5500
113-2217-6391-404-217	21st Century Other Purchased Services	2000	4930	2930	2930
113-2217-6391-406-217	21st Century Other Purchased Services	2000	1220	-780	-780
113-2217-6411-000-217	21st Century Supplies	3000	0	-3000	-3000
113-2217-6411-105-217	21st Century Supplies	1000	21956	20956	20956
113-2217-6411-110-459	21st Century Supplies	0	14000	14000	14000
113-2217-6411-205-217	21st Century Supplies	1000	14523	13523	13523
113-2217-6411-402-217	21st Century Supplies	1000	9000	8000	8000
113-2217-6411-403-459	21st Century Supplies	0	9000	9000	9000
113-2217-6411-404-217	21st Century Supplies	1000	9000	8000	8000
113-2217-6411-406-217	21st Century Supplies	1000	9386	8386	8386
203-2217-6111-105-217	21st Century Certified Salaries	49912	38289	-11623	-11623
203-2217-6111-110-459	21st Century Certified Salaries	0	52522	52522	52522
203-2217-6111-205-217	21st Century Certified Salaries	72976	44052	-28924	-28924
203-2217-6111-402-217	21st Century Certified Salaries	69976	77923	7947	7947
203-2217-6111-403-459	21st Century Certified Salaries	64333	60117	-4216	-4216
203-2217-6111-404-217	21st Century Certified Salaries	73256	43389	-29867	-29867
203-2217-6111-406-217	21st Century Certified Salaries	62288	45357	-16931	-16931
403-2217-6541-000-217	21st Century Equipment & Furniture	1281	0	-1281	-1281
113-2217-6151-000-459	21st Century Classified Salries	0	3087	3087	3087
113-2217-6221-403-459	21st Century Classified Retirement	385	1333	948	948
113-2217-6344-105-217	21st Century Workshop Fees	0	1200	1200	1200
113-2217-6344-408-458	21st Century Workshop Fees	0	4290	4290	4290
113-2217-6411-408-459	21st Century Supplies	0	12000	12000	12000
113-2217-6343-408-459	21st Century Travel	0	2244	2244	2244
112-2217-6391-408-459	21st Century Other Purchased Services	0	7500	7500	7500
404-2552-6541-000-222	Transportation Secure our School Grant Equipment	30000	0	-30000	-30000
113-2552-6332-900-000	Transportation Repairs	25000	35000	10000	10000
404-2552-6542-900-193	Transportation Computer Hardware	0	1000	1000	1000
404-2552-6552-900-000	Transportation Vehicles	330000	332500	2500	2500
Total		1001669.46	1186697	185027.54	185027.54
21st Century					115527.54

Account Code	Description	Budget Adopted	Budget Revised	Difference
113-0000-5465-000-465	Title II.A	75000	110,000	35000
203-0000-5465-000-465	Title II.A	75000	124,000	49000
113-0000-5459-000-459	21st Century	0	229867.81	229867.81
203-0000-5459-000-459	21st Century	0	466701.32	466701.32
113-000-5459-000-217	21st Century	177320	0	-177320
203-000-5459-000-217	21st Century	341399	0	-341399
403-000-5459-000-217	21st Century	1281	0	-1281

Total 670000 930569.13 260569.13

CAMDENTON R-III SCHOOL DISTRICT
A START FOR 2013-2014

Early Out

No Students

Student School Days

Schedule

Aug 6, 7, 8
Aug 12
Aug 13
Aug 15
Aug 18
Aug 28
Sept 2
Sept 16
Sept 25
Oct 4
Oct 9
Oct 11
Oct 18
Oct 21
Oct 22
Oct 24
Oct 25
Oct 30
Nov 13
Nov 27 through 29
Nov 30
Dec 11
Dec 26
Dec 28
Jan 3
Jan 6
Jan 20
Feb 5
Feb 17
Feb 19
Mar 5
Mar 13
Mar 14
Apr 9
Apr 17 through Apr 21
Apr 23
May 7
May 16
May 19

New Teacher Orientation
Teacher Work Days
Secondary Meet the Teacher Night
Elementary Meet the Teacher Night
SCHOOL BEGINS
2:00 Early Out, Professional Collaboration
Labor Day - No School
Professional Development/Collaboration
2:00 Early Out, Professional Collaboration
Homecoming
2:00 Early Out, Professional Collaboration
Teacher Work Day
Last Day of 1st Quarter (40 days)
Elem. & Intermediate Parent/Teacher Conferences 4-8:00 p.m.
MS & HS Parent/Teacher Conferences 4-8:00 p.m.
Elem. Intermediate, MS, HS Parent/Teacher Conferences 4-8:00 p.m.
NO SCHOOL
2:00 Early Out, Professional Collaboration
Thanksgiving Vacation
2:00 Early Out, Professional Collaboration
Thanksgiving Vacation
2:00 Early Out, Professional Collaboration
Last Day of 2nd Quarter (45 days)
Christmas Vacation Begins at 12:30 p.m.
2:00 Early Out, Professional Collaboration
School Resumes
2:00 Early Out, Professional Collaboration
Professional Development/Collaboration
Presidents' Day - No School
2:00 Early Out, Professional Collaboration
2:00 Early Out, Professional Collaboration
Last Day of 3rd Quarter (47 days)
2:00 Early Out, Professional Collaboration
Easter Break
2:00 Early Out, Professional Collaboration
2:00 Early Out, Professional Collaboration
School Term Ends, 12:30 p.m.
Last Day of 4th Quarter (42 days)
Teacher Work Day
174 Student School Days
185 Teacher Contract Days

Make-Up Schedule for Missed School Days

14th Day May 15 8th Day May 23
2nd Day May 26 6th Day May 27
3rd Day May 28 7th Day May 28
4th Day May 31 8th Day May 29

Summer School Begins June 2, 2014

August 2013

M	Tu	W	Th	F
		1	2	
5	6	7	8	9
13	14	15	16	17
19	20	21	22	23
26	27	28	29	30

September 2013

M	Tu	W	Th	F	
	3	4	5	6	
9	10	11	12	13	
17	18	19	20	21	
23	24	25	26	27	30

October 2013

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

November 2013

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

December 2013

M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January 2014

M	Tu	W	Th	F
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February 2014

M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March 2014

M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April 2014

M	Tu	W	Th	F
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May 2014

M	Tu	W	Th	F
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June 2014

M	Tu	W	Th	F
2	3	4	5	6

CAMDENTON R-III SCHOOL DISTRICT
OPTION B

Early Out

Student School Days

Schedule

Aug 12, 13, 14
Aug 16, 19, 20, 21
Aug 19
Aug 20
Aug 22
Sept 2
Sept 16
Sept 25
Oct 4
Oct 9
Oct 11
Oct 18
Oct 21
Oct 22
Oct 24
Oct 30
Nov 13
Nov 27 through 29
Nov 30
Dec 11
Dec 26
Dec 28
Jan 3
Jan 6
Jan 20
Feb 5
Feb 17
Feb 19
Mar 5
Mar 13
Mar 14
Apr 9
Apr 17 through Apr 21
Apr 23
May 7
May 16
May 19

New Teacher Orientation
Teacher Work Days
Secondary Meet the Teacher Night
Elementary Meet the Teacher Night
SCHOOL BEGINS
Labor Day - No School
Professional Development/Collaboration
2:00 Early Out, Professional Collaboration
Homecoming
2:00 Early Out, Professional Collaboration
Teacher Work Day
Last Day of 1st Quarter (45 days)
Elem. & Intermediate Parent/Teacher Conferences 4-8:00 p.m.
MS & HS Parent/Teacher Conferences 4-8:00 p.m.
Elem. Intermediate, MS, HS Parent/Teacher Conferences 4-8:00 p.m.
NO SCHOOL
2:00 Early Out, Professional Collaboration
Thanksgiving Vacation
2:00 Early Out, Professional Collaboration
Thanksgiving Vacation
2:00 Early Out, Professional Collaboration
Last Day of 2nd Quarter (45 days)
Christmas Vacation Begins at 12:30 p.m.
2:00 Early Out, Professional Collaboration
School Resumes
2:00 Early Out, Professional Collaboration
Professional Development/Collaboration
Presidents' Day - No School
2:00 Early Out, Professional Collaboration
2:00 Early Out, Professional Collaboration
Last Day of 3rd Quarter (47 days)
2:00 Early Out, Professional Collaboration
Easter Break
2:00 Early Out, Professional Collaboration
2:00 Early Out, Professional Collaboration
School Term Ends, 12:30 p.m.
Last Day of 4th Quarter (47 days)
Teacher Work Day
174 Student School Days
185 Teacher Contract Days

Make-Up Schedule for Missed School Days

1st Day May 27 5th Day June 2
2nd Day May 28 6th Day June 3
3rd Day May 29 7th Day June 4
4th Day May 30 8th Day June 5

Summer School Begins June 10, 2014

August 2013

M	Tu	W	Th	F
			4	2
5	6	7	8	9
13	14	15	16	17
19	20	21	22	23
26	27	28	29	30

September 2013

M	Tu	W	Th	F	
3	4	5	6	7	
9	10	11	12	13	
17	18	19	20	21	
23	24	25	26	27	30

October 2013

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

November 2013

M	Tu	W	Th	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December 2013

M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January 2014

M	Tu	W	Th	F
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February 2014

M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March 2014

M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April 2014

M	Tu	W	Th	F
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May 2014

M	Tu	W	Th	F
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June 2014

M	Tu	W	Th	F
2	3	4	5	6

**CAMDENTON R-III SCHOOL DISTRICT
OPTION C**

Early Out

No Students

Schedule

Aug. 12, 15, 14
 Aug. 16, 19, 20, 21
 Aug. 19
 Aug. 20
 Aug. 21
 Sept. 2
 Sept. 16
 Oct. 4
 Oct. 11
 Oct. 18
 Oct. 21
 Oct. 22
 Oct. 24
 Nov. 1
 Nov. 27 through 29
 Dec. 20
 Dec. 23 through Jan. 2
 Jan. 3
 Jan. 6
 Jan. 20
 Feb. 17
 Mar. 14
 Apr. 17 through Apr. 21
 May 23
 May 26
 May 27

New Teacher Orientation
 Teacher Work Days
 Secondary Meet the Teacher Night
 Elementary Meet the Teacher Night
 SCHOOL BEGINS
 Labor Day - No School
 Professional Development
 Homecoming
 Last Day of 1st Quarter (35 days)
 Teacher Work Day
 Elem. & Intermediate Parent/Teacher Conferences 4-8:00 p.m.
 MS & HS Parent/Teacher Conferences 4-8:00 p.m.
 Elem., Intermediate, MS, HS Parent/Teacher Conferences 4-8:00 p.m.
 NO SCHOOL
 Thanksgiving Vacation
 Christmas Vacation Begins at 12:30 p.m.
 Last Day of 2nd Quarter (45 days)
 Christmas Vacation
 Teacher Work Day/Collaboration
 School Reopens
 Professional Development
 Last Day of 3rd Quarter (47 days)
 Teacher Work Day
 School Term Ends 12:30 p.m.
 Memorial Day - No School
 Teacher Work Day
 174 Student School Days
 165 Teacher Contract Days

Make-Up Schedule for Missed School Days

1st Day Feb 17
 2nd Day Apr 17
 3rd Day May 25
 4th Day Apr 21
 5th Day May 27
 6th Day May 28
 7th Day May 29
 8th Day May 30

Summer School Begins June 2, 2014.
 Friday Early Outs begin August 30th.
 Buses leave campus at 2:30.
 30 Collaboration Days.

August 2013

M	Tu	W	Th	F
5	6	7	8	9
12	13	14	15	16
22	23	24	25	26
27	28	29	30	

September 2013

M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
23	24	25	26	27
30				

October 2013

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

November 2013

M	Tu	W	Th	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December 2013

M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

No Students

August 2013

M	Tu	W	Th	F
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September 2013

M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
23	24	25	26	27
30				

October 2013

M	Tu	W	Th	F
1	2	3	4	
8	9	10	11	12
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2013

M	Tu	W	Th	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December 2013

M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

**CAMDENTON R-III SCHOOL DISTRICT
OPTION D**

Early Out

No Students

Schedule

Aug. 6, 7, 8
 Aug. 9, 12, 13, 14
 Aug. 12
 Aug. 13
 Aug. 15
 SCHOOL BEGINS
 Sept. 2
 Sept. 16
 Oct. 7
 Oct. 11
 Oct. 18
 Oct. 21
 Oct. 22
 Oct. 24
 Oct. 25
 Nov. 1
 Nov. 27 through 29
 Dec. 9
 Dec. 20
 Dec. 23 through Jan. 2
 Jan. 3
 Jan. 6
 Jan. 20
 Feb. 10
 Feb. 17
 Mar. 14
 Mar. 17
 Apr. 7
 Apr. 17 through Apr. 21
 May 5
 May 28
 May 29

New Teacher Orientation
 Teacher Work Days
 Secondary Meet the Teacher Night
 Elementary Meet the Teacher Night
 SCHOOL BEGINS
 Labor Day - No School
 Professional Development/Collaboration
 Homecoming
 Last Day of 1st Quarter (39 days)
 Teacher Work Day
 Elem. & Intermediate Parent/Teacher Conferences 4-8:00 p.m.
 MS & HS Parent/Teacher Conferences 4-8:00 p.m.
 Elem., Intermediate, MS, HS Parent/Teacher Conferences 4-8:00 p.m.
 NO SCHOOL
 Thanksgiving Vacation
 Christmas Vacation Begins at 12:30 p.m.
 Last Day of 2nd Quarter (43 days)
 Christmas Vacation
 Teacher Work Day/Collaboration
 School Reopens
 Professional Development/Collaboration
 Professional Development/Collaboration
 Professional Development/Collaboration
 Christmas Vacation Begins at 12:30 p.m.
 Last Day of 3rd Quarter (46 days)
 Teacher Work Day/Collaboration
 School Term Ends 12:30 p.m.
 Last Day of 4th Quarter (46 days)
 Teacher Work Day
 174 Student School Days
 182 Teacher Contract Days

Make-Up Schedule for Missed School Days

1st Day Feb 17
 2nd Day Apr 17
 3rd Day May 25
 4th Day Apr 21
 5th Day May 29
 6th Day May 30
 7th Day May 31
 8th Day June 2
 9th Day June 3

Summer School Begins June 5, 2014

January 2014

M	Tu	W	Th	F
6	7	8	9	10
13	14	15	16	17
21	22	23	24	25
27	28	29	30	31

February 2014

M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
18	19	20	21	22
24	25	26	27	28

March 2014

M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
18	19	20	21	22
24	25	26	27	28
31				

April 2014

M	Tu	W	Th	F
1	2	3	4	
8	9	10	11	12
14	15	16	17	18
22	23	24	25	26
28	29	30		

May 2014

M	Tu	W	Th	F
6	7	8	9	10
12	13	14	15	16
19	20	21	22	23
27	28	29	30	31

June 2014

M	Tu	W	Th	F
2	3	4	5	6

**CAMDENTON R-III SCHOOL DISTRICT
OPTION E**

Early Out

No Students

Student School Days

August 2013

M	Tu	W	Th	F
	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20	21	22	23	24
25	26	27	28	29
30				

Schedule
 Aug. 12, 13, 14 New Teacher Orientation
 Aug. 16, 19, 20, 21 Teacher Work Days
 Aug. 19 Secondary Meet the Teacher Night
 Aug. 20 Elementary Meet the Teacher Night
 Aug. 22 SCHOOL BEGINS
 Sept. 1 No School
 Sept. 15 Professional Development/Collaboration
 Sept. 25 2:00 Early Out, Professional Collaboration
 Oct. 4 Homecoming
 Oct. 9 2:00 Early Out, Professional Collaboration
 Oct. 17 Last Day of 1st Quarter (39 days)
 Oct. 18 Teacher Work Day
 Oct. 21 Elem. & Intermediate Parent/Teacher Conferences 4:40 p.m.
 Oct. 22 MS & HS Parent/Teacher Conferences 4:40 p.m.
 Oct. 24 Elem., Intermediate, MS, HS Parent/Teacher Conferences 4:40 p.m.
 Oct. 30 NO SCHOOL
 Nov. 1 2:00 Early Out, Professional Collaboration
 Nov. 13 Thanksgiving Vacation
 Nov. 27 through 29 2:00 Early Out, Professional Collaboration
 Dec. 11 Christmas Vacation Begins at 12:30 p.m.
 Dec. 20 Last Day of 2nd Quarter (41 days)
 Dec. 23 through Jan. 2 Christmas Vacation
 Jan. 6 Teacher Work Day/Collaboration
 Jan. 7 School Resumes
 Jan. 20 Professional Development/Collaboration
 Feb. 5 2:00 Early Out, Professional Collaboration
 Feb. 17 Presidents' Day - No School
 Feb. 18 2:00 Early Out, Professional Collaboration
 Mar. 5 2:00 Early Out, Professional Collaboration
 Mar. 5 Last Day of 3rd Quarter (47 days)
 Mar. 13 Teacher Work Day
 Apr. 9 2:00 Early Out, Professional Collaboration
 Apr. 17 through Apr. 21 Easter Break
 May 7 2:00 Early Out, Professional Collaboration
 May 23 School Term Ends, 12:30 p.m.
 May 23 Memorial Day - No School
 May 26 Last Day of 4th Quarter (47 days)
 May 27 Teacher Work Day
 174 Student School Days
 165 Teacher Contract Days

September 2013

M	Tu	W	Th	F
3	4	5	6	7
8	9	10	11	12
13	14	15	16	17
18	19	20	21	22
23	24	25	26	27
30				

February 2014

M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
16	17	18	19	20
23	24	25	26	27
28				

October 2013

M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
28	29	30	31	

March 2014

M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2013

M	Tu	W	Th	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2014

M	Tu	W	Th	F
1	2	3	4	5
7	8	9	10	11
14	15	16	17	18
22	23	24	25	26
28	29	30		

December 2013

M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Make-Up Schedule for Missed School Days
 1st Day May 27 5th Day June 2
 2nd Day May 28 6th Day June 3
 3rd Day May 29 7th Day June 4
 4th Day May 30 8th Day June 5
 Summer School Begins June 10, 2014

No Students

Early Out

Student School Days

August 2013

M	Tu	W	Th	F
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Schedule
 Aug. 12, 13, 14 New Teacher Orientation
 Aug. 16, 19, 20, 21 Teacher Work Days
 Aug. 19 Secondary Meet the Teacher Night
 Aug. 20 Elementary Meet the Teacher Night
 Aug. 22 SCHOOL BEGINS
 Sept. 1 No School
 Sept. 15 Professional Development/Collaboration
 Sept. 25 2:00 Early Out, Professional Collaboration
 Oct. 4 Homecoming
 Oct. 9 2:00 Early Out, Professional Collaboration
 Oct. 17 Last Day of 1st Quarter (39 days)
 Oct. 18 Teacher Work Day
 Oct. 21 Elem. & Intermediate Parent/Teacher Conferences 4:40 p.m.
 Oct. 22 MS & HS Parent/Teacher Conferences 4:40 p.m.
 Oct. 24 Elem., Intermediate, MS, HS Parent/Teacher Conferences 4:40 p.m.
 Oct. 30 NO SCHOOL
 Nov. 1 2:00 Early Out, Professional Collaboration
 Nov. 13 Thanksgiving Vacation
 Nov. 27 through 29 2:00 Early Out, Professional Collaboration
 Dec. 11 Christmas Vacation Begins at 12:30 p.m.
 Dec. 20 Last Day of 2nd Quarter (41 days)
 Dec. 23 through Jan. 2 Christmas Vacation
 Jan. 6 Teacher Work Day/Collaboration
 Jan. 7 School Resumes
 Jan. 20 Professional Development/Collaboration
 Feb. 5 2:00 Early Out, Professional Collaboration
 Feb. 17 Presidents' Day - No School
 Feb. 18 2:00 Early Out, Professional Collaboration
 Mar. 5 2:00 Early Out, Professional Collaboration
 Mar. 5 Last Day of 3rd Quarter (47 days)
 Mar. 13 Teacher Work Day
 Apr. 9 2:00 Early Out, Professional Collaboration
 Apr. 17 through Apr. 21 Easter Break
 May 7 2:00 Early Out, Professional Collaboration
 May 23 School Term Ends, 12:30 p.m.
 May 23 Memorial Day - No School
 May 26 Last Day of 4th Quarter (47 days)
 May 27 Teacher Work Day
 174 Student School Days
 165 Teacher Contract Days

September 2013

M	Tu	W	Th	F
3	4	5	6	7
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

February 2014

M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
16	17	18	19	20
23	24	25	26	27
28				

October 2013

M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

March 2014

M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2013

M	Tu	W	Th	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2014

M	Tu	W	Th	F
1	2	3	4	5
7	8	9	10	11
14	15	16	17	18
22	23	24	25	26
28	29	30		

December 2013

M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Make-Up Schedule for Missed School Days
 1st Day May 27 5th Day June 2
 2nd Day May 28 6th Day June 3
 3rd Day May 29 7th Day June 4
 4th Day May 30 8th Day June 5
 Summer School Begins June 10, 2014

Basically option B, changing 11/1 to 10/25 if parent/teacher conferences stay all within one week. If established substitutes are used then collaboration can be coordinated by buildings/levels. With subs then grade levels or vertical teams could be covered in the mornings for teachers to be at trainings on time.

For questions see Ryan Neal, Christy Page, or Marcie Rollings.

**CAMDENTON R-III SCHOOL DISTRICT
OPTION G**

No Students

Early Out

Student School Days

August 2013

M	Tu	W	Th	F
		1	2	3
4	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28
29	30			

September 2013

M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

October 2013

M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

November 2013

M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

December 2013

M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

Schedule

Aug. 5, 12, 13 New Teacher Orientation
 Aug. 9, 12, 13 Teacher Work Days
 Aug. 14 Secondary Meet the Teacher Night
 Aug. 14 Elementary Meet the Teacher Night
 Aug. 14 SCHOOL BEGINS
 Sept. 1 Labor Day - No School
 Sept. 2 Professional Development/Collaboration
 Sept. 3 2:00 Early Out: Professional Collaboration
 Sept. 4 Homecoming
 Oct. 1 2:00 Early Out: Professional Collaboration
 Oct. 17 Last Day of 1st Quarter (45 days)
 Oct. 18 Teacher Work Day
 Oct. 24 Elem. & Intermediate Parent/Teacher Conferences 4-8:00 p.m.
 Oct. 29 MS & HS Parent/Teacher Conferences 4-8:00 p.m.
 Oct. 29 Elem., Intermediate, MS, HS Parent/Teacher Conferences 4-8:00 p.m.
 Oct. 30 2:00 Early Out: Professional Collaboration
 Nov. 1 NO SCHOOL
 Nov. 15 Professional Development/Collaboration
 Nov. 15 Thanksgiving Break
 Nov. 27-29 2:00 Early Out: Professional Collaboration
 Dec. 11 Christmas Vacation Begins at 12:30 p.m.
 Dec. 20 Last Day of 2nd Quarter (40 days)
 Dec. 23 - Jan. 3 Christmas Vacation
 Jan. 6 Teacher Work Day
 Jan. 6 School Begins
 Jan. 15 2:00 Early Out: Professional Collaboration
 Jan. 29 2:00 Early Out: Professional Collaboration
 Feb. 14 Professional Development/Collaboration
 Feb. 17 Presidents' Day
 Feb. 26 2:00 Early Out: Professional Collaboration
 March 12 2:00 Early Out: Professional Collaboration
 March 13 Last Day of 3rd Quarter (46 days)
 March 14 Teacher Work Day
 March 14 2:00 Early Out: Professional Collaboration
 March 26 Easter break
 April 3 2:00 Early Out: Professional Collaboration
 April 30 School Begins
 May 19 School Begins 12:30 p.m.
 May 19 Last Day of 4th Quarter (45 days)
 May 20 Teacher Work Day
 May 25 Memorial Day

174 Student School Days
 185 Teacher Contract Days

Make-Up Schedule for Missed School Days

1 st Day	May 20	5 th Day	May 27
2 nd Day	May 21	6 th Day	May 28
3 rd Day	May 22	7 th Day	May 29
4 th Day	May 23	8 th Day	May 30

Summer School Begins June 1, 2014

January 2014

M	Tu	W	Th	F
		1	2	3
4	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28
29	30	31		

February 2014

M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

March 2014

M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

April 2014

M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

May 2014

M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

June 2014

M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

2013-2014 CALENDAR COMMITTEE MEETING NOTES

November 8, 2012

Present: Stacy Asante, Selynn Barbour, Pam Barrett, John Beckett, Shawn Dandoy, Cathy Duggan, Terry Jacob, Margaret Jones, Sean Kirksey, Jori LeMay, Shawn Maschino, Dr. Gail White, Christy Page, Marcie Rollings, Sarah Schwantes, Nora Shields, Todd Shockley, Renee Slack, Brett Thompson, Amy Wackerman, Stefanie Wirrhis, and Dr. Tim Hadfield

Dr. Hadfield welcomed those in attendance and introductions were made. The purpose of the committee was reviewed, which is to create calendar recommendations for the School Board to consider.

District policy and statutory requirements of a school calendar were reviewed. Other documents reviewed included the District's current 2012-2013 calendar, a basic "start" for a 2013-2014 District calendar, and 2012-2013 district calendars for Elton, School of the Osage, West Plains, Morgan County R-II, Waynesville, Lebanon, and Jefferson City.

Dr. Hadfield re-read the portion of the District's Academic Calendar policy which states, "The Board recognizes the relationship between attendance and student achievement and directs the superintendent to develop an academic calendar designed to improve student achievement..."

Student attendance hours drive state funding based on average daily attendance. Our District is paid based on the first preceding year's ADA. If we miss a few hours due to illness or weather, it is not a significant amount of money lost.

Individually each one present listed what they would like to be included in the school calendar; i.e. start after Labor Day, end before Memorial Day, have a long Christmas break, etc. Next, partner responses were composed. Then as a group each table determined what points they would like to see on the calendar.

As a whole, the committee looked over and discussed the ideas presented from each group. Each individual was given three dots to "spend" on their top three choices of listed ideas they would like to be considered in the formation of next year's calendar.

Below is the list of ideas, the number of dots awarded, and rank:

IDEAS	Number of Dots	Rank
Build PD collaboration days that would allow for 4½- or 4-day work week with 3 - 3½ day collaboration time on Fridays.	6	4
Start one week later and end later. (MAP testing date moved back.)	3	
Have at least one day off a month.		
No spring conferences: Keep evening conference and Friday off OR night and half day then off.		
Open house on different night for outlying buildings.	6	4
Maintain four-day work schedule at beginning of year (no PD on 4 th day).		
Keep PD day first quarter.		
Parent/Teacher conferences broken up between two weeks.	1	
Continue ending semester before Christmas.		
Teacher workday immediately following end of quarter.	1	

Maintain professional collaboration (flexible on scheduling).	1
Keep make-up days at the end of the year.	14
Weekly collaboration (Possibly add one hour to contract.)	1
Day after Halloween would be a great PD day.	
Protect President's Day	1
Protect Easter (at least three maybe four days) for time with family or vacation.	4
Half days before Thanksgiving, Christmas and Easter breaks.	7
Good reviews for this year's Christmas break (two weeks).	
Week later start to year (tourism).	
Can graduation be set on the calendar?	
Possible Spring Break	
Not coming back to work on a Friday	9
Keep two-week Christmas Break @	2
Protect President's Day	
Just as much instructional time.	4
Just as much PD/work time/collaboration time.	
As little as possible change to daily routine.	1
Attempt to reduce transportation expense.	
Respect community and parent needs.	
Honor Veteran's Day (A no-student day.)	5
Full Friday collaboration day per month.	
Keep Thanksgiving and Christmas same.	
PT in evenings.	
Honor Spring Break	

At the next meeting the committee will work up several calendar options. The committee has broad parameters and statutory requirements. Collaboration is important, keeping a long Christmas vacation, keeping half days prior to breaks, keeping the four work days prior to the start of school and protecting one of those days for teachers to be in their classrooms, and start/end a week later were some of the top ideas.

Other topics discussed included:

- The school culture is changing because teachers are being asked to teach better without time to plan.
- Parents need to be continually educated on the necessity of collaboration.
- Consider daycare for young students as a result of early release days.
- Teachers could be paid to come in an hour earlier. We would need to work with our teachers and staff who have young children themselves.
- Frequent collaboration time is especially essential at the High School. If there is too long between collaboration times it can be pointless because teachers have tested, re-tested, and moved on.
- Are late starts successful?
- Four-day student week.
- Year-round school.
- Want to meet the needs of our community as well as serving our students to the best of our ability.
- Need to continue to brainstorm how to get the teachers out of the classroom but keep the students in. What are options to keep students here but have collaboration time?
- More contact time with students should have been listed as an idea.

Tim will schedule the next meeting and notify all members.

2013-2014 CALENDAR COMMITTEE MEETING NOTES

December 18, 2012

Present: Selynn Barbour, Pam Barrett, John Beckett, Shawn Dandoy, Jot Dickemann, Cathy Duggan, Margaret Jones, Sean Kirkesey, Jori LeMay, Shawn Maschino, Ryan Neal, Christy Page, Marcie Rollings, Sarah Schwantes, Nora Shields, Todd Shockley, Renee Slack, Brett Thompson, Stefanie Wirths, and Dr. Tim Hadfield

Dr. Hadfield welcomed those in attendance and introductions were made. The purpose of this meeting of the committee was to continue working on the 2013-2014 school calendar. Notes from the November 8, 2012, calendar committee meeting were reviewed. Rankings of committee members' "Spend the Dot" activity were reviewed.

Several calendar options were reviewed. These were designed working off the perception of maintaining instructional time.

- o Calendar A, a start for 2013-2014, similar to 2012-2013 calendar.
- o Calendar B, begin a week later, two week Christmas break, protect days off, make-up days at the end of the year.
- o Calendar C, weekly collaboration on Fridays (buses leave about 2:30 with 30 collaboration days), start a week later, and make-up days interspersed.
- o Calendar D, one Monday a month for collaboration, keep 174 students days, 191 teacher contract days (added six to teachers).

Committee members were rearranged and began their worksession, working off a blank calendar or starting with one of the existing options and revamping it to create more calendar options.

Group A

Fluctuate Calendar option B. Don't want to have the final teacher workday fall after Memorial Day. Begin teacher workdays August 14, 15, 16, and 19, with students' first day of August 20. Have more collaboration days than early releases. Front load collaboration days at the beginning of the school year, taking days out of April and May and moving them to the beginning of the year. The instructional focus calendar can be planned based on pre-tests. Another benefit of starting on August 20 and moving a collaboration day to August 30 from May would create more four-day weeks to begin the year. No vertical work can be accomplished in 1-1½ hours.

Group B

Examined the number of days and meeting the requirements. Examined values received, what is important to our community and staff. The biggest hurdle is the early release time and getting kids back to the community. Looked at what collaboration could look like if we did it keeping the students all day. Could we condense the schedule and alternate collaboration times? Discussed the potential of having full-time, one day a week subs. Could we maintain collaboration and keep the kids here? Maintain 174 student days and 185 teacher days. After October 21, 22, and 24 parent/teacher conferences, have no school October 25 rather than November 1, which was originally intentional to follow Halloween. Calendar B is the closest to their thoughts.

Group C

Protect all holidays, have make-up days at the end of the year. Leave early release intervals. Look at different options for collaboration time. No less collaboration but no less instructional time. Have a

different start date than option B of August 22. Start later to address community needs. End the quarter on Thursday, hold a teacher workday on Friday. The four workdays at the beginning of the year are important to keep. Option B is very similar to what we would like to see. Change quarter dates with 1st quarter ending October 17 with a teacher workday October 18. First quarter would be 39 days and second quarter would be 41 days.

Group D

Keep same number of days, elongate teacher contracted days to add one full-day of collaboration a quarter. Start August 9 and have 86 days first semester and 88 days second semester. Protect Christmas, February 19, and Easter break. Hold parent/teacher conferences October 24 and October 29, then no school on November 1. Teachers returning on a Friday in January after Christmas break has to go. Have teachers come back on Monday, January 6, and students return January 7th.

If you have any further products, please send them to Central Office. Notes of this meeting will be sent to committee members. Your input will be gathered and additional calendar options will be sent to you.

Mr. Neal answered the trivia question correctly, what is the worst student attendance day of the week? The answer is Monday. The best attended day of the week is Wednesday.

At the next meeting these new calendar options will be reviewed. Tim will schedule the next meeting the beginning of January and will notify all members.

Preliminary MSIP 5 Results

Board of Education Meeting
January 2013

Summary Points

- Results based on the last 3 years of data.
- Details of MSIP 5 standards were discussed in last month's meeting.
- District performance was strong in the following areas:
 - Academic Performance
 - Subgroup Performance
 - Graduation Rate
 - Overall
- Opportunities for Growth:
 - Attendance
 - College and Career Readiness

Overview of MSIP 5

- Standard 1- Academic Achievement
 - English Language Arts, Mathematics, Science, and Social Studies
- Standard 2- Subgroup Achievement
 - Super subgroup
- Standard 3- College and Career Readiness
 - ACT
 - Advanced Coursework
 - College and Career Placement
- Standard 4- Attendance
- Standard 5- Graduation Rate

Overall Summary

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned
1. Academic Achievement	56	56	100.0%
2. Subgroup Achievement	14	14	100.0%
3. College and Career Ready (CCR)	30	25	83.3%
4. Attendance	10	6	60.0%
5. Graduation Rate	30	30	100.0%
Total	140	131	93.6%

Overall Points

	2012	2013	2014
APR Total Points	131.0/140		
Percent of Points	93.6%		

Standard 1: Academic Achievement

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned
1. Academic Achievement			
English Language Arts	16.0	16.0	100.0%
Mathematics	16.0	16.0	100.0%
Science	16.0	16.0	100.0%
Social Studies	8.0	8.0	100.0%
Total Points Earned*	56	56	100.0%

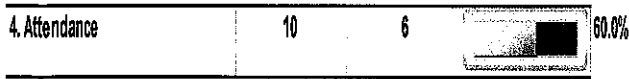
Standard 2: Subgroup Achievement

2. Subgroup Achievement			
English Language Arts	4.0	4.0	100.0%
Mathematics	4.0	4.0	100.0%
Science	4.0	4.0	100.0%
Social Studies	2.0	2.0	100.0%
Total Points Earned*	14	14	100.0%

Standard 3: College and Career Readiness

3. College and Career Ready (CCR)			
CCR 1-3*	10.0	7.5	75.0%
CCR 4*	10.0	7.5	75.0%
CCR 5-6*	10.0	10.0	100.0%
Total Points Earned*	30	25	83.3%

Standard 4: Attendance



Standard 5: Graduation Rate



Conference Ranking (Note- Volatility remains in the data; therefore, these percentages can change.)

	2013	2014	2015
Rolla	96.8		
Camdenton	93.6		
Lebanon	93.2		
Springfield	87.1		
West Plains	84.6		
Waynesville	83.2		
Joplin	62.1		

Conclusion

- Positive results thus far in the preliminary data set.
- These numbers are somewhat volatile and it will take time for the state and local districts to adjust to the new formulas associated with MSIP 5.
- Our district will continue to investigate all avenues to enhance performance in college and career readiness as well as attendance.

Tuesday, February 19, 2013 at the Capitol Plaza Hotel, 415 W. McCarty Jefferson City, MO 65101

Please register for the event by clicking here.

Learn more about education issues likely to have an impact on your school district during the 2013 MSBA Legislative Forum. Those issues include tax credit reform, foundation formula funding, changes to the Public School Retirement System, vouchers and many others. Don't miss this opportunity to get the latest on pending legislation and to meet with your local legislators at the Capitol. Your advocacy is critical during the legislative session. Join other school board members and administrators from districts throughout the state at the 2013 MSBA Legislative Forum. (1 CBM credit)

Below is a **TENTATIVE** schedule. Please check back for new and updated information. Thank you for your patience.



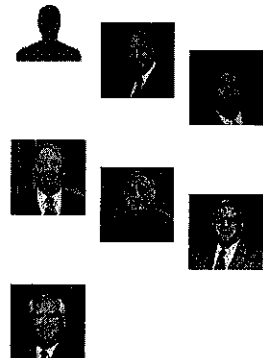
Speakers

Tuesday, February 19

- 8:00am Registration
- 9:00am Welcome
- 9:05am Discussion with Legislative Leaders
- 9:40am Tax Credit Reform and Tax Policy Issues
- 10:15am Public School Retirement System Issues
- 10:45am Break
- 11:00am MSBA's Legislative Update
- 11:45am Break
- 12:15pm Lunch & Speaker
- 1:30pm Visits to the Capitol - Buses provided
- 3:00pm MSBA Open House

- Jefferson City, MO
- Break
- General Session
- Meal
- Other
- Reception
- Registration

Recently Active Speakers



Event schedule powered by **SCHED.ORG**

Contact MSBA

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