



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

Delivering the same high level of education equally across all campuses with the population growth issues that were discussed tonight.

Meeting the educational needs of each student.

Maintaining/improving the quality of what we have while facing rising expenses in a poor economy.

Becoming too data-oriented for teachers that record-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.

To provide a high-quality education in better facilities.

Transportation and centralization/decentralization of the three elementary schools; population shift.

Being proactive to deal with population shifts.

Improving on excellence; maximizing all students’ potential.

Balance of energy use versus campus availability.

Growth.

Providing a quality education for all levels of students – high, medium and low.

Bring up MAP scores.

Keeping continuity of the schools while managing growth.

Money.

Transportation.

Being able to keep our school district with the best of all teachers and subjects so that our students can excel to the highest standards.



TO: Tim Hadfield

FROM: Ken DeSieghardt  
Rick Nobles

RE: October Patron Panel recommendations

DATE: August 10, 2011

Tim, we've had a chance to review the data from the first Patron Panel and think that we've come up with a solid agenda for the second meeting in October.

Specifically, it appears that the potential Guiding Principles separated themselves into two groups, with six of them standing out clearly as higher priorities than the others. Those items were:

1. Maintain high academic standards
2. Maintain quality teachers
3. Achieve balance and understanding about the value of both academics and activities in a student's education
4. Have all schools be perceived as being of equal quality
5. Evaluate all the options (include new grade configurations) to address overcrowding
6. Maintain a personal school learning environment in the face of growth

In looking at these, we would define items 1 and 2 as mandates for the district, rather than something that the Panel could do anything about. It's almost as if these could be "tests" against which ideas that come from the Panel could be evaluated. In other words, does this (whatever the idea is) help the district maintain high academic standards and/or maintain quality teachers?

Item number 3 seems like a good discussion topic, but perhaps is not as immediately important to you and the district as items 4-6.

Therefore, we recommend that the next Panel go as follows:

- **We present the six items that separated themselves, in terms of the Guiding Principle grading exercise, 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 icebreaker 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 this 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 (you and anyone you think would be appropriate) would then review the options that have been discussed to address overcrowding.**

This should be a fairly detailed review of the options that have been discussed as part of the long range facility planning process. We think it's important to have an unbiased 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 patron perspective. (We'll make that clear at the outset, so no one gets the wrong idea.)

The output from this meeting will provide additional insight for the district, along with great fodder 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. Thanks!

**CAMDENTON R-III SCHOOL DISTRICT  
NOTES OF BOARD OF EDUCATION  
RETREAT**

Board Retreat-Administration Building, Board of Education Room  
October 25, 2011-8:00 a.m.

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**Present:**

Nancy A. Masterson	President	Tim Hadfield	Superintendent
Chris C. McElyea	Vice-President		
John L. Beckett	Member	Linda Leu	Secretary
Jim Besancenez	Member		
Selynn Barbour	Member		
Jackie Schulte	Member		

**Absent:**

Randy M. Dickerson

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

Dr. James briefed the Board about his background and experience. He is aware of the Camdenton R-III situation in regards to continued growth. Dr. James explained that he was present to provide some direction and enhance communication.

The Board and community generally want in their superintendent someone who can manage the financial well-being of the district and improve student performance; however, communication is the key. Board members were encouraged to contact the superintendent when there are questions or concerns, likewise for the superintendent to contact Board members with questions or concerns.

**Strategic Plan**

The District's strategic plan was reviewed. This plan was developed several years ago by staff, community, and the Board. The purpose of a strategic plan is to provide the reason for the District's existence, determine what drives the organization, what is held sacred, what guides the Board. Districts generally get where the community wants to be.

Mission - District's reason for existence.

Goals - Statements that cover what you are trying to do.

Objectives - Assist the district in accomplishing their goals.

Objectives

*Research-based strategies* - The Board-approved revised Performance Based Teacher Evaluation is being piloted this year. Implementation of the standards based grade card has been implemented in grades K-3 and this year is being piloted in grade 4. There was discussion about this revision progressing up through the grade levels, how is it going to work for upper levels? There is the possibility of having both, a letter grade for GPA and the standards based grade card which provides parents and students more information. Communication between parents and teachers is increased.

*Communication Arts* – Looking at Missouri Initiative for the secondary level. The District has already looked at the Balanced Literacy Program for K-6.

*Mathematics*- Worked on this through Vertical Teams for PK-12 and horizontal grade level teams. The trend with math scores has been a steady increase.

*Instructional support positions/resources and library resources* – The District is still working with the library resources plan. It is not uncommon for districts to go backwards in meeting standards during these difficult

economic times. Hurricane Deck and Osage Beach elementaries have inadequate, unequal educational opportunities because of space limitations.

*Professional Development* – Principals submit professional development needs to the Central Office. These activities are required to tie in to building plans and individual professional development plans.

*Community Relationships*- First you do a good job, take care of business. The collaboration process drives the improvement process. The collaboration time is invaluable for our staff. We are accountable for that time by submitting team meeting reports and making them available so the community can see what is being accomplished.

*Promote positive, collaborative and caring learning environment* - The District has a standing committee with the Patron Panel comprised of approximately 30 members through which the District is obtaining valuable feedback. Need to work on having a communications plan in the District.

Facebook and twitter could possibly be used to enhance communication. Publishing a weekly newspaper article such as *Notes from the Superintendent's Desk* could be beneficial. Emails and School Reach messages are other possible forms of communication with patrons. It takes a variety of tools to communicate with the public in order to reach all age groups.

*Summary* – Is the Board comfortable with the Strategic Plan as a whole? Board agenda items tie in to items included in the Strategic Plan. The Strategic Planning Committee will begin meeting again soon to start planning for another three-year cycle.

One concern about maintaining high-quality staff is the amount of paperwork required of teachers. If possible it would be good to reduce the amount of paperwork so teachers can concentrate on teaching. Teaching time is lost due to testing time and busy work.

### Facilities

The Board reviewed actual enrollment and projected enrollment figures by grade levels. The numbers are slightly less than predicted in the master plan a couple years ago. The downturn in the economy plays a part in this. Dr. James sited that there are lessons to be learned by looking at Branson and Lee's Summit.

District building enrollments and capacity numbers were reviewed. By the end of the decade it is projected that there will possibly be 1,000 more students in the Camdenton District. Even if the District increases 750 students rather than 1,000, the District will face major facility issues. There is insufficient space available at Osage Beach Elementary to handle increased enrollment. Portions of Hurricane Deck Elementary are not serving the students in a very functional manner. The issue faced is more about equity rather than capacity at Hurricane Deck.

An issue to confront will be if the situation at Osage Beach is resolved, what is going to be done at Hurricane Deck? Hurricane Deck may need renovations rather than a new facility. Upcoming changes to Highway 5 need to be considered with the right-of-way and possibly closing one entrance to the school. The marquee is expected to stay in place. A public hearing will soon be held regarding the expansion of Highway 5.

Dogwood Elementary enrollment is nearing capacity. Research is clear that the less transition from one building to another the better the academic performance. The worst situation is a one grade transition. Less is better in terms of transition. The District could consider restructuring Dogwood Elementary and Hawthorn as two K-4 buildings. This would require more staff because of scheduling. There may not be any reason to think about doing this, it is just an idea Dr. James mentioned.

If the Board decides to explore the idea of Dogwood and Hawthorn both being K-4 elementaries, a lot of time would need to be spent talking. There would be resistance because it would be a change. The District would need to move slowly and engage teachers in discussions.

Sometime in the not too distant future there is going to be the need for more space to handle the K-2 program, particularly at Osage Beach. Dogwood K-2 is going to be full if growth continues. The District could replace Osage Beach Elementary with a building that could handle more students and move the boundary line closer to Camdenton to encompass more student population. As far as location, moving Osage Beach Elementary closer to KK would be beneficial. Bringing a building towards Camdenton would resolve the Osage Beach Elementary issue and help with Dogwood's enrollment numbers. Boundary issues are a challenge.

Dr. James inquired about a possible boundary change that would cause more students to attend Hurricane Deck where the District could handle more students. The Board felt this would not be a good idea. In the past when this has been studied it would not affect a very large number of students. However, it would be a good idea to move the boundary for Osage Beach because of location and student population.

The question is, where do you build and when do you acquire the site? Typically, districts look in front, pre-determine a site so that emotion is not involved later. The Board needs to give some guidance to administration on how to move forward. The Board might want to consider acquiring a site in the next 12 months. Sometimes it is best to work with a realtor. 14-15 acres would be sufficient space. Dr. James asked if the Board decides they want site acquisition to be a part of the bond issue, how is that going to be done? It is difficult to ask the public for a building and then not have a place to put it.

Dr. James asked the Board when and how they want to move forward. The reply was that a timeline would be helpful for the Board to make a decision regarding land acquisition, possibly running a bond issue, and to begin building. Dr. James stated that from the time approval is secured it normally takes two years before a new building will be occupied.

The Board needs information as a plan is developed to go forward. The plan could include a new Osage Beach Elementary building, restructure Dogwood Elementary, remodel and renovate Hurricane Deck and some renovations to other buildings on the main campus. It would be good to include several items in the package. A new building should occupy 500 students. The community would appreciate the jobs. A package that would include all campuses without increasing the current tax rate might be perceived as better than any one of those items individually.

Dr. James asked if the Board felt the need is here? Can the options be explained to the community? If you don't have to increase the current tax rate the approval rate of running an issue is better. If the Board decides to go forward, the superintendent needs to be in the buildings quickly to explain what is happening so staff hears it up front.

Dr. James acknowledged that during a down economy the last thing a Board wants to do is raise taxes. However, it is a tremendous time to borrow money and to build. Interest rates are less, the District's assessed valuation is good, a penny here produces more money than most places in the state.

Supt. Hadfield reviewed three scenarios presented by Dick Bartow of George K. Baum & Company regarding refunding the existing debt of the District and issuing new money.

- 1) Lease purchase requiring a \$.05 increase to the capital projects fund and a possible increase in the debt service fund.
- 2) A general obligation bond issue for \$35,000,000 with a \$.09 increase in the debt service fund.
- 3) A general obligation bond issue for \$43,000,000 with a transfer of \$.11 to the debt service fund from the capital projects fund and refinancing of the lease purchase to general obligation bonds.

The bad news is that the District is going to have to deal with facility issues due to reaching capacity at Osage Beach and nearing capacity at Dogwood Elementary. The Board needs to reach a consensus on how to proceed and then explore these ideas with the community. The good news is that the District can resolve a lot of these issues without increasing the tax rate. Refinancing along with a lower interest rate is the best buy for the community if it can be explained.

When the Board is ready the superintendent will engage the community in discussion. A citizen's group from all segments of the community would be formed to study the issues. They could even bring a recommendation to the Board. One question is whether to purchase land ahead of time. Might be able to make the case that the Board of Education held a retreat this week and examined enrollments that indicate there will be over 5,000 students in the District by the end of the decade which will require additional facilities. Then you will gauge the public's opinion. It may make sense to a majority of the public but you may only hear from those who oppose the idea.

Learning from the 2005 issue, your process must be transparent. Students in Camdenton are better off with the new High School than if it was never built. It is the District's responsibility to insure people have accurate information. The Board needs to think about their responsibility to insure there are adequate facilities for the students of the next decade and a strategy needs to be developed to do so.

John suggested another Board meeting would be beneficial to explore what the Board wants to do. He mentioned that the District would need to show that this proposal would be a huge benefit for students. It would also be a good idea to explore the options to create less transition for students.

Chris mentioned that the citizen's group would be instrumental in the success of the proposal. Teachers would need to be included as part of the early discussion. The teachers need to be well informed because they would be the voice for the District. Jackie said the elementary teachers would be thrilled because of their class sizes being at the limit.

Selynn suggested the Board be provided updated projected enrollment numbers.

**The Board discussed election dates and votes required.**

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<b>DESE'S ELECTION CALENDAR</b>			
<b>Tax Proposal</b>	<b>Election Dates</b>	<b>Required Percentage</b>	<b>Statute Citation</b>
<b>Bond Issue</b>	February	66 2/3%	Article VI,  26(b)
	April	57.14%	
	June	66 2/3%	
	August	66 2/3% in odd years 57.14% in even years	
	November	66 2/3% in odd years 57.14% in even years	

*From <http://www.dese.mo.gov/schoollaw/jreqaskques/Elections.html>*

**April is the month in which most bond issues are passed.** Districts usually stay away from November when the turnout is the heaviest and there are other issues on the ballot. Districts usually stay away from August because more issues are successful if the information campaign is run when school is in session. A lease purchase requires a simple majority.

The Board needs to determine what projects should be included, then visit with an architect and obtain estimates. Architects can provide initial cost estimates based on square footage. Once an issue is passed, it is common to take a group of staff members to buildings that have been built recently. Dr. James believes the District wants a building designed for programs in this community.

Mr. Hadfield will put together some information to be given to the Board possibly at a late November meeting or the regular December meeting. Tim may want to explore options including cost estimates for a new facility at Osage Beach, remodel/renovation at Hurricane Deck, and then get more direction. At that time Tim might

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recommend convening a citizen's group. Dr. James said it usually requires three meetings with the citizen's group. They need to be presented the issues, tour the facilities, then they should be presented with a couple possible solutions.

Dr. James and Tim will visit. Dr. James ended by saying that a facility plan requires a lot of input. The Board is made up of leaders and you can't be a leader without being willing to look forward.

**Other Items**

A partial list of committees throughout the District was reviewed. The possibility of Board representation on various committees was discussed.

The recent survey being completed by the Patron Panel will be sent to the Board for their input. Results will be tabulated and shared with the Board.



**CAMDENTON R-III SCHOOL DISTRICT  
NOTES OF BOARD OF EDUCATION RETREAT**

**Board Retreat – Administration Building, Board of Education Room  
November 29, 2011 – 7:00 a.m.**

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**Present:**

Nancy A. Masterson	President	Tim Hadfield	Superintendent
Chris C. McElyea	Vice-President	Dr. Jim Rich	Assistant Superintendent
John L. Beckett	Member	Linda Leu	Secretary
Jim Besancenez	Member		
Selynn Barbour	Member		
Jackie Schulte	Member		

**Absent:**

Randy M. Dickerson

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The Camdenton R-III Board of Education met for a Board Retreat on Tuesday, November 29, 2011. The Board reviewed notes of the October 25, 2011, Board Retreat. Administration is incorporating Board guidance to make improvements throughout the District.

**Teacher Time**

To alleviate some busy work Dr. Henry is communicating with staff that all testing data does not need to be developed into grand reports, but rather is to be used to inform teaching.

**Facilities**

The Board continued discussion regarding District facilities in light of updated projected enrollment figures. It appears the District's growth is not as aggressive as previous projections predicted. Utilization of buildings has changed with the expanded preschool program. Again, looking at building enrollments and capacities, Osage Beach elementary is at capacity. Dogwood Elementary is nearing capacity.

The Board reviewed Osage Beach Elementary enrollment numbers as a result of parent requests, No Child Left Behind requests, and children of staff requests. Over 30 children are at Osage Beach Elementary because of these particular transfers. DESE allowed the District to limit the NCLB transfers to Osage Beach Elementary due to the lack of space. The cafeteria and gymnasium are specific areas of concern for this building.

Feds and the State may be pushing for more Charter Schools in the future. The State has signaled its intent to apply for a waiver to NCLB and School Choice.

In two locations the District does not have adequate facilities to offer the same quality programs as are offered in the other buildings.

Preliminary cost projections were reviewed from Michael Kautz as follows:

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|--|--------------|
| 1. New K-4 Osage Beach Elementary serving 400-450 students.  | \$17,022,430 |
| 2. Addition and renovation at Hurricane Deck Elementary.   | \$12,754,633 |
| a. Structural issues. Library, cafeteria, and gym are inadequate.<br>Could knock off the old part of the building and add on new.                        |              |
| 3. Convert existing Maintenance Building to serve LCTC programs;<br>animal science and meat processing. Could look into possible grant<br>opportunities. | \$ 832,128   |
| 4. New Maintenance and Storage Building  | \$ 2,804,688 |

TOTAL ESTIMATE                      \$33,413,879

With continued growth, additional space for transportation may be necessary in the future. Through diligent reconfiguring of routes, new routes have not been added recently.

Mr. Hadfield will seek more information about the Quonset hut near the District grounds on Jackson Street.

Previous financing options were reviewed:

1. Lease purchase - it could be done without a vote of the people.
2. Bonds – increase debt service levy by \$.09.
3. General obligation bond issue - transfer levy, refinance, and keep levy the same.

DESE's Election Calendar was reviewed. Dick Bartow will attend the regular December meeting to provide bond refinancing information.

This year the budget was conservative with deficit spending and currently next year's budget has over \$1,000,000 deficit projected including a lease purchase payment of \$500,000 more than was paid this year. This is a preliminary budget with steps given on the salary schedule but no increase in the base.

Property could be purchased for a new Osage Beach Elementary building in preparation for the future. Board members realize a need exists for a new building but not sure this is the time. When it is time, the Board consensus seemed to be to take it to the voters. Before going to the voters, a location should be definite. Could possibly purchase 15-20 acres of property but not go to the voters to build yet. Need to keep in mind it will be two to three years after the decision is made before a new building will be utilized. If the District starts looking for property it is going to be the perception of the public that the District is going to build.

The Board discussed the possibility of a citizen's group to review this same information the Board has seen to get an idea of the community's feelings. Could start with the current Patron Panel and determine if a different group is needed. The Patron Panel's responsibility is to provide the pulse of the community to the District without being led.

Looking at energy consumption, from July to November, the District spent \$10,000 less a month in electricity. The District's total cost avoidance is about \$360,000 from the inception of Energy Education in January 2011. Hopefully with some of these savings the District can make some upgrades (boiler systems) that will further increase consumption savings.

The District has been putting off technology purchases, bus purchases, and other costly items. The District needs to maintain what it has and take care of those inside.

In summary, Superintendent Hadfield will take facility information to the Patron Panel in January 2012, direct Dick Bartow to provide bond refinancing information to the Board in December, and inquire about the Quonset hut.

### **Bus Driver Information**

The normal way the District works with a group of employees would be through an employee organization; i.e. Salary Committee, Classified Employee Association, etc. According to Gary Conrad, the drivers approached the Board six years ago about the District providing health insurance for drivers. Comparing bus driver pay and rates with other districts is difficult. Bus driver wages Mr. Hadfield provided were taken directly from bus driver timecards. The average hourly pay rate based on timecards is \$26.25. The Board was provided minimum and maximum rates of drivers in several other districts.

The Board anticipated the bus drivers asking for health insurance coverage but instead they asked for a raise to help cover the cost of purchasing their own health insurance. The District could look for a discounted insurance plan for this group and provide the convenience of paying through the District.

The annual survey requested could be completed through the Classified Employee Association.

### **Procurement – P-Cards**

MSBA has a policy and a P-Card program, whereby a bus driver could check a card out when going on a trip requiring the bus to be fueled, etc. These cards also offer rebates. Mr. Hadfield will continue to check into the P-Card program.

**Dogwood Small Learning Communities**

Administration believes the small learning communities are good for students. Implementation has been somewhat difficult at the beginning.



**Camdenton R-III School District**  
**Spring 2012 Patron Panel Survey Results**  
**June 12, 2012**  
**Patron Panel Responses received: 10**  
**Board of Education Responses received: 6**

- 1. 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 as being the right balance? Six respondents chose to answer this question. Their verbatim replies are shown below.**

Oh, gracious, I don't know how you could benchmark that. My guess is that residents' opinions will be widely varied. I would also guess that most residents would be satisfied with Camdenton's high value on both academics and activities.

If the district has a full range of activities that show student participation is high and SAT scores are high, then standards are being met.

The right balance is achieved when individual academic achievement is the first priority and assessment is at or above standards set for that individual (maximum potential). It can then be combined with extracurricular activities that interest each student to teach complimentary life skills that will benefit future life goal achievement.

Ninety percent academics. Need stronger science, and math is falling short. Ten percent activities/sports.

Academics can be judged by state test results, etc. Activities need to be accessed by the broader offering – maybe compared to like-size 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 certain activities their student requests to participate in.

- *Provide best possible education for students and balance the values.*
- *Academics is most important, but involvement in activities fosters academics and motivates students.*
- *Put as much emphasis on academics as we do sports.*
- *I think there is a "right balance" between academics and activities and to put it succinctly- "Academics should never suffer because activities are demanding too much time to properly learn the academics and deprive the student the time to complete assigned work". Each student is different, so I don't think you can apply an exact number of minutes/hours of study time required of the student. Coaches/sponsors should communicate participation time expectations at the beginning of the sport/activity, with the caveat that if additional activities or tournaments are scheduled, that those will be communicated as soon as possible. Some students who are better organized (and the discipline of some sports and activities inadvertently teach this) utilize their study/assignment time more efficiently. Some students*

*grasp the subject area easier than others and when it comes to applying their knowledge to assignments, can accomplish that work quicker.*

**2-4. 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.” They are listed below. Which one do you think is the most important step the district could take? What would be second-most important? What would be third-most important? Results reported using a 3-point weighted scale, in which each “most important” answer was 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.**

<b>Item</b>	<b>Patron Panel</b> <i>3-point weighted scale points</i>	<b>Board of Ed.</b> <i>3-point weighted scale points</i>
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 teachers 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 the district’s balance is comparable to neighboring districts	3	3

- *My priority in answering 2, 3 and 4 reflects what I think would help our students achieve this balance. First, "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)"- should be helpful to students to achieve that balance if it articulates our school's expectations. Second, "Work with teachers to help guide students to the right level of involvement in activities" - this will provide the initial and on-going guidance some students will need, especially around the end of a quarter or term. A student might not see that their level of engagement in a class is slipping so a teacher should initially take a sympathetic approach pointing out what they might not see, but after that hold them to the expectation of balance. Third, "Make certain that the funding is appropriately balanced"- and I hope we can always say this of our role in governance! It was hard for me to decide not to make the statement about explaining to the community the value/importance of extracurricular activities the third priority, but then our actions in appropriately balancing the funding, as well as having written guidelines and teachers who are supportive of that guideline who will guide students to achieve the goal of balance between their academics and extracurricular activities.*

**5. Is there anything else 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 thought of 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.**

Survey students to see what they learn from activities.

Make sure there is a wide RANGE of activities (which I think Camdenton has) and stress the benefits and importance of all, so that one type of activity doesn't outweigh others in importance or funding.

Activities should be a lesser issue. You will not attend college or enter a high-level position on sports/band, etc.

Not familiar with the overseas study/education offered, or even just short-term trips for foreign language classes that may be offered . . . meant to raise that question as one within the balance of academics and worldly educational 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. Like the old cliché, if they jump off the cliff, would we? If a neighboring district had the world's best whatever team, but their students were not successful in academics and were graduating poorly prepared for the real world, then I would not think of them as a district to emulate.*

**6. Another one of the Guiding Principles that the group identified at the first meeting was to "Evaluate all options (including new grade configurations) to address overcrowding." As you think about it, what do you think would be the preferred solution for most residents to address the challenge of overcrowding? Five responses were received on this question. They are reported in verbatim form below.**

My guess is our local residents would prefer that no money be spent! However, that doesn't look like it's an option.

Build new buildings and change attendance areas.

What will most benefit the students? I know that sounds simplistic, but there seems to be other "agendas" that come to the surface.

Build a new middle school by the high school. That should open years of growth.

New facilities where the need is identified.

- *Give residents a part in solving the problem.*
- *Build additional facility – not on main campus.*
- *New school in Osage Beach.*

**7-9. In the April meeting, the Panel identified several steps the district could take to help "Evaluate all options (including new grade configurations) to address overcrowding." They are listed below. Which one do you think is the most important step the district could take? What would be second-most important? What would be third-most important? Results reported using a 3-point weighted scale, in which each "most important" answer was 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.**

<b>Item</b>	<b>Patron Panel 3-point weighted scale points</b>	<b>Board of Ed. 3-point weighted scale points</b>
Consider expansion at overcrowded facilities	13	8
Consider acquiring land for potential future schools	11	15
Rethink centralization	11	1
Adjust school boundaries to redistribute the student population	10	5
Reconfigure grade levels to balance out student	9	7

population		
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**10. Is there anything on the topic of “Evaluate all options (including new grade configurations) to address overcrowding” that’s not on the list that you might have thought of since the meeting? Five responses were received to this question. Two said “no,” while the other three are reported in verbatim form below.**

I believe all of the options have equal importance and should be considered and weighed simultaneously. I’m sure you would do a "cost-benefit" analysis.

I believe we’re spending excess funding on the IB program and special classes with a few students and the others suffer with overcrowded classes or not even offering them, because of special treatment for a handful of IB students. It’s embarrassing. Eleven got a diploma for the funding we gave it.

Thought we already had the land needed, so I’m not sure why that is listed as a consideration.

• My bias is to buy the land for a new school where our worse overcrowding is happening and that is Osage Beach. By purchasing land on the western side of this community, we can then accomplish the second step I chose, which is to adjust school boundaries to redistribute the student population. In a new larger school in the Osage Beach area, we can shift some students from our main campus and downsize the lower elementary buildings in Camdenton. Instead of one or two classrooms of each grade level, we could have four of each grade level. When better economic times in the future find our district in a better position for increased local or state funding, then we should also consider adding enough classrooms to Hurricane Deck so that the four sections of each grade level could occur there also and adjusting the school boundaries to have additional students attend at that campus.

I also think we should start talking about this last topic so our community sees it coming- the need for a bond issue for a new Osage Beach area elementary school; the need to adjust school attendance boundaries in the future; and inform our constituents regarding the success of “small learning communities”. We know that we must do something about the Osage Beach Elementary school- it is old and quickly becoming overcrowded. The physical plant at Osage Beach elementary does not provide our students with a quality learning environment, nor do portions of the Hurricane Deck elementary. We have seen the benefits of teachers being able to effectively collaborate with their peers and by increasing the number of teachers per grade level at these outlying schools, it will enhance their ability to share data and their successful practices/lessons with other teachers who can utilize their lessons so their struggling students can achieve at a higher level.

At this time, I don’t think “rethinking centralization” has any relevance, as our Camdenton physical plant complex is in place, and not in serious enough disrepair to require replacement. When our students progress to the upper elementary, middle and high school buildings, there is a large student population, but that allows us to offer those students so much more under that roof. Could we ever be lucky enough to find two Mr. Bauer, two Ms. Nichols, two Mr. Clayton, two Mr. Martin to staff another equally successful high school fine arts programs! And of course, this is true of other academic and activity areas. If we split these existing schools it would require additional operating funds for academic areas (think science labs), media center, cafeteria, and all that will require more staffing and operational costs. In fact, I see the vision of past leadership to keep a centralized campus as a plus for our district. Students can move more easily to another building for advance coursework if they are ready for this academic challenge (middle school to high school). Students from one building can perform for or visit another building for activities like tutoring or classroom aides during the school day without transportation taking up an undue amount of time.

*If we can eventually pull additional students off the main campus to the outlying elementary buildings then we will achieve a smaller building population in Dogwood and Hawthorne. The change to "smaller learning communities" has helped students feel more at home with a designated set of teachers in their elementary years, and we can further enhance that by reconfiguring Hawthorne to become a Pre-K through grade four level building, and adding grades 3 & 4 to the communities already in place in Dogwood.*

*Another by-product of shifting students at the lower levels by adjusting attendance boundaries would be to have available (or during expansion build more) classrooms that can be converted to additional pre-school classrooms. Research has shown that at-risk students (especially) are more successful with this early start to their education years. Other students get this jump on academics which will allow them to progress through required coursework at a faster pace. We are not serving all the children in pre-school as we could serve, and classroom space is one of those reasons. Of course transportation of these pre-school children is another huge obstacle to overcome and that will take some creative problem-solving.*