

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

**Regular Meeting – Administration Building, Board Room  
May 12, 2014 – 5:30 p.m.**

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**Present:**

Chris C. McElyea	President	Dr. Tim Hadfield	Superintendent
Nancy A. Masterson	Vice President	Roma France	Assistant Superintendent
Selynn Barbour	Treasurer	Dr. Jim Rich	Assistant Superintendent
Jackie Schulte	Member	Dr. Ryan Neal	Assistant Superintendent
Laura L. Martin	Member	Linda Leu	Secretary
Tom Williams	Member		
Courtney R. Hulett	Member		

**Absent:**

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*A formal picture of the Board of Education was taken prior to the beginning of the Board meeting.*

**I. CALL TO ORDER & RECITE PLEDGE OF ALLEGIANCE**

The Camdenton R-III Board of Education met in Regular Session in the Board Room of the Administration Office on Monday, May 12, 2014. The meeting was called to order by President McElyea at 5:34 p.m. The pledge of allegiance was recited.

**II. APPROVAL OF AGENDA**

Regular Meeting – May 12, 2014  
Strategic Plan Goal Area – Governance

Motion: Move to approve the agenda of the regular May 12, 2014, meeting as presented.  
Barbour/Masterson - all ayes.

**III. RECOGNITION OF STUDENT ADVISOR & EMPLOYEES**

Nurse Kim Saab and teacher Linda Hall were recognized for their actions in treating our students in emergency situations. Logan Clary was recognized for his service as a Student Advisor to the Board throughout the past year.

Strategic Plan Goal Area - Governance

No motion necessary.

**IV. CLASSIFIED EMPLOYEE OF THE MONTH**

Kim Simpson, President of the Classified Employee Association, was present to recognize Jenelle Horton as the May Classified Employee of the Month. Jenelle has been with the district since 2000. She is the secretary to the principal at the Middle School.

Strategic Plan Goal Area – Facilities/Support/Instructional Resources

No motion necessary.

**V. CAMDENTON AREA CHAMBER OF COMMERCE**

Trish Creach, Executive Director of the Camdenton Area Chamber of Commerce, addressed the Board concerning the District's support of the 64<sup>th</sup> annual Dogwood Festival. She expressed their appreciation to the District for all who were so accommodating for the festival.

Strategic Plan Goal Area – Parent & Community Development

No motion necessary.

**VI. PUBLIC COMMENT**

There was no public comment.

Strategic Plan Goal Area – Parent & Community Development

**VII. CONSENT ITEMS**

- A. Approve Minutes and Documentation of Regular Meeting – April 14, 2014

Strategic Plan Goal Area - Governance

- B. Approve Minutes and Documentation of Special Meeting – April 22, 2014

Strategic Plan Goal Area - Governance

- C. Approve Excellence in Education Nominations

Strategic Plan Goal Area – High Quality Teachers

This month's recipients are as follows:

Dogwood Elementary	Paula Cloyd
Hawthorn Elementary	Randy Gurn
Hawthorn Elementary	Allison Jolly
Oak Ridge Intermediate	Melissa Salsman
Oak Ridge Intermediate	Lisa Jackson
Middle School	Lori Sullivan
High School/Horizons	Dr. Jody Welsh
LCTC	Gail Still
Hurricane Deck Elementary	Angie Biggers

- D. Approve Expenditures for CC & Dorothy Blair Trust

Strategic Plan Goal Area - Governance

Recommended expenditures were presented for approval.

- E. Approve New Courses for 2014-2015

Strategic Plan Goal Area - Governance

The Board reviewed information related to a new course offering at the High School. Accounting 101 is an online dual credit course offered by State Fair Community College. This course will be dual seated with other online course offerings. No additional staff will be needed.

The other new course is Cadet Teaching at the Middle School.

- F. Approve Summer School Application

Strategic Plan Goal Area – Student Performance

A summer school application from Mr. Lewis was reviewed.

- G. Accept Bids for Used Buses

Strategic Plan Goal Area – Governance

A used bus bid summary was presented. Bids were recommended for acceptance.

Motion: Move to approve consent items B-G as presented.

Masterson/Barbour – all ayes.

Motion: Move to approve consent item A, approve minutes and documentation of the regular meeting, April 14, 2014, as presented.

Masterson/Barbour – all ayes; Schulte abstained, absent.

**VIII. APPROVAL OF BILLS**

Strategic Plan Goal Area – Governance

Motion: Move to approve all bills and addendum as submitted, excluding bills from ACI/Boland and Hulett Chevrolet, Buick, GMC.

Schulte/Masterson – all ayes.

Motion: Move to approve bills from ACI/Boland.

Schulte/Masterson - all ayes; Barbour abstained, nepotism.

Motion: Move to approve bills from Hulett Chevrolet, Buick GMC.

Schulte/Barbour - all ayes; Hulett abstained, nepotism.

**IX. APPROVAL OF TREASURER’S REPORT**

Strategic Plan Goal Area - Governance

Motion: Move to approve the April 2014 Treasurer’s Report as submitted.  
Schulte/Barbour - all ayes.

**X. UNFINISHED BUSINESS**

**A. DISTRICT INSURANCE ANALYSIS**

Insurance representatives were in-District to review stop loss bids for next year.  
Strategic Plan Goal Area - Governance

Motion: Move to accept revision renewal #2 bid from Unimerica, increasing the specific to \$95,000 deductible.  
Masterson/Schulte – all ayes.

**XI. NEW BUSINESS**

**A. LEADER IN ME PROCESS**

Renee Slack facilitated a review of the Leader in Me process in the Camdenon District.  
Strategic Plan Goal Area - Student Performance

No motion necessary.

**B. HIGH SCHOOLS THAT WORK, MAKING MIDDLE GRADES WORK & TECHNICAL CENTERS THAT WORK INTRODUCTION**

The Board heard from administrators about the opportunity to host multiple sites on campus linked to the Southern Regional Education Board. This is an official introduction to HSTW, MMGW, and TCTW. Affiliation with the SREB will focus our secondary schools on insuring that all of our students are college and career ready by graduation. HSTW, MMGW, and TCTW are vehicles that offer support to teachers and administrators alike. The main focus is on setting high expectations for our students and staff to insure that all students may get the most out of their education.  
Strategic Plan Goal Area - Governance

Motion: Move to approve grant funding for the Technical Centers That Work initiative.  
Barbour/Martin - all ayes.

**XII. UNFINISHED BUSINESS (Continued)**

**B. ELEMENTARY CONSTRUCTION UPDATE**

Dr. Hadfield provided construction project updates.  
Strategic Plan Goal Area - Facilities/Support/Instructional Resources

Motion: Move to approve the Osage Beach Change Order #2 as recommended.  
Schulte/Williams - all ayes.

**C. BOARD POLICY UPDATE**

The Board gave a second read and consideration to revised policy EHBA, Student Use of Personal Electronic Devices for Instructional Purposes.  
Strategic Plan Goal Area - Governance

Motion: Move to approve policy update EHBA, Student Use of Personal Electronic Devices for Instructional Purposes, as presented.  
Barbour/Masterson - all ayes.

**XIII. BOARD WRAP-UP**

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

Strategic Plan Goal Area - Governance

- Volunteer Dinner, May 27, 6:00 p.m.
- Second May Board Meeting – Wednesday, May 28, 2014, 7:30 a.m.
- End-of-Year Brunch & Assembly – June 5, 2014, beginning at 10:30 a.m.
- MSBA Leadership Summit – June 6 & 7, Tan-Tar-A
- June Board Meeting Reports tentatively include: School Climate/Discipline Report, and Guidance & Counseling Report
- Board Retreat

No motion necessary.

**XIV. 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) Hiring, firing, disciplining, or promoting particular employees (610.021)(3).
- 2) Individually identifiable personnel records, performance ratings, or records pertaining to employees (610.021)(13).

Strategic Plan Goal Area - Governance

Motion: Move to adjourn to Executive Session.

Masterson/Barbour - Roll call vote: Masterson – aye, Barbour – aye, Schulte – aye, McElyea – aye, Hulett – aye, Williams – aye, and Martin – aye.

**XV. ADJOURN MEETING**

Motion: Move that the meeting adjourn.

Barbour/Schulte - all ayes.

Meeting adjourned at 8:26 p.m.

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Chris C. McElyea - President of the Board

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Linda Leu – Secretary of the Board

Amount of Available Blair Grant Funds for 2014-2015: \$ 23,197.42

Camdenton R-III School District

Blair Trust Fund Requests for 2014-2015

Teacher / Group	Location	Description	2014-2015 Amount Requested	2013-2014 Amount Funded
Teacher of the Year (First Trust)	One elementary level One secondary level	Conference & travel	\$ 2,000.00	\$ 2,000.00
Scholarship (First Trust)	District	For graduating senior to be paid over a four-year period	\$ 2,000.00	\$ 2,000.00
Scholarship (Second Trust)	District	For graduating senior to be paid over a two-year period	\$ 2,000.00	\$ 2,000.00
Teacher of the Year Committee	District	Annual Award Recognition Dinner	\$ 1,000.00	\$ 1,000.00
Sandra Richardson	Kindergarten Teachers Dogwood - HD - OB	Homework Bags, \$125 per teacher (16 classrooms)	\$ 2,000.00	\$ 2,000.00
Vicki Luber	Dogwood, all 1st Grade teachers	Students write about themselves and a book is published from their writings	\$ 1,300.00	\$ 1,300.00
Stephanie Basham	Parents as Teachers	Purchase books to give to families encouraging parents to read to their pre-school children	\$ 1,000.00	\$ 1,000.00
Kris Williams	Dogwood Elem. PE	Initiate a Running/Health Club to help combat childhood obesity. Asking for projector, heart monitors, pedometers, and fitness videos, and equipment.	\$ 2,000.00	\$ 703.42
Jeff Kitchen	LCTC, Agriculture	Purchase of nine incubators at \$180 each. They would be used by the Ag Dept. and also loaned to other buildings for use in science projects.	\$ 1,620.00	-0-
J Dinsdale, T Edwards, J Hilton, M Salsman	Oak Ridge, 5 <sup>th</sup> Grade	Purchase of four document cameras to aid in teaching. (We think these can be purchased at a lower cost. RLF)	\$ 3,796.00	\$ 800.00
Jeanne Butkovich	Osage Beach, 3 <sup>rd</sup> Grade	Learning Fractions Through Cooking. Purchase of kitchen equipment to aid students in learning fractions. Also purchase of additional XL Math software	\$ 769.00	-0-
Carolyn Roberts	Capstone	Purchase of a ten-player Buzzer Lockout System to aid in preparation for Quiz Bowl competitions	\$ 295.00	\$ 295.00
Penny Rassler	Capstone	Purchase of MeMo pads to provide extension and enrichment and to aid in incorporating tech skills	\$ 3,913.29	\$ 1,300.00
Carrie Viebrock	Hurricane Deck and Osage Beach Music	Purchase of Xylophones and xylophones mallets to aid students in reading and playing music	\$ 490.40	\$ 490.00

Anna Leezer and Mindy Miller	Osage Beach Comp Lab	Digital cameras, cases, batteries, camcorders, tripods and memory cards to allow students to have hands on learning and enhancing the Leader In Me program.	\$ 959.07	\$450.00
J Lakey & T Long	Hurricane Deck Kindergarten	Purchase of computer and listening center headphones to aid students in learning good reading habits by listening to good reading.	\$ 258.72	\$259.00
Tammy Stone	Hawthorn, 4 <sup>th</sup> Grade	Purchase of Lenovo netbooks for mobile computer lab.	\$ 11,520.00	\$3,600.00
<b>SUB TOTAL</b>			<b>36,921.48</b>	<b>19,197.42</b>

**Long-Term Grant – Two Year Project (Blair Grants provides \$4,000 per year with a district match)**

Teacher / Group	Location	Description	2014-2015 Amount Requested	2013-2014 Amount Funded
Nicolette Hemen	Middle School	Jr. FFA group SAE (Supervised Agricultural Experience) would like to have a project raising honey bees. This would teach students how to create and operate a self-sustaining business. The honey and products made from honey could be sold to students and staff.	\$ 4,000.00	\$2,000.00
Carrie Boots	Horizons Alternative School	Implementing a community garden which would involve every student in the school and other community partners. Students could earn school credit through volunteer hours. The students would use math, communication arts, science and social studies in the program.	\$ 4,000.00	\$2,000.00
<b>GRAND TOTAL</b>			<b>\$ 8,000.00</b>	<b>\$ 4,000.00</b>
			<b>\$ 44,921.48</b>	<b>\$ 23,197.42</b>

<b>Beginning Fund</b>	<b>\$ 23,197.42</b>
<b>Disbursement</b>	<b>\$23,197.42</b>
<b>Balance</b>	<b>-0-</b>

# Camden RIII Request for Course Addition



Course Title: Online College Accounting  
 Course Number: \_\_\_\_\_ District Dept: CE Grad Dept: PA Req Effective Date: ASPA

**Change(s) Purposed (Check all that apply):**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Course Update _____                | <input checked="" type="checkbox"/> Preferred Class Size <u>22</u> | <input checked="" type="checkbox"/> Subject Term Type <u>sem</u>      | <input checked="" type="checkbox"/> Used for Grading _____ |
| <input checked="" type="checkbox"/> Title _____             | <input type="checkbox"/> Inactivate _____                          | <input checked="" type="checkbox"/> Weigh <u>honors</u>               |  |
| <input checked="" type="checkbox"/> Abbreviated Title _____ | <input checked="" type="checkbox"/> Used for HS Transcript _____   | <input checked="" type="checkbox"/> Grade Level <u>12</u>             |  |
| <input type="checkbox"/> Title - Spanish _____              | <input checked="" type="checkbox"/> Number _____                   | <input type="checkbox"/> Other _____                                  |  |
| <input checked="" type="checkbox"/> Credit <u>5</u>         | <input checked="" type="checkbox"/> Subject Type <u>adv</u>        | <input checked="" type="checkbox"/> Used for Marking Attendance _____ |  |

**State Reporting Changes:**

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> State Code _____         | <input type="checkbox"/> State Sequence Code _____  | <input type="checkbox"/> Career-Ed Code _____        | <input type="checkbox"/> State Minutes per Week _____ |
| <input type="checkbox"/> State Program Code _____ | <input type="checkbox"/> State Testing Method _____ | <input type="checkbox"/> State Delivery Method _____ |   |

**Explanation/Request for Changes:**

This course would offer students interested in Business courses an advanced course to continue their business path.

**Course Description:**

Accounting 101 – Principles of Financial Accounting (3)

Introduction to the fundamental principles of financial accounting. Generally accepted accounting principles are used to identify and properly classify the various elements of financial statements and to analyze the effect of business transactions on the earnings, financial position, owners' equity, and cash flows of business entities.

<b>Signatures:</b>	
<b>Counselor:</b> <u>[Signature]</u>	<b>Date:</b> <u>April 25, 2014</u>
<b>Principal:</b> <u>[Signature]</u>	<b>Date:</b> <u>April 25, 2014</u>
<b>Superintendent:</b> <u>[Signature]</u>	<b>Date:</b> <u>April 25, 2014</u>
<b>Board Approval:</b>	<b>Date:</b> _____

## COURSE DESCRIPTIONS

### ACCOUNTING

#### ACCT101 PRINCIPLES OF FINANCIAL ACCOUNTING (3)

Prerequisite: Minimum Enhanced ACT English score of 14 (or equivalent placement score) or completion of BSKL010 and minimum math score of 16 (or equivalent placement score) or completion of BSKL061. Introduction to the fundamental principles of financial accounting. Generally accepted accounting principles are used to identify and properly classify the various elements of financial statements and to analyze the effect of business transactions on the earnings, financial position, owners' equity, and cash flows of business entities. (This is the first required accounting course for the A.A. business transfer degree and the second in the series for the A.A.S. Accounting degree. This course is not a substitute for ACCT109).

**ACCT102 MANAGERIAL ACCOUNTING (3)** Prerequisite: ACCT101 with a grade of C or better. Introduction to the basic accounting methods and processes of managerial and cost accounting. Emphasis on developing and using accounting information related to a manufacturing environment, including management control and decision making. (This is the second required accounting course for the A.A. business transfer degree).

**ACCT109 APPLIED ACCOUNTING PROCEDURES (3)** Designed to give students who have no previous knowledge of accounting a basic understanding of accounting terminology and procedures used to record, classify, and summarize financial data for sole proprietorship. Coverage includes journalizing and posting business transactions, maintaining the general ledger and checkbook, end-of-period adjustments, closing entries, and preparing financial statements. Students complete an accounting simulation project for a small business and are introduced to basic computerized accounting applications. (Course is required for the A.A.S. Accounting degree and highly recommended for students intending to transfer in accounting. Course is not a substitute for ACCT101).

**ACCT125 COMPUTERIZED ACCOUNTING APPLICATIONS (3)** Prerequisites: ACCT109 and CAPP125. Hands-on, project-intensive approach to accounting and reporting utilizing computerized accounting programs and software currently used in industry. Emphasis on using a microcomputer to process financial accounting data and prepare financial statements and related reports.

**ACCT126 INTRODUCTION TO QUICKBOOKS (1)** Course introduces the student to the basic concepts and skills necessary for using QuickBooks and assists the student in becoming a productive user of the software. Emphasis on entering accounts payable/receivable and payroll transactions, completing end-of-year processes, and generating reports to make business decisions.

**ACCT132 BUSINESS TAXATION (3)** Prerequisite: ACCT101 with a grade of C or better. Introduction to the federal and state laws that affect the start-up of a business, employment practices, payment of wages and salaries, sales tax compliance, benefit plans, worker's compensation, and garnishments.

Emphasis on the use of computerized methods to perform required calculations and prepare state and federal reports.

#### ACCT137 INTRODUCTION TO FEDERAL TAXATION (3)

Prerequisite: ACCT101 or consent of instructor. Introduction to federal income tax principles and procedures. Emphasis on application of tax laws to solve tax problems, develop tax plans, perform tax research, and prepare required returns.

#### ACCT175 ACCOUNTING INTERNSHIP (4)

Work experience, which includes a training plan of on-the-job experience, tailored to meet student and employer needs. Supervised by a college staff member and a training sponsor of a cooperating business. Must be taken after first year courses are completed and with consent of instructor.

#### ACCT203 INTERMEDIATE FINANCIAL ACCOUNTING I (3)

Prerequisite: ACCT102 with a grade of C or better. Financial accounting theory and practice are applied to selected topics in accordance with generally accepted accounting principles for financial reporting of corporate entities. Emphasis on preparation of corporate financial statements, revenue recognition, and valuation of receivables, costs of goods sold, and inventory.

#### ACCT220 CURRENT TOPICS IN ACCOUNTING (3)

Prerequisites: ACCT102 and ACCT203. Accounting theory and practice are applied to selected topics in accordance with generally accepted accounting principles for financial and managerial reporting. Emphasis on development of reporting systems which enhance financial and operational control and management decision making. Course will utilize case studies and current events involving the accounting profession.

### AGRICULTURE

**AGRI101 AG LEADERSHIP AND ISSUES I (2)** Course in leadership is designed to develop an individual's ability to become a team leader. Class activities will include team approach, problem solving, professional growth, and current issues in agriculture.

**AGRI102 AG LEADERSHIP AND ISSUES II (1)** Prerequisite: AGRI101. Continuation of AGRI101.

**AGRI103 AG LEADERSHIP AND ISSUES III (2)** Prerequisite: AGRI102. Continuation of AGRI102.

**AGRI104 AG LEADERSHIP AND ISSUES IV (1)** Prerequisite: AGRI103. Continuation of AGRI103.

**AGRI106 GLOBAL AGRICULTURE (3)** A general education course intended for non-agriculture majors only; credit will not apply to an A.A. degree for agriculture majors. Course introduces the student to economic, political, cultural, and environmental issues that affect food production and distribution in the advancement of societies in developed and developing countries.

**AGRI108 ANIMAL SCIENCE (3)** Presents principles of animal agriculture essential for a basic understanding of the



Camdenton R-III  
Request for Course Addition

Course Number: M914

Course Title: Cadet Teaching

District Department: Practical Arts

Graduation Department: n/a

Request Effective Date: 5/6/14

(Complete any of the following that apply)

(Circle appropriate choice)

Abbreviated Title (20 character max)

Subject Type: Reg

Cadet Teaching

Subject Term Type: Semester

.5 Credits per Semester

Weight: Reg Adv Hrs

8 Grade Level for Curriculum

Honors: No

30 Preferred Class Size

Grade Level 7 To 8

yes Used for Grading

     Used for Core GPA

     Used for Core Scheduling

     Used for HS Transcript

yes Used for Marking Attendance

State Reporting:

     State Code

     State Type Code

     State Program Code

     State Sequence Code

     State Testing Method

     Career-Ed Code

     State Delivery Method

     State Minutes Per Week

Course Description:

Cadet Teaching is an introductory course for students who may want a career in the education field. Students in this course will be assigned to an elementary teacher and classroom to work one on one with the children. They will help with classroom activities, mentor students at recess and help with literacy skills.

Signatures:

Pat McWhirter

Counselor

5/6/14

Date

Dr. Paula Brown

Principal

5/6/14

Date

[Signature]

Superintendent

5/6/14

Date

Board Approval

Date



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
 SCHOOL IMPROVEMENT  
 P. O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480  
 APPLICATION FOR SUMMER SCHOOL APPROVAL

Dale Wimer, Supervisor  
 Phone (573) 751-3190  
 Fax (573) 522-1759

**STATE OF MISSOURI**  
 COUNTY/DISTRICT CODE: **015-002** SCHOOL DISTRICT NAME: **Camdenton R-III** SUMMER 2014

**FAX or MAIL TWO SIGNED COPIES**

**PART 1 - PROGRAM INFORMATION (See detailed instructions on next page)**

1 PROGRAM LOCATION BY SCHOOL NAME/BLDG # (Only include ESY program if needed to reach 120 total hours)	2 ESTIMATED ENROLLMENT	3 GRADES SERVED	4 OPEN DATE	5 CLOSE DATE	6 DATES NOT IN SESSION	7 TOTAL DAYS IN SESSION	8 HOURS PER DAY	9 TOTAL HOURS IN SESSION
Dogwood Elementary 4020	295	K-6	6-6-14	6-30-14		17	4.42	82.1
High School	1050	9-12	6-6-14	6-30-14		17	7.06	120
Hurricane Deck 4040	16	K	6-6-14	6-30-14		17	4.42	82.1
Osage Beach Elementary 4080	22	K	6-6-14	6-30-14		17	4.42	82.1
Middle School	3000	7-8	6-6-14	6-30-14		17	4.42	82.1

**PART 2 - Will this summer school program be contracted by an out of district entity?**  
 NO  YES If yes, what entity did you contract with?

**PART 3 - CERTIFICATION**

I hereby certify that all information shown on this application for an approved summer school program is true and correct according to the official records of this school district, that fifty (50) percent or more of the classes offered at each level will be in the core academic areas, and that all teachers are appropriately certificated for their specific assignments.

SUPERINTENDENT OF SCHOOLS (SIGNATURE) <b>Tim Hadfield</b>	DATE	DIRECTOR, SUMMER SCHOOL PROGRAM (SIGNATURE) <b>Larry Lewis</b>	TELEPHONE NUMBER <b>573-346-9204</b>	DATE <b>4-24-14</b>
SUPERINTENDENT OF SCHOOLS (PLEASE PRINT OR TYPE)		DIRECTOR, SUMMER SCHOOL PROGRAM (PLEASE PRINT OR TYPE)	E-MAIL ADDRESS (PLEASE PRINT OR TYPE) <b>llewis@camdentonschools.org</b>	

# USED BUS BIDS

May 5, 2014

2014-2015

Name Bidder	Harper Chapel United Methodist	Bass River Resort	Huzzah Valley	Ozark Outdoor	D & K Bus Sys	Midwest	Masters Trans- portation
Trade-In Bus #							
7					\$2,295.00	\$1,750.00	\$3,009.00
8			\$3,525.00		\$2,275.00	\$1,750.00	\$3,009.00
*140	\$2,900.00				\$1,251.00	\$800.00	\$1,250.00
150		\$3,501.00			\$1,251.00	\$2,000.00	\$3,258.00
152				\$3,551.00	\$3,252.52	\$2,000.00	\$3,258.00
153	\$3,500.00			\$3,551.00	\$3,452.52	\$2,000.00	\$3,258.00
154	\$3,000.00		\$3,525.00		\$1,950.00	\$2,000.00	\$3,258.00
163	\$2,700.00	\$3,501.00			\$4,252.52	\$1,800.00	\$3,500.00
* handicap bus							
<b>TOTAL PRICE USED BUSES</b>	<b>\$2,900.00</b>	<b>\$3,501.00</b>	<b>\$7,050.00</b>	<b>\$7,102.00</b>	<b>\$4,252.52</b>	<b>\$0.00</b>	<b>\$3,009.00</b>
							<b>GRAND TOTAL</b>
							<b>\$27,814.52</b>

Recommend accepting these bids.

## Board of Education

## Bills Paid Early

May 12, 2014

VENDOR NAME	INVOICE DESCRIPTION	PO NUMBER	AMOUNT
Allied Waste Services #435	Trash Service		46.81
Allied Waste Services #435	Trash service		267.87
Allied Waste Services #435	Trash Service		208.30
Allied Waste Services #435	Trash Service		4,289.47
Allied Waste Services #435	Trash Service OBE		209.86
Allied Waste Services #435	Trash Service Campus		4,411.64
Allied Waste Services #435	Trash Service HDE		269.88
Allied Waste Services #435	Trash Service Recycling Container		47.16
<b>Total Allied Waste Services #435</b>			<b>9,790.99</b>
Ameren Missouri	OBE Electric		31.80
Ameren Missouri	OBE Electric		2,343.18
<b>Total Ameren Missouri</b>			<b>2,374.98</b>
AT&T	OBE Phone		227.19
AT&T	HDE Phone		220.27
AT&T	Horizons Local & Campus Alarms		499.92
AT&T	Horizons Local & Campus Alarms		497.06
AT&T	JIC DSL		172.47
<b>Total AT&amp;T</b>			<b>1,616.91</b>
AT&T Long Distance	HDE, OBE, Horizons Long Distance		23.13
<b>Total AT&amp;T Long Distance</b>			<b>23.13</b>
AT&T Mobility - Maint Cell	Cellular Internet Access for SROs		172.50
AT&T Mobility - Maint Cell	Cell Phones		298.98
<b>Total AT&amp;T Mobility - Maint Cell</b>			<b>471.48</b>
Bainbridge, Denise	Reading Recovery	700-10828	3,671.84
<b>Total Bainbridge, Denise</b>			<b>3,671.84</b>
Bressie, Kenton	Funds in Excess of Tuition		2,145.00
<b>Total Bressie, Kenton</b>			<b>2,145.00</b>
Charter	District Local & Long Distance, OBE Fiber		1,867.61
Charter	Campus Local & Long Distance OBE Fiber		597.83
<b>Total Charter</b>			<b>2,465.44</b>
City of Camdenton	Horizons Water/Sewer		27.76
City of Camdenton	Campus Water/Sewer		4,951.60
<b>Total City of Camdenton</b>			<b>4,979.36</b>

## Board of Education

## Bills Paid Early

May 12, 2014

City of Osage Beach	Water/Sewer		243.13
<b>Total City of Osage Beach</b>			<b>243.13</b>
Co-Mo Electric Cooperative Inc.	Application Fee HDE Electric		150.00
<b>Total Co-Mo Electric Cooperative</b>			<b>150.00</b>
Hyatt Regency Minneapolis	Room Reservation 327WDX8D	110-11229	585.14
<b>Total Hyatt Regency Minneapolis</b>			<b>585.14</b>
NCA Summer Camps	Cheer camp HS 6/5-6/7	105-11043	2,242.00
NCA Summer Camps	Cheer camp HS 6/5-6/7	105-11042	2,749.00
NCA Summer Camps	Cheer camp MS 6/5-6/7	105-11090	2,547.00
<b>Total NCA Summer Camps</b>			<b>7,538.00</b>
Reeves, Christopher D	Reimbursement		46.95
Reeves, Christopher D	March & April reimbursement		486.63
<b>Total Reeves, Christopher D</b>			<b>533.58</b>
The Food Bank for Central & NE MO	Camdenton R-III Buddy Packs		410.00
<b>Total The Food Bank for Central &amp; NE MO</b>			<b>410.00</b>
<b>Grand Total</b>			<b>16,958.98</b>







May 12, 2014

Board of Education

Check Preview

Table with columns for Vendor Name, Amount, and Description. Includes entries like 'Journal of Light Colors - Magazine', 'Landscape Electric Cooperative', and 'Landscape Electric Cooperative'.

May 12, 2014

Board of Education

Check Preview

Table with columns for Vendor Name, Amount, and Description. Includes entries like 'Landscape Electric Cooperative', 'Landscape Electric Cooperative', and 'Landscape Electric Cooperative'.

May 12, 2014

Board of Education

Check Preview

Table with columns for Vendor Name, Amount, and Description. Includes entries like 'Landscape Electric Cooperative', 'Landscape Electric Cooperative', and 'Landscape Electric Cooperative'.

May 12, 2014

Board of Education

Check Preview

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May 12, 2014

Board of Education

Check Preview

Table with columns for Vendor Name, Amount, and Description. Includes entries like 'Landscape Electric Cooperative', 'Landscape Electric Cooperative', and 'Landscape Electric Cooperative'.

May 12, 2014

Board of Education

Check Preview

Table with columns for Vendor Name, Amount, and Description. Includes entries like 'Landscape Electric Cooperative', 'Landscape Electric Cooperative', and 'Landscape Electric Cooperative'.





May 12, 2014

Check Preview

Table with columns: Board of Education, Check Preview, and amounts. Includes items like Beverages, Books, and Stationery.

Board of Education

Check Preview

Table with columns: Board of Education, Check Preview, and amounts. Includes items like Books, Stationery, and Supplies.

May 12, 2014

Check Preview

Table with columns: Board of Education, Check Preview, and amounts. Includes items like Books, Stationery, and Supplies.

Board of Education

Check Preview

Table with columns: Board of Education, Check Preview, and amounts. Includes items like Books, Stationery, and Supplies.

May 12, 2014

May 12, 2014

Check Preview

Table with columns: Board of Education, Check Preview, and amounts. Includes items like Paper, Books, and Stationery.

Board of Education

Check Preview

Table with columns: Board of Education, Check Preview, and amounts. Includes items like Books, Stationery, and Supplies.

May 12, 2014

Check Preview

Table with columns: Board of Education, Check Preview, and amounts. Includes items like Books, Stationery, and Supplies.

Board of Education

Check Preview

Table with columns: Board of Education, Check Preview, and amounts. Includes items like Books, Stationery, and Supplies.

May 12, 2014









Board of Education

Treasurer's Report

April 30, 2014

	Inc. Operations	Teachers	Capital Proj.	Bond	Sub Total	Debt Service	Grand Total	Medical SI Acct
Beg Bal	18,803,440.07	7,568,199.73	5,602,183.06	3,177,322.63	35,151,145.49	2,332,917.69	37,484,063.18	1,310,282.99
Rev. Rec	626,877.56	1,000,530.79	13,497.21	22,000,458.21	23,641,363.77	27,964.74	23,669,328.51	447,276.51
Expend.	1,391,490.72	2,083,425.19	18,807.41	666,320.47	4,160,043.79	300.00	4,160,343.79	372,427.54
* Adjustment	-	-	-	-	-	-	-	-
<b>Ending Bal</b>	<b>18,038,826.91</b>	<b>6,485,305.33</b>	<b>5,596,872.86</b>	<b>24,511,460.37</b>	<b>54,632,465.47</b>	<b>2,360,582.43</b>	<b>56,993,047.90</b>	<b>1,385,131.96</b>
Prev. Year	18,199,196.76	6,858,869.35	5,545,440.45	-	30,603,506.56	1,684,930.47	32,288,437.03	1,881,033.82
YTD Interest	10,461.14	1,293.61	161.42	1,516.42	13,432.59	808.98	14,241.57	148.02
<b>YTD Sum.</b>								
Beg Bal	16,186,273.32	-	5,483,687.78	-	21,669,961.10	1,726,510.72	23,396,471.82	1,859,283.05
Rev Budget	18,680,608.00	23,866,163.00	26,824,010.00	-	69,370,781.00	3,382,129.00	72,752,910.00	-
Rev YTD Actual	17,496,678.84	21,379,603.26	1,657,801.64	27,104,817.03	67,638,900.77	3,311,062.65	70,949,963.42	3,958,775.12
Exp Budget	16,471,262.89	26,940,246.22	19,926,176.00	-	63,337,685.11	2,808,000.00	66,145,685.11	-
EXP YTD Actual	13,408,281.73	17,130,141.45	1,544,616.56	2,593,356.66	34,676,396.40	2,676,990.94	37,353,387.34	4,432,926.21
* Adjustment	2,235,843.52	2,235,843.52	-	-	-	-	-	-
<b>Ending Bal</b>	<b>18,038,826.91</b>	<b>6,485,305.33</b>	<b>5,596,872.86</b>	<b>24,511,460.37</b>	<b>54,632,465.47</b>	<b>2,360,582.43</b>	<b>56,993,047.90</b>	<b>1,385,131.96</b>
<b>Bank Recon</b>								
1st Nat'l A/P	32,602.80							
1st Nat'l Payroll	1,138,218.28							
Central A/P	1,389,615.26							
Central Payroll	88,435.37							
Revolving	3,000.00							
Cred Card	18,839.04							
Mosip 2013 Bond	25,150,622.71							
Escrow 0150022007	72,000.00							
Escrow 0150022008	107,750.50							
Central Debt Acct	43,238.92							
1st Nat'l Debt Acct	76,590.90							
Mosip Debt Acct	2,061,002.11							
MOSIP	26,720,059.84							
Central Lunch Acct.	91,072.17							
CD	-							
<b>Grand Total</b>	<b>56,993,047.90</b>							
Medical SI Acct.	1,385,131.96							

\*Zero Teacher Fund

56,993,047.90 Fund Accounts

56,993,047.90 Bank Accounts

0.00

Camden R-III School District								
Monthly Financial Report								
	Incidental	Teachers	Capital Projects	Bond/Lease	Sub Total	Debt Service	Total All Funds	Med. SI Acct
April Opening Balance	\$ 18,803,440.07	\$ 7,568,199.73	\$ 5,602,183.06	\$ 3,177,322.63	\$ 35,151,145.49	\$ 2,332,917.69	\$ 37,484,063.18	\$ 1,310,282.99
April								
2014 Ending Balance	\$ 18,038,828.91	\$ 6,485,305.33	\$ 5,596,872.86	\$ 24,511,460.37	\$ 54,632,465.47	\$ 2,360,582.43	\$ 56,993,047.90	\$ 1,385,131.98
2013 Ending Balance	\$ 18,199,197.00	\$ 6,858,869.00	\$ 5,785,279.00	\$ 1,760,162.00	\$ 30,603,507.00	\$ 1,684,930.00	\$ 32,288,437.00	\$ 1,881,034.00
2012 Ending Balance	\$ 17,787,087.00	\$ 4,573,880.00	\$ 5,053,549.00	\$ 1,737,682.00	\$ 29,152,178.00	\$ 1,666,241.00	\$ 30,818,419.00	\$ 2,040,205.00
2011 Ending Balance	\$ 14,586,345.00	\$ 5,353,017.00	\$ 5,487,078.00	\$ 1,498,949.00	\$ 26,945,389.00	\$ 1,451,197.00	\$ 28,396,586.00	\$ 1,272,477.00
2010 Ending Balance	\$ 14,187,472.00	\$ 5,640,370.00	\$ 4,817,229.00	\$ 1,748,941.00	\$ 26,394,012.00	\$ 1,574,486.00	\$ 27,968,477.00	\$ 1,069,997.00
2009 Ending Balance	\$ 14,368,858.00	\$ 5,989,852.00	\$ 3,354,365.00	\$ 1,619,596.00	\$ 25,332,671.00	\$ 1,498,701.00	\$ 26,831,372.00	\$ 1,521,759.00
2008 Ending Balance	\$ 13,544,034.00	\$ 5,617,144.00	\$ 3,309,922.00	\$ 1,603,899.00	\$ 24,074,799.00	\$ 1,379,159.00	\$ 25,453,958.00	\$ 1,991,082.00
2007 Ending Balance	\$ 14,294,378.00	\$ 3,068,345.00	\$ 2,458,238.00	\$ 1,259,391.00	\$ 21,080,352.00	\$ 1,465,878.00	\$ 22,546,230.00	\$ 2,984,646.00
2006 Ending Balance	\$ 11,860,545.00	\$ 3,248,817.00	\$ 1,691,874.00	\$ 1,114,512.00	\$ 17,915,748.00	\$ 1,154,981.00	\$ 19,070,729.00	\$ 2,384,039.00
April								
2014 Receipts	\$ 626,877.56	\$ 1,000,530.79	\$ 13,497.21	\$ 22,000,458.21	\$ 23,641,363.77	\$ 27,964.74	\$ 23,669,328.51	\$ 447,276.51
2013 Receipts	\$ 697,627.00	\$ 1,205,326.00	\$ 5,687.00	\$ 12,659.00	\$ 1,921,299.00	\$ 20,938.00	\$ 1,942,237.00	\$ 540,170.00
2012 Receipts	\$ 641,007.00	\$ 1,176,531.00	\$ 4,810.00	\$ 14,430.00	\$ 1,836,778.00	\$ 18,068.00	\$ 1,854,846.00	\$ 374,347.00
2011 Receipts	\$ 611,744.00	\$ 991,147.00	\$ 62,341.00	\$ 15,585.00	\$ 1,680,817.00	\$ 18,421.00	\$ 1,699,238.00	\$ 495,157.00
2010 Receipts	\$ 678,118.00	\$ 1,158,986.00	\$ 68,789.00	\$ 16,136.00	\$ 1,922,009.00	\$ 21,781.00	\$ 1,943,790.00	\$ 519,393.00
2009 Receipts	\$ 574,742.00	\$ 991,787.00	\$ 39,433.00	\$ 12,452.00	\$ 1,616,414.00	\$ 18,151.00	\$ 1,634,565.00	\$ 315,447.00
2008 Receipts	\$ 577,242.00	\$ 1,104,725.00	\$ 55,281.00	\$ 19,423.00	\$ 1,756,671.00	\$ 22,773.00	\$ 1,779,444.00	\$ 349,816.00
2007 Receipts	\$ 755,056.00	\$ 792,948.00	\$ 44,229.00	\$ 18,955.00	\$ 1,611,189.00	\$ 22,785.00	\$ 1,633,974.00	\$ 286,379.00
2006 Receipts	\$ 1,042,187.00	\$ 625,383.00	\$ 23,083.00	\$ 14,148.00	\$ 1,704,781.00	\$ 21,022.00	\$ 1,725,803.00	\$ 285,403.00
April								
2014 Expenditures	\$ 1,391,490.72	\$ 2,083,425.19	\$ 18,807.41	\$ 666,320.47	\$ 4,160,043.79	\$ 300.00	\$ 4,160,343.79	\$ 372,427.54
2013 Expenditures	\$ 1,317,506.00	\$ 2,025,701.00	\$ 156,498.00	\$ 886,050.00	\$ 4,385,755.00	\$ -	\$ 4,385,755.00	\$ 450,471.00
2012 Expenditures	\$ 1,225,679.00	\$ 1,987,310.00	\$ (7.00)	\$ -	\$ 3,212,982.00	\$ -	\$ 3,212,982.00	\$ 278,377.00
2011 Expenditures	\$ 1,220,653.00	\$ 1,938,435.00	\$ 250,305.00	\$ -	\$ 3,409,393.00	\$ -	\$ 3,409,393.00	\$ 303,906.00
2010 Expenditures	\$ 1,360,386.00	\$ 1,927,863.00	\$ 721,166.00	\$ -	\$ 4,009,415.00	\$ 20.00	\$ 4,009,435.00	\$ 672,385.00
2009 Expenditures	\$ 1,253,052.00	\$ 1,848,335.00	\$ 68,113.00	\$ -	\$ 3,169,500.00	\$ -	\$ 3,169,500.00	\$ 654,678.00
2008 Expenditures	\$ 1,084,601.00	\$ 1,765,749.00	\$ 6,288.00	\$ -	\$ 2,856,638.00	\$ 62,647.00	\$ 2,919,285.00	\$ 348,773.00
2007 Expenditures	\$ 1,001,547.00	\$ 1,622,210.00	\$ 414,349.00	\$ -	\$ 3,038,106.00	\$ -	\$ 3,038,106.00	\$ 191,870.00
2006 Expenditures	\$ 1,160,202.00	\$ 1,402,719.00	\$ 64,076.00	\$ -	\$ 2,626,997.00	\$ -	\$ 2,626,997.00	\$ 147,109.00

YTD								
2014 Receipts	\$ 17,496,678.84	\$ 21,379,803.26	\$ 1,657,801.64	\$ 27,104,817.03	\$ 67,638,900.77	\$ 3,311,082.65	\$ 70,949,983.42	\$ 3,958,775.12
2013 Receipts	\$ 18,746,449.00	\$ 21,802,627.00	\$ 658,117.00	\$ 1,484,842.00	\$ 42,672,035.00	\$ 2,158,450.00	\$ 44,830,485.00	\$ 3,998,708.00
2012 Receipts	\$ 17,861,549.00	\$ 21,088,556.00	\$ 582,446.00	\$ 1,747,341.00	\$ 41,257,892.00	\$ 2,232,675.00	\$ 43,490,567.00	\$ 3,236,369.00
2011 Receipts	\$ 14,978,696.00	\$ 21,614,646.00	\$ 4,467,453.00	\$ 1,116,864.00	\$ 42,177,659.00	\$ 1,785,884.00	\$ 43,963,543.00	\$ 3,467,239.00
2010 Receipts	\$ 15,312,416.00	\$ 21,580,871.00	\$ 4,339,247.00	\$ 1,213,618.00	\$ 42,446,150.00	\$ 1,789,462.00	\$ 44,235,612.00	\$ 3,335,168.00
2009 Receipts	\$ 14,652,553.00	\$ 21,518,621.00	\$ 4,036,799.00	\$ 1,274,778.00	\$ 41,482,751.00	\$ 1,757,096.00	\$ 43,239,847.00	\$ 2,974,141.00
2008 Receipts	\$ 14,233,377.00	\$ 20,267,411.00	\$ 4,417,851.00	\$ 1,537,332.00	\$ 40,455,971.00	\$ 1,918,807.00	\$ 42,374,778.00	\$ 2,650,580.00
2007 Receipts	\$ 15,354,436.00	\$ 16,946,220.00	\$ 3,298,893.00	\$ 1,302,298.00	\$ 36,591,847.00	\$ 1,839,662.00	\$ 38,431,509.00	\$ 2,529,453.00
2006 Receipts	\$ 16,957,197.00	\$ 14,740,738.00	\$ 2,106,705.00	\$ 1,291,208.00	\$ 35,085,848.00	\$ 1,721,279.00	\$ 36,817,127.00	\$ 2,521,841.00
YTD								
2014 Expenditures	\$ 13,408,281.73	\$ 17,130,141.45	\$ 1,544,616.56	\$ 2,593,356.66	\$ 34,676,396.40	\$ 2,676,990.94	\$ 37,353,387.34	\$ 4,432,928.21
2013 Expenditures	\$ 13,049,037.00	\$ 16,811,585.00	\$ 1,656,931.00	\$ 1,502,354.00	\$ 33,019,907.00	\$ 2,219,476.00	\$ 35,239,383.00	\$ 4,605,381.00
2012 Expenditures	\$ 12,824,731.00	\$ 16,495,884.00	\$ 1,041,789.00	\$ 1,557,958.00	\$ 31,920,342.00	\$ 2,029,327.00	\$ 33,949,669.00	\$ 3,058,048.00
2011 Expenditures	\$ 12,521,130.00	\$ 16,251,638.00	\$ 3,419,883.00	\$ 1,457,562.00	\$ 33,650,233.00	\$ 1,945,826.00	\$ 35,596,059.00	\$ 3,653,303.00
2010 Expenditures	\$ 13,086,092.00	\$ 16,247,583.00	\$ 3,242,462.00	\$ 1,408,245.00	\$ 33,984,362.00	\$ 1,754,851.00	\$ 35,739,213.00	\$ 4,148,724.00
2009 Expenditures	\$ 12,210,250.00	\$ 15,528,490.00	\$ 3,485,738.00	\$ 1,330,393.00	\$ 32,554,871.00	\$ 1,699,635.00	\$ 34,254,506.00	\$ 3,900,933.00
2008 Expenditures	\$ 11,889,859.00	\$ 14,650,265.00	\$ 4,497,874.00	\$ 1,248,153.00	\$ 32,266,151.00	\$ 2,069,876.00	\$ 34,336,027.00	\$ 3,257,453.00
2007 Expenditures	\$ 10,142,622.00	\$ 13,577,876.00	\$ 2,428,858.00	\$ 1,188,263.00	\$ 27,337,619.00	\$ 1,588,125.00	\$ 28,925,744.00	\$ 2,393,277.00
2006 Expenditures	\$ 11,569,202.00	\$ 11,491,921.00	\$ 1,747,688.00	\$ 1,152,717.00	\$ 25,961,528.00	\$ 1,977,559.00	\$ 27,939,085.00	\$ 2,301,015.00



## Financial Summary – April 2014

May 2014

To: Board of Education

- April 2014 ending balances were \$24,704,610.90 more than April 2013.
- April 2014 total receipts were \$21,727,091.51 more than April 2013.
- April 2014 total expenditures were \$225,411.21 less than April 2013.
- YTD total receipts are up \$26,119,478.42 as compared to this time last year.
- YTD total expenditures are up \$2,114,004.34 as compared to this time last year.
- YTD total local receipts are up \$13,846. We are currently within 96.58% of our budgeted amount.
- YTD total county receipts are down \$39,270 as compared to last year. We have realized 98.67% of our budgeted amount.
- YTD total state receipts are down \$316,771 as compared to last year. We have realized 77.72% of our budget.
- YTD total federal receipts are down \$560,967. We have realized 74.97% of our budgeted amount.
- Specific budget items to consider:
  - Current Taxes 100.47% of Budgeted Amount
  - Delinquent Taxes 72.07% of Budgeted Amount Balance to Collect, \$630,244
  - Prop C Sales Tax 84.92% of Budgeted Amount Balance to Collect, \$524,724
  - Foundation Formula 89.33% of Budgeted Amount Balance to Collect, \$277,394
  - Total Revenue 97.52% of Budgeted Amount Balance to Collect, \$1,802,947

## Pledged Securities

<b>Bank</b>	<b>Deposit Balance</b>	<b>FDIC Insurance</b>	<b>Balance</b>	<b>Securities Pledged</b>	<b>Amt Under/Over Collateralized</b>
US Bank	\$1,385,131.96	\$250,000.00	\$1,135,131.96	\$2,500,000.00	\$1,364,868.04(Over)
First National Bank	\$1,357,870.54	\$250,000.00	\$1,107,870.54	\$4,051,096.54	\$2,943,226.00(Over)
Central Bank	\$2,383,329.88	\$250,000.00 Securites	\$3,374,147.15	\$3,567,341.19	\$193,194.04(Over)

**2013-2014 MONTHLY  
FINANCIAL STATEMENT  
JULY 2013 FINANCIAL STATEMENT  
Medical Self-Insurance Account**

	Premiums	Fixed Premium	COBRA	Claims	Interest	Overpay/Refund	Reimb/Void Ck.	Sv. Chg./NSF Chks	Stop Loss Reimb.	ERRP Adm. fees
	\$74,822.95	\$72,481.88	\$1,160.15	\$236,261.32	\$58.32	\$0.00	\$8,103.80	\$100.65	\$464,863.70	\$0.00
<b>\$1,859,283.05</b>	<b>\$349,608.92</b>	<b>\$308,943.85</b>								<b>\$2,099,348.12</b>

**AUGUST 2013 FINANCIAL STATEMENT  
Medical Self-Insurance Account**

	Premiums	Fixed Premium	COBRA	Claims	Interest	Overpay/Refund	Reimb/Void Ck.	Sv. Chg./NSF Chks	Stop Loss Reimb.	ERRP Adm. fees
	\$111,518.30	\$72,090.71	\$0.00	\$315,541.80	\$16.70	\$0.00	\$0.00	\$101.35	\$3,515.01	\$0.00
<b>\$2,099,348.12</b>	<b>\$115,090.01</b>	<b>\$387,733.86</b>								<b>\$1,826,664.27</b>

**SEPTEMBER 2013 FINANCIAL STATEMENT  
Medical Self-Insurance Account**

	Premiums	Fixed Premium	COBRA	Claims	Interest	Overpay/Refund	Reimb/Void Ck.	Sv. Chg./NSF Chks	Stop Loss Reimb.	ERRP Adm. fees
	\$369,410.40	\$72,266.49	\$1161.86	\$610,700.44	\$13.89	\$0.00	\$0.00	\$128.10	\$21.30	\$0.00
<b>\$1,826,664.27</b>	<b>\$370,607.45</b>	<b>\$683,095.03</b>								<b>\$1,514,176.69</b>

**JANUARY 2014 FINANCIAL STATEMENT  
Medical Self-Insurance Account**

	Premiums	Fixed Premium	COBRA	Claims	Interest	Overpay/Refund	Reimb/Void Ck.	Sv. Chg./NSF Chks	Stop Loss Reimb.	ERRP Adm. fees
	\$482,565.05	\$72,090.71	\$1,475.57	\$530,197.02	\$10.51	\$0.00	\$6,836.34	\$103.10	\$50,252.60	\$0.00
<b>\$1,188,377.89</b>	<b>\$541,140.07</b>	<b>\$602,390.83</b>								<b>\$1,127,127.13</b>

**FEBRUARY 2014 FINANCIAL STATEMENT  
Medical Self-Insurance Account**

	Premiums	Fixed Premium	COBRA	Claims	Interest	Overpay/Refund	Reimb/Void Ck.	Sv. Chg./NSF Chks	Stop Loss Reimb.	ERRP Adm. fees
	\$368,980.05	\$72,190.67	\$1,475.57	\$253,495.18	\$10.04	\$0.00	\$0.00	\$102.75	\$147,058.91	\$0.00
<b>\$1,127,127.13</b>	<b>\$517,524.57</b>	<b>\$325,788.60</b>								<b>\$1,318,863.10</b>

**MARCH 2014 FINANCIAL STATEMENT  
Medical Self-Insurance Account**

	Premiums	Fixed Premium	COBRA	Claims	Interest	Overpay/Refund	Reimb/Void Ck.	Sv. Chg./NSF Chks	Stop Loss Reimb.	ERRP Adm. fees
	\$370,190.05	\$72,821.37	\$580.93	\$341,882.88	\$11.44	\$0.00	\$0.00	\$102.75	\$35,444.47	\$0.00
<b>\$1,318,863.10</b>	<b>\$406,226.89</b>	<b>\$414,807.00</b>								<b>\$1,310,282.99</b>

**OCTOBER 2013 FINANCIAL STATEMENT  
Medical Self-Insurance Account**

	Premiums	Fixed Premium	COBRA	Claims	Interest	Overpay/Refund	Reimb/Void Ck.	Sv. Chg./NSF Chks	Stop Loss Reimb.	ERRP Adm. fees
	\$372,745.75	\$72,278.56	\$0.00	\$383,327.05	\$13.01	\$0.00	\$7,844.35	\$103.45	\$0.00	\$0.00
<b>\$1,514,176.69</b>	<b>\$380,603.11</b>	<b>\$455,709.06</b>								<b>\$1,439,070.74</b>

**NOVEMBER 2013 FINANCIAL STATEMENT  
Medical Self-Insurance Account**

	Premiums	Fixed Premium	COBRA	Claims	Interest	Overpay/Refund	Reimb/Void Ck.	Sv. Chg./NSF Chks	Stop Loss Reimb.	ERRP Adm. fees
	\$374,545.75	\$72,769.69	\$1,161.86	\$298,086.82	\$12.13	\$0.00	\$0.00	\$806.80	\$1,137.28	\$0.00
<b>\$1,439,070.74</b>	<b>\$376,857.02</b>	<b>\$371,663.31</b>								<b>\$1,444,264.45</b>

**DECEMBER 2013 FINANCIAL STATEMENT  
Medical Self-Insurance Account**

	Premiums	Fixed Premium	COBRA	Claims	Interest	Overpay/Refund	Reimb/Void Ck.	Sv. Chg./NSF Chks	Stop Loss Reimb.	ERRP Adm. fees
	\$252,098.40	\$72,178.60	\$2,370.21	\$438,077.43	\$11.96	\$0.00	\$0.00	\$111.10	\$0.00	\$0.00
<b>\$1,444,264.45</b>	<b>\$254,480.57</b>	<b>\$510,367.13</b>								<b>\$1,188,377.89</b>

**APRIL 2014 FINANCIAL STATEMENT  
Medical Self-Insurance Account**

	Premiums	Fixed Premium	COBRA	Claims	Interest	Overpay/Refund	Reimb/Void Ck.	Sv. Chg./NSF Chks	Stop Loss Reimb.	ERRP Adm. fees
	\$370,705.05	\$73,009.22	\$580.93	\$298,895.57	\$11.51	\$420.00	\$11,476.47	\$102.75	\$64,502.55	\$0.00
<b>\$1,310,282.99</b>	<b>\$447,276.51</b>	<b>\$372,427.54</b>								<b>\$1,385,131.96</b>

**2013-2014 School Year-to-Date (July 1 - Apr. 30)**

*Premiums	\$3,147,581.75	Fixed Premium	\$724,177.90
COBRA	\$9,967.08	Claims	\$3,706,565.51
Interest	\$169.51	*Overpay/Refund	\$420.00
Reimb./Void Ck	\$34,260.96	Sv. Chg./NSF Chks	\$1,762.80
Stop Loss Reimb.	\$766,795.82	ERRP Adm. fees	\$0.00
<b>Revenue Totals</b>	<b>\$3,958,775.12</b>	<b>Expenditure Totals</b>	<b>\$4,432,926.21</b>

CLAIMS	13-14 Med-Pay	12-13 Med-Pay	11-12 Med-Pay	10-11 Med-Pay	09-10 Med-Pay	08-09 Med-Pay	07-08 Med-Pay	06-07 Med-Pay	05-06 Med-Pay	04-05 Med-Pay	03-04 Med-Pay
July	\$263,361.32	\$283,611.71	\$168,985.39	\$287,494.22	\$427,698.06	\$400,005.10	\$375,122.92	\$170,342.46	\$321,334.42	\$133,185.69	\$ 27,756.09
August	\$315,541.80	\$408,976.99	\$278,743.46	\$350,511.96	\$499,214.99	\$325,691.66	\$325,523.23	\$292,877.95	\$193,063.00	\$159,151.40	\$123,263.78
September	\$610,700.44	\$297,969.21	\$196,355.63	\$281,166.96	\$159,283.29	\$227,522.56	\$171,598.80	\$177,547.88	\$208,795.27	\$160,373.47	\$329,978.42
October	\$383,327.05	\$369,519.56	\$153,415.65	\$305,672.28	\$270,695.04	\$188,889.41	\$280,051.14	\$203,034.06	\$201,555.02	\$138,418.35	\$178,931.74
November	\$298,086.82	\$281,331.80	\$230,438.11	\$287,238.73	\$228,018.13	\$496,053.93	\$262,066.34	\$173,262.57	\$172,064.09	\$149,008.84	\$259,307.29
December	\$438,077.43	\$344,447.92	\$263,849.58	\$253,818.66	\$315,072.19	\$355,010.03	\$224,715.26	\$227,712.73	\$203,068.55	\$192,828.60	\$245,001.81
January	\$530,197.02	\$640,607.35	\$324,307.75	\$295,383.46	\$401,218.11	\$323,193.62	\$347,811.13	\$289,925.16	\$150,889.30	\$600,356.91*	\$200,497.18
February	\$253,495.18	\$335,319.29	\$309,115.12	\$158,984.63	\$382,084.19	\$288,437.52	\$223,255.51	\$170,715.55	\$238,954.33	\$202,519.30	\$155,762.54
March	\$341,882.88	\$542,822.33	\$288,183.00	\$645,113.36	\$355,349.54	\$261,119.46	\$327,659.47	\$165,512.88	\$150,227.03	\$213,795.04	\$151,813.65
April	\$298,895.37	\$377,751.83	\$209,003.76	\$250,777.23	\$623,165.38	\$611,927.60	\$304,963.31	\$155,347.87	\$112,346.51	\$145,756.34	\$169,280.63
May		\$528,231.95	\$293,487.96	\$210,957.88	\$330,653.24	\$381,544.76	\$195,502.35	\$161,885.14	\$198,171.03	\$326,388.68	\$125,881.05
June		\$755,193.69	\$394,830.02	\$279,578.73	\$570,849.67	\$627,090.46	\$347,913.00	\$166,397.33	\$210,294.04	\$307,724.92	\$238,590.03

\*04-05 Jan. included \$330,159.26 which was pd by Stop Loss. Claims were \$270,197.65 that we pd.

ENDING BAL.	13-14 Med-Pay	12-13 Med-Pay	11-12 Med-Pay	10-11 Med-Pay	09-10 Med-Pay	08-09 Med-Pay	07-08 Med-Pay	06-07 Med-Pay	05-06 Med-Pay
July	\$2,099,348.12	\$2,342,401.12	\$1,778,463.34	\$1,290,123.31	\$1,519,208.40	\$2,219,251.64	\$2,247,901.71	\$2,743,175.51	\$1,990,479.12
August	\$1,826,664.27	\$2,020,500.95	\$1,555,840.66	\$1,068,654.63	\$1,084,739.74	\$1,943,307.87	\$1,972,318.12	\$2,516,667.11	\$1,844,329.10
September	\$1,514,176.69	\$2,018,458.75	\$1,656,465.73	\$1,084,561.66	\$1,223,531.50	\$1,983,836.00	\$2,061,260.27	\$2,591,203.84	\$1,876,376.20
October	\$1,439,070.74	\$1,944,978.04	\$1,849,342.69	\$1,086,260.23	\$1,380,986.96	\$2,069,605.93	\$2,040,015.95	\$2,647,375.12	\$1,922,364.82
November	\$1,444,264.45	\$1,970,544.15	\$1,916,054.51	\$1,118,232.16	\$1,437,353.85	\$1,881,910.94	\$2,035,990.32	\$2,725,325.48	\$1,997,768.23
December	\$1,188,377.89	\$1,923,248.19	\$1,947,829.81	\$1,182,695.03	\$1,407,949.09	\$1,801,549.29	\$2,071,788.95	\$2,751,330.33	\$2,043,557.19
January	\$1,127,127.13	\$1,504,828.88	\$1,932,663.64	\$1,242,822.18	\$1,291,254.88	\$1,750,245.27	\$1,987,174.73	\$2,719,007.58	\$2,139,116.83
February	\$1,318,863.10	\$1,803,485.61	\$1,921,673.92	\$1,409,517.93	\$1,192,724.07	\$1,776,115.70	\$1,939,554.54	\$2,803,867.63	\$2,148,965.93
March	\$1,310,282.99	\$1,791,335.63	\$1,943,934.31	\$1,081,226.00	\$1,222,988.32	\$1,860,988.26	\$1,988,239.08	\$2,890,136.79	\$2,245,745.08
April	\$1,385,131.96	\$1,881,033.82	\$2,040,436.96	\$1,272,477.12	\$1,069,996.72	\$1,521,756.36	\$1,991,081.99	\$2,984,645.73	\$2,384,039.28
May		\$1,680,562.96	\$1,979,020.73	\$1,318,582.01	\$1,204,401.70	\$1,545,804.73	\$2,068,391.30	\$3,077,731.48	\$2,436,022.30
June		\$1,859,283.05	\$2,587,708.04	\$1,861,584.09	\$1,458,538.89	\$1,883,552.42	\$2,448,550.87	\$3,597,945.49*	\$2,848,470.13

July 1, 2007 we transferred \$1,000,000.00 out of Medical Trust Fund per Ron Hendricks. February 2007 - Classified \$100,920.00 was for February was not deposited til March.

ENDING BALANCE	04-05 Med-Pay	03-04 Med-Pay
July	\$1,405,052.13	\$732,281.15
August	\$1,293,874.89	\$652,166.64
September	\$1,412,907.63	\$604,225.16
October	\$1,546,279.68	\$752,563.91
November	\$1,587,513.47	\$727,790.43
December	\$1,641,944.28	\$719,625.14
January	\$1,621,403.72	\$752,419.67
February	\$1,668,769.75	\$827,471.99
March	\$1,735,650.63	\$914,136.08
April	\$1,861,600.57	\$975,544.29
May	\$1,796,353.55	\$1,088,051.57
June	\$2,163,214.87	\$1,503,987.81

### Health Insurance Comparison

	408	419	415	394	396	381	348	346	341	328
Single Coverage										
Family Coverage	221	213	200	219	213	213	188	185	185	194
Total Covered	629	632	615	613	599	574	536	531	526	522
Specific Deductible	\$80,000.00	\$90,000.00	\$85,000.00	\$85,000.00	\$85,000.00	\$85,000.00	\$85,000.00	\$85,000.00	\$75,000.00	\$75,000.00
Single Specific Premium	\$60.39	\$60.39	\$57.33	\$37.23	\$32.19	\$27.50	\$27.05	\$24.78	\$25.45	\$21.05
Family Specific Premium	\$136.21	\$136.21	\$129.38	\$101.55	\$88.47	\$73.41	\$74.18	\$67.68	\$69.00	\$53.49
Aggregate Premium	\$4.00	\$4.00	\$4.50	\$3.38	\$3.38	\$2.82	\$2.80	\$2.70	\$3.25	\$2.78
Prerecertification Fee	\$1.00	\$1.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$1.75	\$1.75
Single Administration Fee	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$11.00	\$11.00
Family Administration Fee	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$11.00	\$11.00
COBRA/HIPAA Administration	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$0.75	\$0.75
PPO Access Fee	\$7.00	\$7.00	\$7.00	\$8.00	\$8.00	\$8.00	\$7.75	\$4.90	\$3.10	\$3.10
Broker Fee	\$1.00/\$1.00	\$1.00/\$1.00	\$1.00/\$1.00	\$1.00	\$1.00	\$1.00	\$2.00	\$2.00	\$3.00	\$3.00
Expected Monthly Premium	\$72,039.03	\$71,898.14	\$66,757.13	\$53,898.51	\$42,969.57	\$41,245.51	\$38,394.04	\$34,422.78	\$33,462.55	\$28,963.82
Total Revenues	\$3,958,775.12	\$5,304,474.38	\$4,610,591.09	\$4,708,072.76	\$4,723,366.06	\$4,329,725.38	\$3,727,807.79	\$3,543,867.14	\$3,514,385.90	\$3,756,002.47
Total Expenditures	\$4,432,926.21	\$6,032,899.37	\$3,884,467.24	\$4,305,027.55	\$3,148,379.59	\$4,894,723.81	\$3,877,202.41	\$3,794,391.78	\$2,828,109.95	\$3,095,775.41
Difference	(\$474,151.09)	(\$728,424.99)	\$726,123.85	\$403,045.20	(\$425,013.53)	(\$564,998.45)	(\$149,394.62)	(\$250,524.64)	\$685,255.95	\$659,227.06
Interest Earned	\$189.51	\$983.57	\$952.34	\$1,081.45	\$853.89	\$16,944.36	\$73,156.12	\$148,964.10	\$92,287.51	\$35,961.73
Rx Costs	\$634,590.99	\$611,630.01	\$646,612.28	\$682,249.55	\$603,829.35	\$505,895.12	\$579,145.60	\$492,705.38	\$449,425.49	\$401,980.89
Medical Costs	\$3,071,974.52	\$4,554,153.62	\$2,424,103.15	\$2,924,448.57	\$3,155,573.65	\$3,880,590.99	\$2,897,036.88	\$1,861,856.22	\$1,961,474.39	\$2,327,496.65
Total Stop Loss Reimb.	\$788,795.82	\$761,212.08	\$152,975.45	\$414,548.68	\$525,724.25	\$537,497.44	\$92,894.19	\$53,728.52	\$94,585.80	\$402,566.17
Total Claims minus Stop Loss	\$2,939,769.69	\$4,404,571.55	\$2,917,739.98	\$3,192,149.44	\$3,233,678.75	\$3,848,988.87	\$3,293,298.27	\$2,300,833.08	\$2,316,313.98	\$2,326,909.37
End of Year Balance	\$1,385,131.96 (As of 4/30/14)	\$1,859,283.05	\$2,587,708.04	\$1,881,584.09	\$1,458,538.89	\$1,883,552.42	\$2,448,550.87	\$2,587,845.49	\$2,848,470.13	\$2,183,214.87

6/30/07 \$1,000,000.00 was transferred out of the medical account.  
Open Access (80%/10%) was added to plan July 2008; Adjusted to 80/20 July 2010

Employee (Paid by School)	\$450.00	\$450.00	\$450.00	\$440.00	\$410.00	\$390.00	\$390.00	\$390.00	\$390.00	\$390.00
Spouse	\$420.00	\$420.00	\$420.00	\$410.00	\$380.00	\$350.00	\$320.00	\$320.00	\$320.00	\$320.00
Child	\$185.00	\$185.00	\$185.00	\$175.00	\$175.00	\$175.00	\$175.00	\$175.00	\$175.00	\$175.00
Children (2 or more)	\$255.00	\$255.00	\$255.00	\$245.00	\$215.00	\$215.00	\$215.00	\$215.00	\$215.00	\$215.00
Total Retirees	59	65	73	64	63	59	47	40	40	35
Deductible	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$750.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00
Co-insurance	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Office Co-pay General	\$30.00	\$30.00	\$30.00	\$50.00	\$25.00	\$25.00	\$20.00	\$20.00	\$20.00	\$20.00
Office Co-pay Specialist	\$40.00	\$40.00	\$40.00							
Routine Co-pay	\$0.00	\$0.00	\$0.00	\$0.00	\$25.00	\$25.00	\$20.00	\$20.00	\$20.00	\$20.00

Prescriptions - 30 days supply										
Annual Deductible per person	\$50.00	\$50.00	\$50.00	\$50.00						
Generics	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Preferred (+20% of balance)	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$20.00	\$20.00	\$20.00	\$20.00
Non-Preferred (+20% of balance)	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$40.00	\$40.00	\$40.00	\$40.00
Specialty Drugs (up to \$1500 per yr)	10% copay	10% copay	10% copay	10% copay	10% copay	10% copay	None	None	None	None
Mail Order - From July 2003 to June 2008										
Retail MedTrak 80 Maintenance Drugs - July 2008 to present										
Maintenance Drugs - 90 supply										
Generics	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$10.00	\$10.00	\$10.00	\$10.00
Preferred	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$40.00	\$40.00	\$40.00	\$40.00
Non-Preferred	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$80.00	\$80.00	\$80.00	\$80.00

344
207
551
\$60,000.00
\$27.24
\$69.05
\$2.97
\$1.75
\$10.00
\$10.00
\$0.75
\$3.10
\$4.00
\$34,111.98
\$3,484,840.43
\$2,705,374.53
\$779,465.90
\$498.32
\$381,661.04
\$1,824,413.17
\$195,081.12
\$2,010,983.09
\$1,503,987.81
\$375.00
\$300.00
\$200.00
\$200.00
31
\$500.00
\$1,000.00
\$20.00
\$20.00

\$10.00
\$20.00
\$40.00
None
\$10.00
\$40.00
\$80.00

DRAFT

**Camdenton R-III  
Flex Benefit Account  
First National Bank**

**Account # 7228968**

**Balance 4/01/2014** **\$48,959.15**

**Deposits** **\$18,232.06 Premium**  
**235.00 Refund**  
**\$4.65 Interest**

**Total Deposits** **\$18,471.71**

**Withdrawals** **\$ 1,340.46**  
**1,613.05**  
**1,523.61**  
**3,491.09**  
**636.43**  
**573.33**  
**884.93**  
**1,427.00**  
**2,049.27**  
**947.97**  
**941.88**  
**3,298.19**  
**1,438.61**  
**575.49 Claims**

**Total Withdrawals** **\$20,741.31**

**Balance 4/30/2014** **\$46,689.55**

**CAMDENTON RIII SCHOOL DISTRICT  
RENEWAL SUPPLEMENT**

<b>LASER IMPACT</b>	<b>UNIAMERICA</b>	<b>US FIRE</b>
ANNUAL FIXED COST	\$ 926,365	\$ 891,192
ANNUAL CLAIM LIABILITY	\$ 5,193,521	\$ 5,374,798
LASER EXPOSURE	\$ 185,000	\$ 515,000
<b>TOTAL EXPOSURE</b>	<b>\$ 6,304,886</b>	<b>\$ 6,780,990</b>

	<b>SPECIFIC DEDUCTIBLE SAVINGS</b>	<b># OF CLAIMANTS BREAKEVEN POINT</b>
\$90K > \$95K	\$ 34,004	6.8
\$90K > \$100K	\$ 70,527	7.05

<b>HISTORICAL NUMBER OF SPECIFIC CLAIMS</b>	
2012 PLAN YEAR	8
2013 PLAN YEAR	4



**Stop Loss Proposal & Cost Comparison  
Camdenton R-III School District  
2014 Renewal**

**ENROLLMENT**  
402 SINGLE  
228 FAMILY  
631 TOTAL

5/9/2014 RATES INCLUDE 0% COMMISSIONS

CARRIER:	REVISION				REVISION			
	UNIMERICA CURRENT	UNIMERICA RENEWAL #1	UNIMERICA RENEWAL #1	US FIRE BY FAIRMONT	COMPANION LIFE BY RGI LLC	UNIMERICA RENEWAL #2	UNIMERICA RENEWAL #2	US FIRE BY FAIRMONT
	38/12	48/12	48/12	24/12	24/12	48/12	48/12	24/12
SPECIFIC CONTRACT								
SPECIFIC DEDUCTIBLE	\$90,000	\$90,000	\$90,000	\$90,000**	\$90,000	\$95,000	\$95,000	\$95,000**
SINGLE SPECIFIC	\$60.39	\$76.29	\$63.58	\$60.09	\$66.72	\$72.25	\$60.49	\$57.35
FAMILY SPECIFIC	\$136.21	\$171.75	\$143.18	\$150.65	\$142.62	\$162.68	\$136.21	\$144.39
AGGREGATE	\$4.00	\$4.84	\$6.38	\$1.24	\$4.00	\$4.84	\$6.38	\$1.31
SINGLE ADMINISTRATION	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50
FAMILY ADMINISTRATION	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50
PRECERTIFICATION FEE	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
COBRA/HIPAA ADMINISTRATION	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
PPO ACCESS FEE	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00
BROKER FEE	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
AGGREGATE CONTRACT	38/12	48/12	48/12	24/12	24/12	48/12	48/12	24/12
SINGLE MAXIMUM FACTOR	\$451.79	\$351.18	\$498.78	\$467.22	\$500.88	\$555.70	\$507.08	\$491.83
FAMILY MAXIMUM FACTOR	\$918.78	\$1,120.91	\$1,014.34	\$1,100.60	\$1,138.85	\$1,130.10	\$1,031.24	\$1,111.22
MONTHLY FIXED COST	\$72,821.37	\$67,784.83	\$77,187.08	\$74,285.97	\$72,813.92	\$64,054.56	\$74,303.35	\$71,775.12
		20.5%	8.0%	2.0%	0.0%	15.4%	2.1%	-1.4%
ANNUAL FIXED COST	\$873,858.44	\$1,053,177.96	\$926,384.96	\$891,181.84	\$873,787.04	\$1,009,654.72	\$892,360.20	\$861,301.44
		20.5%	6.0%	2.0%	0.0%	15.4%	2.1%	-1.4%
MONTHLY MAXIMUM CLAIM LIABILITY	\$392,020.20	\$478,282.75	\$432,793.42	\$447,869.84	\$481,692.41	\$482,184.30	\$440,004.14	\$452,225.24
		22.0%	10.4%	14.3%	17.6%	23.0%	12.2%	15.4%
ANNUAL MAXIMUM CLAIM LIABILITY	\$4,704,242.40	\$5,739,163.00	\$5,193,521.04	\$5,374,798.08	\$5,840,308.92	\$5,788,211.60	\$5,280,048.88	\$5,426,702.88
		22.0%	10.4%	14.3%	17.6%	23.0%	12.2%	15.4%
TOTAL MONTHLY EXPOSURE	\$484,841.57	\$566,027.58	\$508,980.50	\$522,165.81	\$534,506.33	\$568,239.66	\$514,367.49	\$524,000.36
		21.5%	9.7%	12.3%	15.0%	21.6%	10.7%	12.7%
TOTAL ANNUAL EXPOSURE	\$5,578,088.84	\$6,792,330.96	\$6,110,686.00	\$6,266,989.72	\$6,414,075.98	\$6,794,966.32	\$6,172,408.36	\$6,288,004.32
		21.8%	9.7%	12.3%	15.2%	21.8%	10.7%	12.7%
RUN-IN LIMITATION		N/A	N/A	\$773,129	\$847,085	N/A	N/A	\$760,595

\*CLAIMANT #4 SUBJECT TO \$165,000 SPECIFIC DEDUCTIBLE & CLAIMANT #10 SUBJECT TO \$200,000 SPECIFIC DEDUCTIBLE.  
\*\*CLAIMANT #4 SUBJECT TO \$225,000 SPECIFIC DEDUCTIBLE, CLAIMANT #8 SUBJECT TO \$150,000 SPECIFIC DEDUCTIBLE & CLAIMANT #10 SUBJECT TO \$350,000 SPECIFIC DEDUCTIBLE. CLAIMANT #20 SUBJECT TO \$150,000 SPECIFIC DEDUCTIBLE IF STAGE 3 OR 4 CANCER AND IF HER2NEU IS POSITIVE.

COMPANION LIFE BY RGI LLC	REVISION			
	UNIMERICA RENEWAL #3	UNIMERICA RENEWAL #3	US FIRE BY FAIRMONT	COMPANION LIFE BY RGI LLC
	48/12	48/12	24/12	24/12
\$95,000	\$100,000	\$100,000	\$100,000**	\$100,000
\$54.24	\$67.06	\$57.18	\$52.08	\$48.38
\$136.99	\$153.01	\$128.73	\$135.49	\$128.85
\$4.21	\$4.84	\$6.38	\$1.38	\$4.43
\$12.50	\$12.50	\$12.50	\$12.50	\$12.50
\$12.50	\$12.50	\$12.50	\$12.50	\$12.50
\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
\$7.00	\$7.00	\$7.00	\$7.00	\$7.00
\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
24/12	48/12	48/12	24/12	24/12
\$505.23	\$564.74	\$511.24	\$498.94	\$509.62
\$1,148.77	\$1,149.49	\$1,038.89	\$1,122.54	\$1,158.76
\$70,680.20	\$80,115.55	\$71,519.81	\$67,682.65	\$68,961.24
-3.0%	10.0%	2.1%	-7.1%	-8.0%
\$847,922.40	\$961,968.80	\$865,837.72	\$811,851.80	\$803,774.88
-3.0%	10.0%	2.1%	-7.1%	-8.0%
\$485,712.79	\$490,027.40	\$443,907.48	\$458,831.54	\$469,785.28
18.8%	25.0%	13.2%	16.5%	18.8%
\$5,588,563.48	\$4,890,328.00	\$4,323,289.88	\$5,481,978.48	\$5,837,163.38
18.8%	28.0%	13.2%	18.5%	18.8%
\$536,372.69	\$570,142.95	\$514,927.30	\$524,494.19	\$536,748.52
15.4%	22.7%	10.8%	12.8%	15.5%
\$8,436,475.88	\$8,841,715.40	\$8,176,127.60	\$8,293,930.28	\$8,440,858.24
15.4%	22.7%	10.8%	12.8%	15.5%
\$854,461	N/A	N/A	\$768,546	\$891,899

# Everyone a Leader

By Sean Covey

A custodian, a first-grader, a cafeteria worker, an autistic boy, a powerful middle-school drop out, and a principal... what do they have in common? They all became leaders this year.

Each morning the custodian greets students as they exit the bus. His aim is to lift spirits, say hello, and encourage strengths. It helps students feel connected.

The first-grader, a shy, thoughtful child from Africa drinking dirty water, so she led her classmates in organizing a fundraiser to build a well. Today two villages share clean water.

"It's this coffee lady at lunch," exclaimed one young girl when asked who influenced her most at school. "She always makes me feel good on sad days."

The autistic boy felt he was a "humble person" and he was invited to be involved in a presentation to the school board. Now he wants to be a coach. "Important people wear hats," he says, "and I'm important."

The middle-school student, destined for dropout, was asked by the principal to be in charge of morning announcements and was given 15 minutes. Now he is thinking about which college to attend.

As for the principal, a year ago she was struggling to hold this role on her staff. That issue was eminent. Today she says the best advice she ever received was to "be a leader, not a follower." Her school has changed dramatically.

How it started: In the thousands of other schools, students and staff are asked to become leaders in their unique ways.

It all started in 1999 at A.L. Corbin Elementary in Cedar Rapids, Iowa. The principal was facing a systemic challenge. Enrollment was declining due to an aging neighborhood. There was low and discipline problems were on the rise. Test scores were among the lowest in the district.

With only 250 students in a building that could house twice that number, the district superintendent knew something needed to be done. They just had to make the school work. Either they needed to change up with a new magic theme that would draw in more students, or the school needed to be shut down.

announcements, and making announcements to school boards. Every child is given opportunity to be a leader.

Smiling, every adult is expected to try to be a leader. The Leader in Me is a program created by The Leadership Institute of my father's."

Given that definition, it is true any adult or child can be a leader. It is not just a definition imposed on others, and children are expected to think about their job differently and to see themselves as leaders, it also enables principals to think of themselves as leaders of leaders.

As the culture, or habits, improves and everyone becomes engaged, there is an indirect impact on academics: and the daily habits of students and staff.

Inspiring Goals Finally, The Leader in Me addresses academics by working effective goal-setting principles to student achievement. Working the habits of leadership in the classroom, and in the school boards for school goals, and Individual Leadership Habits for every student to record and track, personal and academic goals. As a diligent focus to student achievement, and as a focus on what schools are already doing well academically will report improvements. And at the same time, the improved academics lead indirectly to improved self-confidence of students and an improved overall culture.

to earn, the independent nature of the three challenges—academics, culture, and life skills—and the value of their developmental sequence is important for educators to understand. Working on one improves the others. Inspiring one diminishes the others. All three inspire one another, and they inspire everyone.

Sean Covey is Executive Vice-President of The Leadership Institute.

The school principal, Marjell Summers, had just attended a seminar on The 7 Habits of Highly Effective Leaders by Stephen Covey. The event was filled with over a thousand adults, mostly corporate leaders. As she glanced around the room, Marjell could not help but wonder, "Why are we talking to you? We have had people become leaders?"

Culture Academics Life Skills Leadership The 7 Habits of Highly Effective Leaders. The seminar experiences with the comments of parents and business leaders, it sparked an idea in the staff: "Why don't we try to get our staff up to our new mindset theme?"

Before long, the entire staff was invited in the 7 Habits and finding ways to teach the habits to students. Over 900 students were bulging out of the classrooms. Discipline referrals and bullying were way down. Staff and parent satisfaction was up and so were test scores. A.L. Corbin was named the #1 magnet school in America.

Three-Challenges Calling for Leadership Six years ago my father wrote the book The Leader in Me to tell the story of the success of the Leadership Institute. More than 1,500 schools are implementing the process. That means that nearly 750,000 more staff and students have been taught the 7 Habits and are being given opportunities to step up and be leaders.

The staff quickly went to work searching for a new theme. To their credit, they went to services and found business leaders to talk with. They found business leaders who are responsible, who show initiative, who know how to set goals, who get along with others, and who can resolve conflicts and problems. Inspiring one another, and they inspire about higher test scores.

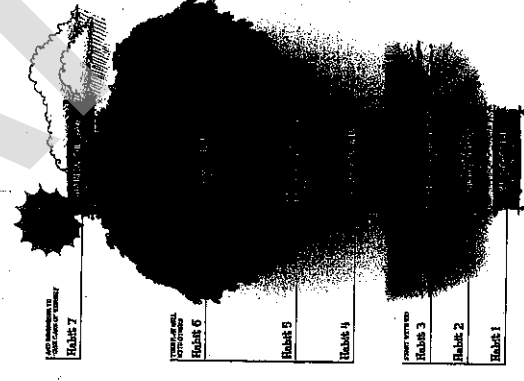
When these schools and individuals have discovered that The Leader in Me takes a direct approach to school culture by using the habits and other leadership principles to create a common language, and to involve everyone in being leaders, that's right—everyone. All students and all staff are asked to be leaders.

The Leader in Me is not aimed at making CEOs or presidents out of every student. It is geared toward helping students and staff lead their own lives (personal leadership), work effectively with others (interpersonal leadership), and take responsibility for their own lives (personal leadership). But to their surroundings (leadership). But to their surroundings (leadership). But to their surroundings (leadership). But to their surroundings (leadership).

In contrast, The Leader in Me sees the three challenges as interconnected. It begins by teaching life skills, or what A.L. Corbin refers to as leadership skills, using the 7 Habits as the framework. The habits encourage many of the skills that the marketplace will require to succeed in the 21st century. The habits are taught to a team or to one person, such as the school counselor.

working in teams, and staying fit physically and emotionally. Teachers program the habits into their lessons. They use the habits to do, but a better way of doing what we are already doing." Norming announcements, assemblies, and a variety of events also reinforced the habits. As staff and students became more responsible, there was a theme in a perfect positive impact on the school's culture and on students' taking increased responsibility for their academics.

# The 7 Habits Tree



# The 7 Habits

The 7 Habits present a holistic, integrated, principle-centered approach for leading in the 21st century.

As Dr. Covey shared, there have been two dominant theories for achieving success in the literature of the past 200-plus years: the personality ethic and the character ethic. The success World War I. Previously, the character ethic was dominant.

According to the character ethic, it is the principles of effective living that create character. This may be a long-term process, but working on character, including an effective view of the world, is getting at the root of the problem. The character ethic is not a one-time event. It is a process leading results according to the Law of the Harvest.

According to the personality ethic, there are skills and techniques one may learn and use to achieve success. This may be a long-term process, but working on character, including an effective view of the world, is getting at the root of the problem. The character ethic is not a one-time event. It is a process leading results according to the Law of the Harvest.

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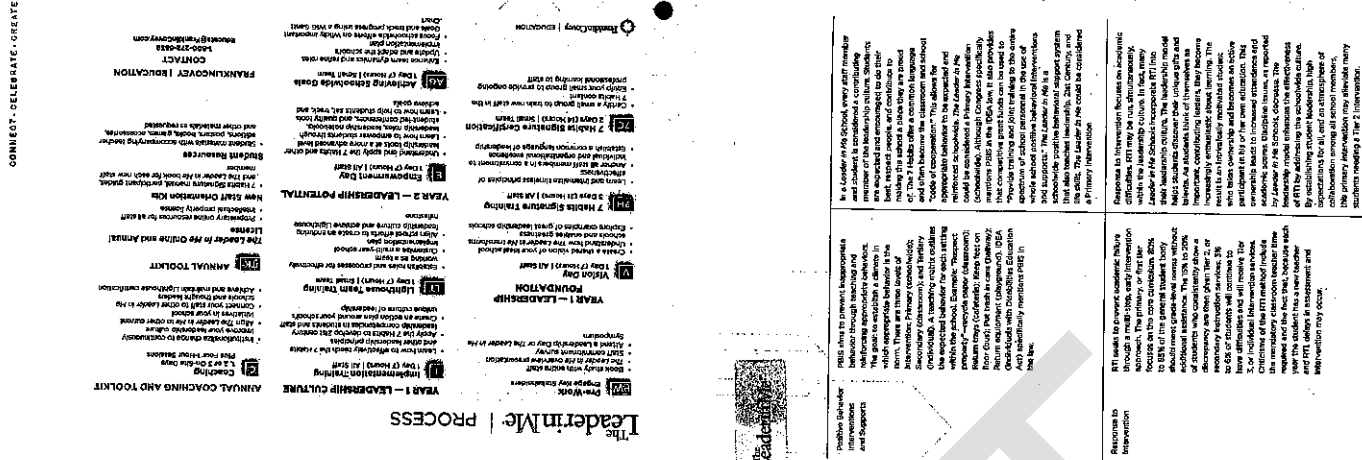
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# The 7 Habits of Highly Effective People

## What Parents & Business Leaders Want

- Initiative
- Self-Direction
- Personal Productivity
- Goal Setting
- Time Management
- Planning
- Problem Solving
- Communication Skills
- Analytical Skills
- Networking
- Leadership Skills
- Financial Stability
- Good Health and Hygiene

## The 7 Habits of Highly Effective People

- Be Proactive
- Begin With the End in Mind
- Put First Things First
- Think Win-Win
- Seek First to Understand, Then to Be Understood
- Synergize
- Sharpen the Saw

### HABIT 5: Sharpen the Saw

- Take care of your mind, body, heart, and spirit.
- Apply continuous learning.
- Seek continued learning.
- Be a life learner.

### HABIT 6: Synergize

- Leverage diversity.
- Apply collaborative decision making.
- Value differences.
- Develop creative collaboration.
- Embrace and leverage innovation.

### HABIT 7: Seek First to Understand, Then to Be Understood

- Ask effective questions.
- Overcome communication barriers.
- Ask for feedback.
- Reach mutual understanding.
- Communicate respectfully.
- Apply proactive listening and feedback.

Year	Theme	Key Focus	Objectives	Activities	Assessment
1	Leadership Culture	Proactive Leadership	Students take personal responsibility for their own success and the success of others.	7 Habits of Highly Effective People book study, Leadership Foundation activities	Self-reflection, peer review
2	Personal Productivity	Time Management	Students manage their time effectively to achieve their goals.	7 Habits of Highly Effective People book study, Leadership Foundation activities	Self-reflection, peer review
3	Goal Setting	Personal Productivity	Students set and achieve personal goals.	7 Habits of Highly Effective People book study, Leadership Foundation activities	Self-reflection, peer review
4	Problem Solving	Communication Skills	Students solve problems effectively and communicate their solutions.	7 Habits of Highly Effective People book study, Leadership Foundation activities	Self-reflection, peer review
5	Networking	Leadership Skills	Students build relationships and networks.	7 Habits of Highly Effective People book study, Leadership Foundation activities	Self-reflection, peer review
6	Financial Stability	Good Health and Hygiene	Students take care of their physical and financial well-being.	7 Habits of Highly Effective People book study, Leadership Foundation activities	Self-reflection, peer review
7	Sharpen the Saw	Be Proactive	Students take personal responsibility for their own success and the success of others.	7 Habits of Highly Effective People book study, Leadership Foundation activities	Self-reflection, peer review

### Year 1 - Leadership Culture

**7 Habits of Highly Effective People**

**Year 1 - Leadership Culture**  
 The goal is to establish a culture of proactive leadership in the school. The focus is on the first three habits: Proactive, Begin with the End in Mind, and Put First Things First.

**Year 2 - Personal Productivity**  
 The goal is to establish a culture of personal productivity in the school. The focus is on habits 4 and 5: Problem Solving and Networking.

**Year 3 - Goal Setting**  
 The goal is to establish a culture of goal setting in the school. The focus is on habit 6: Financial Stability.

**Year 4 - Problem Solving**  
 The goal is to establish a culture of problem solving in the school. The focus is on habit 7: Sharpen the Saw.

**Year 5 - Networking**  
 The goal is to establish a culture of networking in the school. The focus is on habit 7: Sharpen the Saw.

**Year 6 - Financial Stability**  
 The goal is to establish a culture of financial stability in the school. The focus is on habit 7: Sharpen the Saw.

**Year 7 - Sharpen the Saw**  
 The goal is to establish a culture of sharpening the saw in the school. The focus is on habit 7: Sharpen the Saw.

### Year 2 - Personal Productivity

**7 Habits of Highly Effective People**

**Year 2 - Personal Productivity**  
 The goal is to establish a culture of personal productivity in the school. The focus is on the next three habits: Time Management, Goal Setting, and Problem Solving.

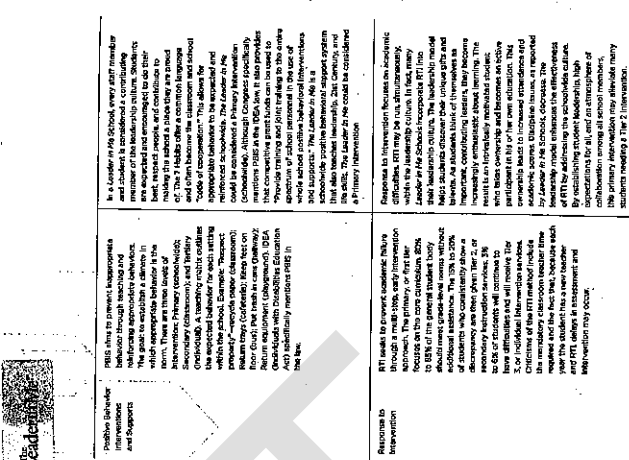
**Year 3 - Goal Setting**  
 The goal is to establish a culture of goal setting in the school. The focus is on habit 4: Problem Solving.

**Year 4 - Problem Solving**  
 The goal is to establish a culture of problem solving in the school. The focus is on habit 5: Networking.

**Year 5 - Networking**  
 The goal is to establish a culture of networking in the school. The focus is on habit 6: Financial Stability.

**Year 6 - Financial Stability**  
 The goal is to establish a culture of financial stability in the school. The focus is on habit 7: Sharpen the Saw.

**Year 7 - Sharpen the Saw**  
 The goal is to establish a culture of sharpening the saw in the school. The focus is on habit 7: Sharpen the Saw.



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**7 Habits of Highly Effective People**

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**Year 3 - Goal Setting**  
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### Year 3 - Goal Setting

**7 Habits of Highly Effective People**

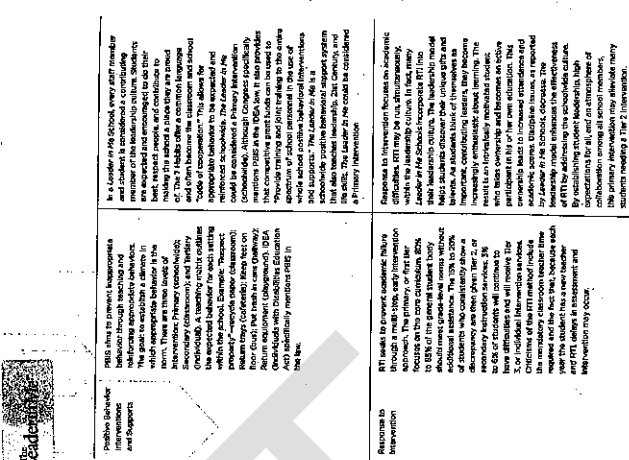
**Year 3 - Goal Setting**  
 The goal is to establish a culture of goal setting in the school. The focus is on habit 4: Problem Solving.

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### Year 4 - Problem Solving

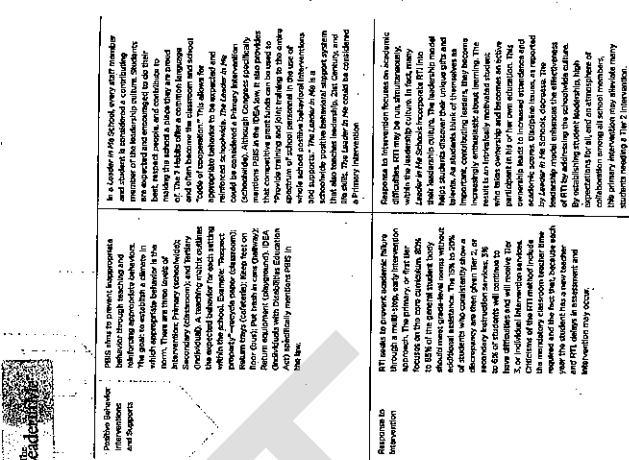
**7 Habits of Highly Effective People**

**Year 4 - Problem Solving**  
 The goal is to establish a culture of problem solving in the school. The focus is on habit 5: Networking.

**Year 5 - Networking**  
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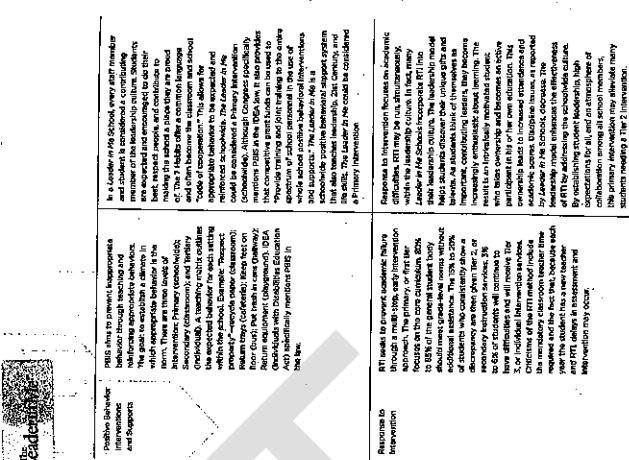
### Year 5 - Networking

**7 Habits of Highly Effective People**

**Year 5 - Networking**  
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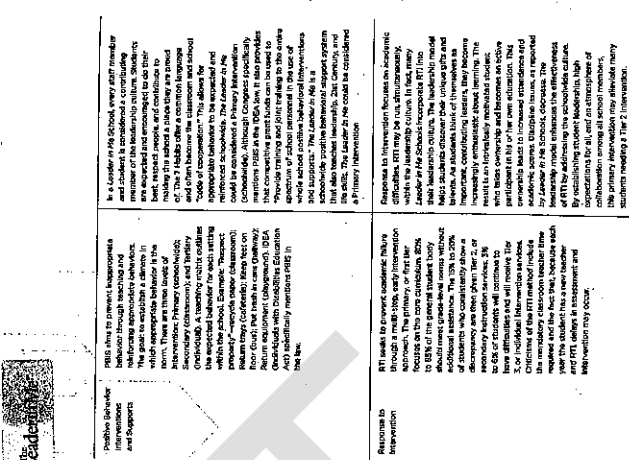


### Year 6 - Financial Stability

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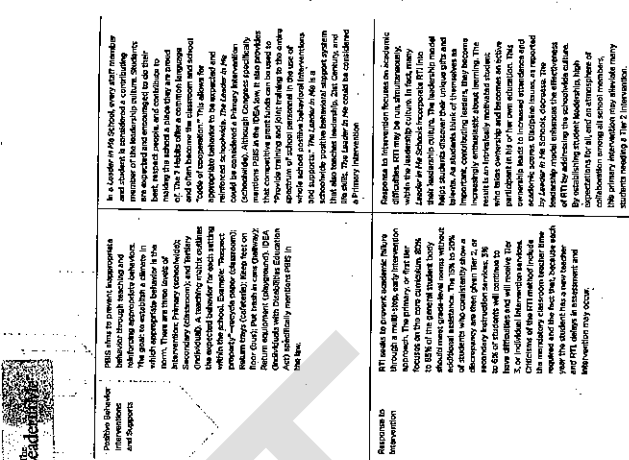
**Year 7 - Sharpen the Saw**  
 The goal is to establish a culture of sharpening the saw in the school. The focus is on habit 7: Sharpen the Saw.



### Year 7 - Sharpen the Saw

**7 Habits of Highly Effective People**

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 The goal is to establish a culture of sharpening the saw in the school. The focus is on habit 7: Sharpen the Saw.



### Year 8 - Sharpen the Saw

**7 Habits of Highly Effective People**

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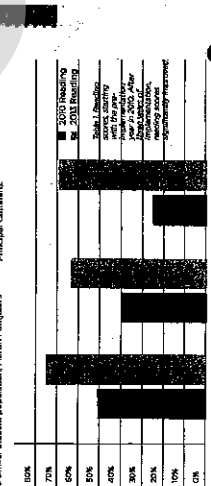
## The Leader in Me®

### Promising Results (Abbreviated Summary)

*The Leader in Me* (TLIM) is being implemented in over 1500 elementary schools across the United States, Canada, and other parts of the world. Schools that have fully applied the Leader in Me process are reporting indirect and direct impacts in three general areas: academics, leadership skills, and school culture.

#### Academics

While isolating the impact or causality of *The Leader in Me* on student achievement is difficult, many schools implementing TLIM are reporting indirect and/or direct impacts in the following areas: test scores, attendance, and reported academic outcomes.



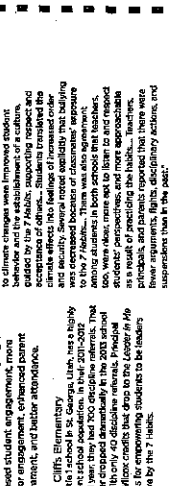
#### Attendance

*The Leader in Me* process has led to a 20% increase in attendance at Orchard Elementary and a 15% increase at Orchard Middle. This is due to the increased focus on responsibility and self-discipline through the TLIM process.

Category	Percentage
8th Grade	80%
7th Grade	78%
6th Grade	75%
5th Grade	72%
4th Grade	68%
3rd Grade	65%

#### Academics

Orchard Elementary in Lewiston, Idaho, was the first school to implement *The Leader in Me*. Principal Kim Gilmer reported that students know what is expected of them, and they are more responsible. They use the *Leader in Me* process with their own growth and progress, their *Leader in Me* Notebooks, and their *Leader in Me* goals. They have also reported that their confidence and self-esteem have improved. The TLIM process has led to a 20% increase in attendance at Orchard Elementary and a 15% increase at Orchard Middle.

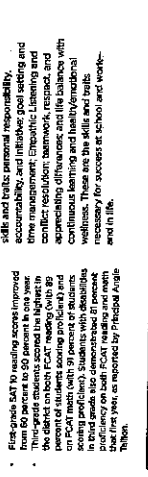


#### Culture

Father Blainwood School in Fort McMurray, Alberta, is a Catholic elementary school with 400 students. The school has implemented *The Leader in Me* process and reported that students are more confident and responsible. They use the *Leader in Me* process with their own growth and progress, their *Leader in Me* Notebooks, and their *Leader in Me* goals. They have also reported that their confidence and self-esteem have improved. The TLIM process has led to a 20% increase in attendance at Orchard Elementary and a 15% increase at Orchard Middle.

## Leadership Skills

Self-Advocacy Elementary in Fort Wayne, Indiana, was the first school to implement *The Leader in Me* for two years. Principal Karen R. Crowe reported that students know what is expected of them, and they are more responsible. They use the *Leader in Me* process with their own growth and progress, their *Leader in Me* Notebooks, and their *Leader in Me* goals. They have also reported that their confidence and self-esteem have improved. The TLIM process has led to a 20% increase in attendance at Orchard Elementary and a 15% increase at Orchard Middle.



Category	Percentage
100% Leadership	100%
90% Leadership	95%
80% Leadership	90%
70% Leadership	85%
60% Leadership	80%
50% Leadership	75%
40% Leadership	70%
30% Leadership	65%
20% Leadership	60%
10% Leadership	55%
0% Leadership	50%

After only one year of implementation, improvements were found in all eight habits. A statistically significant confidence level of 30% was reported for the following habits. See the results on the following page.



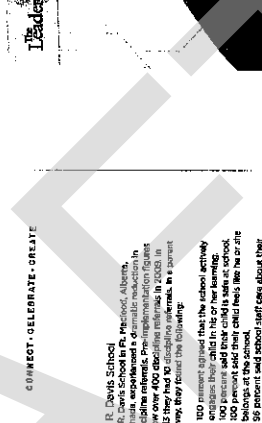
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## Leadership Skills

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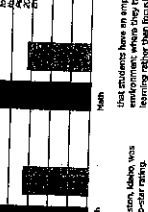
Habit	Percentage
Habit 1	85%
Habit 2	80%
Habit 3	75%
Habit 4	70%
Habit 5	65%
Habit 6	60%
Habit 7	55%
Habit 8	50%

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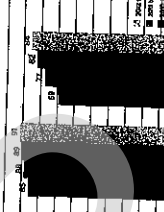


## Promising Results

For full article, please visit <http://www.leaderinme.org>



Leadership skills, school culture, and academic achievement are the three pillars of the *Leader in Me* process. Schools that have fully implemented the TLIM process are reporting indirect and direct impacts in these three areas.



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**Ryan T. Neal, Assistant Superintendent**

Dear Board of Education,

Camden Schools place a great emphasis on the post-secondary development of each of our near 4,300 students. After examining the rigors of MSP 5, it is the desire of the secondary administrative team and committees from CHS, CMS, LCYC, and support from ORI to become associated with the SREB to increase our students' focus on life after high school, whether that is college, technical college, or the work force. We feel that it is our duty to our patrons to provide a high quality education while integrating vocational practices into our students' plan of study.

Our goal is that this effort will improve Camden and the lake area by assuring that the students will leave Camden High School with a portfolio that accentuates their strengths and readies them for any post-secondary environment. Camden Schools will be equipped to better prepare our students for the rigors of upcoming tests by consistently providing high quality instruction and assessments. Tracking the success of students on their journey through high school will be a priority. Those who are not successful will have an array of interventions in place to move them to proficiency.

Sincerely,

Ryan T. Neal  
Assistant Superintendent

PO Box 1409, Camden, MO • Phone: 573-346-9209 • [rneal@camdenhighschool.com](mailto:rneal@camdenhighschool.com)

**The following information about the *High Schools That Work*, *Making Middle Grades Work*, and *Technical Centers That Work* initiatives was generated by the Southern Regional Education Board, [www.sreb.org](http://www.sreb.org)**

### About SREB

The Southern Regional Education Board works with 16 member states to improve public education at every level, from pre-K through Ph.D.

SREB is a nonprofit, nonpartisan organization headquartered in Atlanta. Member states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. SREB's work is funded by member appropriations and by grants and contracts from foundations and local, state and federal agencies.

The Board includes the governor and four gubernatorial appointees from each member state, including at least one state legislator and one educator. The Legislative Advisory Council of legislators from each state advises the Board.

SREB was created in 1948 by Southern governors and legislators who recognized the link between education and economic vitality. To this day, the organization maintains its focus on critical issues that hold the promise of improving quality of life by advancing public education. The region's track record shows that setting goals and maintaining the commitment to work toward them can make a difference.

The nation's first regional interstate compact for education, SREB is today the most comprehensive, working directly with state leaders, schools and educators.

[www.sreb.org](http://www.sreb.org)

### HSTW

***High Schools That Work* is the nation's largest school improvement initiative for high school leaders and teachers.**

More than 1,200 *High Schools That Work* (HSTW) sites in 30 states and the District of Columbia currently use the framework of HSTW Goals and Key Practices to raise student achievement and graduation rates.

Hundreds of HSTW publications, case studies, site development guides and other materials also help improve curriculum and instruction in high schools throughout the nation. In addition, HSTW's annual Staff Development Conference for nearly 8,000 educators is a focal point for year-round professional development.

*High Schools That Work* (HSTW) has identified a set of Key Practices that impact student achievement through development of multiple programs of study that prepare students for

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postsecondary studies and careers. These **ten Key Practices** provide direction and meaning to comprehensive school improvement:

- 1) **High expectations:** Motivate more students to meet higher standards by integrating high expectations into classroom practices and providing frequent feedback.
- 2) **Program of study:** Require each student to complete an upgraded academic core and a concentration.
- 3) **Academic studies:** Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.
- 4) **Career/technical studies:** Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level academic and problem-solving skills needed in the workplace and in further education.
- 5) **Work-based learning:** Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.
- 6) **Teachers working together:** Provide cross-disciplinary teams of teacher's time and support to work together to help students succeed in challenging academic and career/technical studies.
- 7) **Students actively engaged:** Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.
- 8) **Guidance:** Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration.
- 9) **Extra help:** Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.
- 10) **Culture of continuous improvement:** Use data continually to improve school culture, organization, management, curriculum and instruction to advance student learning.

#### **HSTW Goals for Continuous Improvement**

The mission of *High Schools That Work (HSTW)* is to create a culture of high expectations that motivates students to make the effort to succeed in school. To achieve this mission, *HSTW* has set several goals for continuous improvement:

- Increase the percentage of high school students who meet college- and career-readiness goals to at least 85 percent.
- Increase the percentage of students completing the *HSTW*-recommended curriculum to 85 percent.
- Increase the percentage of high school students who complete high school in four years to 90 percent.
- Advance state and local policies and leadership initiatives that sustain a continuous school improvement effort.

Help all students leave high school with an employer certification, postsecondary credit, or the knowledge and skills needed to avoid remedial postsecondary studies.

#### **Technology Centers That Work**

Tech centers, technology centers, technical centers, career centers and career-technical (CT) centers all have a common purpose: to provide high-quality CT studies to high school students. Students may attend these centers for only a portion of the school day, week or year, or they may attend full time, receiving both academic and technical instruction at the center.

The Technology Centers That Work (TCTW) school improvement initiative was formed in 2007 to help these shared-time centers review and implement the actions needed to produce high-demand, high-wage graduates who will be leaders in their selected careers. The network now includes more than 180 sites in 18 states.

SREB provides member sites with staff development, technical assistance, publications and assessment services. TCTW sites participate in the biennial High Schools That Work (HSTW) Assessment and the TCTW Teacher Survey, designed specifically for teachers in shared-time centers.

#### **Making Middle Grades Work**

Too many students leave the middle grades unprepared to succeed in rigorous high school studies and unable to take advantage of all that high school can offer. By ninth grade, many struggling students have fallen behind and are on a path to become high school dropouts.

Through SREB's middle grades initiative, SREB states are among the first in the nation to implement strategies that address the crucial middle grades and key transition into high school. Making Middle Grades Work (MMGW) helps states, districts and schools look at

what they expect, what they teach and how they teach young adolescents to prepare for success in further education.

MMGW is a network of schools, districts and states committed to improving school and classroom practices in the middle grades by implementing a framework of Key Practices and conditions for continuous improvement. The MMGW brochure, *Making Middle Grades Work: An Enhanced Design to Prepare All Middle Grades Students for Success in High School*, details the essential elements and other components of the framework.



**TO:** Chancellor R-III Board of Education  
 Gail White, Ed.D. *Gail White*  
**FROM:** Gail White, Ed.D. *Gail White*  
**SUBJECT:** Technology Centers That Work - TCTW (and Related Initiatives) Implementation Grant

Attached please find the 2015 TCTW grant proposal for your review.

The grant opportunity was issued on April 21, 2014, with a return date of Friday, May 15, 2014, at 1 p.m. Central Standard Time. An original and two copies must be submitted to PESS in Jefferson City.

Funds for this grant are from the state general revenue and are "not eligible" from the MO Department of Elementary and Secondary Education Vocational/Technical Education Enhancement Grant for Fiscal Year 2015. The grant is for the period of 12 months, starting on March 10, 2014, through the end of the fiscal year on March 9, 2015.

The proposal is for \$12,500 with expenditures as follows:  
 • \$1,000 for required training fee;  
 • \$1,000 for required liability fee;  
 • \$1,000 for building Bridges Conference;  
 • \$1,000 for building Bridges Conference.

TCTW was modified from the Southern Regional Education Board's (SREB) *ISTW* design to address area center specific challenges. The *ISTW* TCTW is an effort-based model founded on the cooperation that center specific challenges. The *ISTW* TCTW is an effort-based model founded on the cooperation that center specific challenges. The *ISTW* TCTW is an effort-based model founded on the cooperation that center specific challenges.

Area center teachers and staff can take these actions to motivate students to achieve at high levels:  
 • Expand students' opportunities to pursue a career-focused program of study that joins a "ready" workforce.  
 • Increase student motivation through a variety of strategies to see the benefits of what they have been asked to learn.  
 • Create supportive relationships between students and adults and between home, school and area center staff. These relationships provide students with the support needed to meet challenging course standards and complete a career-focused program of study, enabling more students to transition into the workforce.  
 • Work with the high school to postsecondary studies, advanced training or work.  
 • Offer a variety of career-focused courses, including dual credit and complete the right combination of standards and CTE courses that prepare them for postsecondary studies, further training or employment.  
 • Support teachers with common planning time and professional development to improve what and how students are taught.

As a separate document you will find the guidelines for the 2015 Grant Award TCTW. Please feel free to contact me at (573) 346-9272 or [gwhite@summitsschools.org](mailto:gwhite@summitsschools.org) with any questions.

**STATE OF MISSOURI  
 DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
 DIVISION OF CAREER EDUCATION**

**GRANT AWARD NO. 2015 Grant Award TCTW CONTACT PERSON: Debra Hester**  
**TITLE: Technology Centers That Work (and Related Initiatives) Implementation Grant**  
**NO. DATE: April 21, 2014**  
**PHONE NUMBER: (878) 784-9000**  
**EMAIL: [debra.hester@doe.mo.gov](mailto:debra.hester@doe.mo.gov)**  
**ADDRESS: 1000 WEST WASHINGTON ST., JEFFERSON CITY, MO 64102-0000**

**MAILING INSTRUCTIONS:** Print or type Grant Award Number and Return Post Mail on the enclosed form. Attach a check for the amount of the award payable to the State of Missouri. Mail to: **STATE OF MISSOURI, DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, DIVISION OF CAREER EDUCATION, 1000 WEST WASHINGTON ST., JEFFERSON CITY, MO 64102-0000.**

**RETURN GRANT AWARD TO:** DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
 OFFICE OF GRANT SERVICES  
 DEBRA HESTER, CONTACT PERSON  
 1000 WEST WASHINGTON ST., JEFFERSON CITY, MO 64102-0000  
 TELEPHONE: (878) 784-9000

**GRANT PERIOD:** July 1, 2014 - June 30, 2015  
**RENEWAL:** GRANT PERIOD FOR (YES OR NO) YES  
**REASON FOR RENEWAL:** YES

Department of Elementary and Secondary Education  
 2015 Jefferson City, MO 64102-0000  
 The grantee hereby certifies that the information and data provided in this application are true and correct, and that the grantee understands and agrees to the terms and conditions of the grant. The grantee understands and agrees to the terms and conditions of the grant. The grantee understands and agrees to the terms and conditions of the grant.

Signature of Applicant: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Signature of State Representative: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Signature of State Representative: \_\_\_\_\_  
 Title: \_\_\_\_\_

STATE OF MISSOURI  
 DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
 DIVISION OF CAREER EDUCATION  
 APPLICATIONS FOR AUTHORIZATION OF CAREER EDUCATION EXPENDITURES

Item	Quantity	Estimated Unit Cost	Total Estimated Cost
TCW Materials for (10-12) Teachers	10	\$7,000.00	\$70,000.00
TCW Materials for (10-12) Students	10	\$500.00	\$5,000.00
TCW Materials for (10-12) Parents	10	\$500.00	\$5,000.00
TCW Materials for (10-12) Community	10	\$500.00	\$5,000.00
TCW Materials for (10-12) Industry	10	\$500.00	\$5,000.00
TCW Materials for (10-12) Other	10	\$500.00	\$5,000.00
<b>Total Estimated Cost</b>			<b>\$100,000.00</b>

Priority Level	Points Earned	Priority Level Description
Priority Level 1 Status (50 points possible)	0	Priority Level 1 Status (50 points possible)
Priority Level 2 Status (10 points possible)	0	Priority Level 2 Status (10 points possible)
Priority Level 3 Status (0 points possible)	0	Priority Level 3 Status (0 points possible)
<b>Section 1: Total Points Earned (50 points possible)</b>	<b>0</b>	

**SECTION FOUR  
 MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
 DIVISION OF CAREER EDUCATION  
 DEPARTMENTS GOALS ALIGNMENT RUBRIC FOR COMPETITIVE GRANTS**

**Directions:** Select only one Priority Level Status per application. Only one building within a district, school or district is eligible for this award. The proposal must address an area or areas of needed improvement in the building or district that earned the designation to be awarded (indicated points in this section). The status of a building or district will be determined by the Department's annual fiscal accountability reports.

**Priority Level 1 Status (50 points possible)**  
 Priority Level 1 Status (50 points possible) is assigned to a building or district that has been designated as a Priority Level 1 building or district in the most recent Annual Performance Report (APR) for the building or district. The building or district must have been designated as a Priority Level 1 building or district in the most recent Annual Performance Report (APR) for the building or district.

**Priority Level 2 Status (10 points possible)**  
 Priority Level 2 Status (10 points possible) is assigned to a building or district that has been designated as a Priority Level 2 building or district in the most recent Annual Performance Report (APR) for the building or district. The building or district must have been designated as a Priority Level 2 building or district in the most recent Annual Performance Report (APR) for the building or district.

**PART SEVEN  
 ASSURANCES AND CERTIFICATIONS**

The Department will not award a grant agreement when the grantee has failed to accept the ASSURANCES AND CERTIFICATIONS contained in this section. By signing the form about this grant or agreement, the grantee is providing the certifications set forth below:

- Will give the receiving agency, the Computer Grant of the United States, and if applicable, the State of Missouri, the right to audit the grantee's financial records to ensure all records, books, papers or documents related to the grant are maintained in proper accounting system in accordance with generally accepted accounting standards or agency directives.
- Will comply with the requirements of the Federal Acquisition Regulation (FAR) and the Missouri State of Missouri Administration (C.F.R. 800, Subpart 17).
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NOTE: Some of these assurances may not be applicable to your project or program. If you have any questions regarding the applicability of these assurances, you may require clarification by writing to the Missouri State of Missouri Administration (C.F.R. 800, Subpart 17).

ASSURANCES - Near-Construction Programs  
 Certification Regarding Debarment, Suspension, and Other Responsibility Matters  
 Debarment, Suspension, and Other Responsibility Matters  
 Certification of Non-Debarment  
 General Assurances

ASSURANCES - NON-CONSTRUCTION PROGRAMS  
 NOTE: Some of these assurances may not be applicable to your project or program. If you have any questions regarding the applicability of these assurances, you may require clarification by writing to the Missouri State of Missouri Administration (C.F.R. 800, Subpart 17).

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- (12) Will comply with the "Title and Seniority" Act of 1986 (16 U.S.C. 1271, et seq.)
- (13) Will meet the awarding agency's awarding criteria for awarding contracts to the awarding agency's awarding criteria.
- (14) Will comply with the "Advisory" Act of 1986 (16 U.S.C. 1271, et seq.)
- (15) Will comply with the "Advisory" Act of 1986 (16 U.S.C. 1271, et seq.)
- (16) Will comply with the "Advisory" Act of 1986 (16 U.S.C. 1271, et seq.)
- (17) Will comply with the "Advisory" Act of 1986 (16 U.S.C. 1271, et seq.)
- (18) Will comply with the "Advisory" Act of 1986 (16 U.S.C. 1271, et seq.)

**2. CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS - PRIMARY COVERED TRANSACTIONS**

- (1) The prospective primary participant certifies to the best of his knowledge and belief that it and its principal:
  - (a) Are not presently debarred, suspended, proposed for debarment, debarred, or otherwise excluded from covered transactions by any Federal department or agency;
  - (b) Have not within a three-year period preceding this bid been arrested or had a conviction for any offense involving fraud or dishonesty in connection with obtaining, attempting to obtain or performing a public (Federal, State or local) transaction or grant under a public transaction, including any conviction for a crime involving falsification or misstatements, omissions, or inaccuracies when submitting claims for payment, or receiving money property;
  - (c) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with a criminal offense in connection with any Federal, State or local transaction or grant under a public transaction (Federal, State or local) awarded for construction or other public transactions (Federal, State or local) awarded for construction or other public transactions.

**3. DRUG-FREE WORKPLACE CERTIFICATION**

Avoidance certificate that it will provide a drug-free workplace by implementing the provisions of 29 CFR 16100.100, et seq. This information must be included with this signed document.

**4. DRUG-FREE WORKPLACE CERTIFICATION**

Avoidance certificate that it will provide a drug-free workplace by implementing the provisions of 29 CFR 16100.100, et seq. This information must be included with this signed document.

**5. GENERAL ASSURANCES**

- (1) Provide full control, property management control and fund accounting procedures.
- (2) Comply with all applicable reporting requirements of the Department relating to this grant award program.
- (3) Comply with the accountability requirements specified by the American with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, and any grants funds are expended for facility improvement.
- (4) Federal funds awarded from this application may be used to supplement, but not supplant, state or local funds for existing career education program, services and activities.
- (5) Provisions will be made for fiscal control, property management control and fund accounting procedures.
- (6) Name of other federal funds awarded from this application will be used to acquire equipment (including computer software) in any instance in which its acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, its employees or any affiliate of such an organization.

The applicant agrees to these assurances and submits the required descriptive information, as follows, in order to be designated as an eligible recipient.

**PLEASE CHECK THE APPROPRIATE STATEMENT**

- X. No change of assumptions in the last two (2) years.
- See attached information.

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**Challenges/Barriers to overcome:**

- High expectations - Students' attendance (both regular and tardiness) is outside the desired target level. Ensure all students participate in a rigorous course of study;
- Program of study - Plans for each of the 16 career clusters have been developed and are in the Career and Schedule Planning Guide, but need to be consistently utilized, reviewed, and revised;
- Academic matters - Most students with career and technical education for work-based learning experiences miss all disciplines;
- Career technical credits - Ensure students have the opportunity for entry college experiences through expansion of dual credit offerings and/or the ability to earn an Industry Recognized Credential upon graduation;
- Teachers working together - Utilize collaborative time to work across all disciplines to develop rigorous and relevant project-based learning opportunities for students;
- Work-based learning - Provide job shadowing and/or internship opportunities for at least 90% of the students prior to graduation;
- Students actively engaged - Incorporate real-world, authentic learning activities in all courses;
- Guidance - Involve all personnel in developing a meaningful personal plan of study and selecting courses that support students' career choice. Ensure that students' FPOs are reviewed and revised annually to reflect their career choices;
- Extra help - Review career advisory, interventions, and privilege systems for effectiveness, and
- Culture of continuous improvement - Regularly assess where we are as a school district in relation to helping all students and parents and involving the community.

1.4.5.4 A descriptive assessment of the school's plan to utilize ICTV professional development offerings from the Department and SREB.

There are more than 10 staff members already registered for the 2014 NSTV summer conference (professional development) from the intermediate, middle, high/secondary school, and technical center.

along with central office personnel. Faculty members will also be attending the Building Bridges conference in the fall. The district has a mandated "out of district" evaluation form that each staff member is expected to complete after participating in the activity. Expectations with the summer process are to share being collaborative time information gathered at professional development events.

The site development workshops with SREB occurred in the spring of 2014. Each building has committed to participate and utilize the knowledge gained from the conferences and resources gathered to improve student achievement as well as attendance - which is a focus at all building levels and supports the district strategic plan.

1.4.5.4 The actions which, together with other actions, enable transition into postsecondary education without interruption. At this time, need to work with SREB necessary for advancement.

Use Missouri Connections results along with personal plans of study to provide multiple opportunities to engage students in their educational experience. This may include (but not limited to) students participating in field trips to post-secondary institutions, career/job fairs, job shadowing/ internships, guest presenters (career and post-secondary), and real-world, work-based learning projects and activities. Students need a challenging program of study with support systems in place in order to enhance areas in which students do not meet minimum requirements for postsecondary admission as identified in NSTV 5 College and Career Readiness standards.

1.4.5.4 How access to challenging career education programs and overall academic achievement will be increased.

By improving skills in both core academic and career and technical education areas, students will be prepared to advance to higher levels before exiting career and technical education programs and receiving a high school diploma. Changes that will occur so students will have access to challenging career and technical programs as well as increased opportunities for academic achievement will be:

- Improving skills in both core academic and career and technical education areas, students will be prepared to advance to higher levels before exiting career and technical education programs and receiving a high school diploma. Changes that will occur so students will have access to challenging career and technical programs as well as increased opportunities for academic achievement will be:

Barriers:

- Develop personal plans of study for each student. These plans will be working documents reviewed and revised periodically throughout the year.
- Utilize Missouri Connections to assist students in planning for their future.
- The middle school will further develop their "Access of Career Interest" and collaboratively work with the technical center where there are similar interests and overlapping programs to provide students with career development and exploration activities.
- Develop an ecosystem partnership with the school districts that the technical center currently serves and implement *Pathways to Prosperity* program to strengthen relationships and partnerships with area businesses and employers with the shared goal of developing and providing internships, job shadowing, and work-based learning opportunities for students.
- Implement job shadowing experiences and internships for students in their respective career pathway to expose them to real-world, work-based learning opportunities.
- Review career and technical education offerings in all career pathways to ensure rigor and provide additional Advanced Career offerings and opportunities.
- Offer additional dual credit opportunities for career and technical education offerings as well as Technical English, Technical Mathematics, and Technical Science.
- Adapt and revise current curriculum to ensure (where appropriate and available) that industry Recognized Credentials are an option for students.
- Review/revise how extra help and career planning through the career advisory and intervention systems are being implemented, continued, and provided for student success.

1.4.5 Substantial means shall also be evaluated on evidence of program completion. As such, assessment must be a description of the activities, but not limited to the following:

1.4.6.1 The means shall be a description of the activities, but not limited to the following: content focus at the school, which can be improved by ICTV initiatives. Provide data which would indicate areas where improvement could be expected.

Late Career & Technical Center (LCTC) desires to become a CTW site in an effort to increase academic achievement throughout the entire school impacting over 550 students. Focus will be placed on integrating quality high-level academic activities within technical programs. Developing and providing work-based learning opportunities through job shadowing and internships along with rigorous projects - with many being portfolio based - will assist in expanding students' communication and mathematical abilities along with Integrating Missouri Learning Standards in an effort to assist students in excelling both academically and technically. Emphasis will be placed on student proficiency in the use and applications of technology upon learning career and technical programs. This is a 5<sup>th</sup> through 12<sup>th</sup> grade initiative. There will be five buildings working together to implement the 10-Key Function in order to assist the students of the Camden R-III School District to be prepared for continuing education and the world of work.

Improvement can be expected in the areas of post-secondary preparation, earning dual credit/ advanced placement credit, or industry recognized credentials. Attendance is another area of focus in common at the middle through secondary level. Data listed below and shown in bold are opportunities for growth.

2012-2013 MSP 5 Performance Standard OCR Indicators 1-3  
LCTC graduates scoring 4 or above the state standard on ACT, ASVAB, or COMPASS (No LCTC graduate took the SAT)

Point Value Earned	Total # of Graduates	ACT	COMPASS	ASVAB	# of Graduates Earning Points	Percentage
0	0	0	0	0	0	0
1	25	0	23	6	29	7.25
2	75	0	11	21	32	24
3	125	1	0	13	31	25
4	22	18	1	13	1	1.25
5	95	18	35	40	95	68.75%

2012-2013 MSP 5 Performance Standard OCR Indicator 4  
CTC graduates who earned a qualifying score on a TSA and entered an IRC

Month	Consolidated Graduates Only												
	1	2	3	4	5	6	7	8	9	10	11	12	
2012	31	4	7	12	5	3	1	6	5	0	2	3	1,776

Monthly Attendance Percentage 2012-2013

Month	Attendance %	High School CTC	Technical CTC
August	94.13	97.17	95.14
September	94.13	95.09	95.09
October	95.05	95.05	95.05
November	95.05	94.95	95.17
December	94.95	94.95	95.17
January	94.95	94.95	95.17
February	94.95	94.95	95.17
March	94.95	94.95	95.17
April	94.95	94.95	95.17
May	94.95	94.95	95.17

Monthly Attendance Percentage 2012-2013

Month	Attendance %	High School CTC	Technical CTC
August	94.82	94.71	94.89
September	94.19	94.11	94.11
October	94.19	94.11	94.11
November	94.19	94.11	94.11
December	94.19	94.11	94.11
January	94.19	94.11	94.11
February	94.19	94.11	94.11
March	94.19	94.11	94.11
April	94.19	94.11	94.11
May	94.19	94.11	94.11

4.6.2 Current reform efforts in which your district is currently engaged. Provide data that the district would have which substantiates the success of your reform efforts.

The Camden R-III School District has several reform efforts including alternative education, summer school, A+ opportunities, 21<sup>st</sup> Century Community Learning Centers for after school programming, district accreditation by AdvanceED/NAAC, and Council on Occupational Education at Late Career & Technical Center.

Enrollment - Lower Education Center (Alternative School) data include:

Academic Achievement	2010-11	2011-12	2012-13
Graduation	60	53	55
Missouri Oregon	03 HRZ/20 MOOP	03 HRZ/20 MOOP	03 HRZ/20 MOOP
College Vials	25 graduated	20	20
ACT	0	2	2
Not graduating with credit	5	5	2
% of Total Enrolled	25%	23%	41%
Attendance	89.65%	85.69%	83.08%
Disciplinary incidents	145	173	132
Initial Referrals	75	67	84
Dropouts	29	15	18
Transferred Out	14	9	13
Demographics			
Enrollment	108	94	106
% of Total Enrolled	72%	85%	77%

The Camden School District hosts a summer school at the secondary level for both credit recovery and for students to earn additional academic credits. Following is data on the number of students served at Camden High School during summer school.

Total Credits Earned	Summer 2011	Summer 2012	Summer 2013
Credit Recovery	193	148.5	168.5
	19	26	26.5

A+ data follows regarding student post-graduate intentions:

Year	Number	Attending 4 year college that offers an associate degree	Attending 4 year college that offers a baccalaureate degree	Plan to work or enter the military
2011-12	Enrolled	42	13	7
2012-13	Enrolled	45	29	19

The before/after school program "PASS" – partially funded by the 21<sup>st</sup> Century Community Learning Centers grant – provides opportunities for open library services one hour before the start of each school day.

Before School Open Library Participation	2011-2012 # of Hours Participated	2012-2013 # of Hours Participated	% of Hours Systems Participated
Camdenton Middle School	2,167	2,517	81.37
Camdenton High School	7,706	8,138	81.38

The credit recovery opportunity is offered after school for students in grades 9-12. From the 2000-2001 to 2012-2013 school year – 450 credits have been recovered from this option.

1.4.6.3 How the access to differentiated career/technical programs will be increased.

By improving skills in career and technical education areas, students will be prepared to advance to higher levels before enrolling career and technical education programs. Changes that will occur to ensure students will have access to challenging career-technical programs will include:

- Develop a consistent partnership with the school districts that the technical center currently serves and implement *Pathways to Prosperity* program to strengthen relationships and partnerships with area businesses and employees with the ultimate goal of developing and providing internships, job shadowing, and work-based learning opportunities for students.
- Implement job shadowing experiences and internships for students in their respective career pathway to expose them to real-world, work-based learning opportunities.
- Revise/increase career and technical education offerings in all career pathways to ensure rigor and provide additional Advanced Career offerings and opportunities.
- Offer additional dual credit opportunities for career and technical education offerings as well as Technical English, Technical Mathematics, and Technical Science.
- Adopt new and revise current curriculum to ensure (where appropriate and available) that Industry Recognized Credentials are an option for students.

1.4.6.4 The commitment and leadership being made by the school superintendent, local school board and building administration.

The Camdenton R-II School District is committed to providing quality programming for all students. The school district is also dedicated to alternate forms of instruction to improve the quality of education that students receive. A presentation was made to the Camdenton R-II Board of Education at the May 2014 monthly meeting. The members are supportive of innovative ways to increase students' academic studies.

Prior to writing this proposal, central office administrators, career and technical center administrators (current and newly hired), alternative/high, middle, and intermediate school administrators, a host of instructors and consultants from middle to high school level participated in site development workshops with the Southern Regional Education Board. The district is committed to fully implement the Middle Grades, Technology Centers, and High Schools That Work programs. It was mutually agreed upon that the goals in the *MAGPIE/TCITW/ASW* initiative were worthwhile in pursuing and reach with and support our district's vision, mission, and strategic plan. Goals at each level have been developed and reviewed by the respective building level leadership teams and information disseminated to all staff members during regular faculty meetings. Teams have been established for each goal area in each building and work has begun to address the needs identified.

1.4.6.5 The applicant's demonstrated commitment to the use of TCITW-specific professional development activities.

The school and district have made the commitment to participate in and use the SREB professional development activities as identified on the FY-A. The bulk of the funds (\$10,500 of the \$12,500 requested) is being allocated for use in participating in the 28<sup>th</sup> Annual High Schools That Work conference and the Building Bridges conference. The remaining \$2,000 is for the required TCITW membership fee (10-25 teachers).

1.4.7 Eligible categories of applicants are institutions of secondary education as described below which have not previously received funding from the Department for implementation of other TCITW sites. The applicant is an area service center which has evaluated a budgetary proposal to fund a site to create implementation activities through partnerships with a feeder high school or middle school.

Lake Cores & Technical Center received the *ISTW* grant (before *TCITW* was an option) but has not received funding for *TCITW*. This will be a joint effort with four other schools in district – Oak Ridge Intermediate, Camdenton Middle School, Horizons Lake Education Center/Alternative School, and Camdenton High School. This partnership will benefit students served in the Camdenton R-II School District to be better prepared for continuing education and the work force.

**CONTRACT BETWEEN THE SOUTHERN REGIONAL EDUCATION BOARD/HIGH SCHOOLS THAT WORK AND CAMDENTON SCHOOLS**

Camdenton R-II School District proposes to use the Southern Regional Education Board (SREB) *That Work* (*TCITW*), *Building Bridges*, *Coastal Work* (*MAKPIE*) and *Technology Centers That Work* (*TCITW*) models of school reform to support continuous improvement efforts of the district's four secondary schools. SREB/ISTW was committed to work with the Camdenton District in its efforts to raise student achievement by changing school and classroom practices. This document constitutes the contract for the services to be provided by SREB.

This plan of support is targeted for specific areas over a three year period:

- Providing Campus Leadership Teams with Tools and Structures to Enhance Outcomes
- Improving Instructional Practices
- Providing Training and Leadership to Implement a More Personalized, Relevant and Rigorous Learning Experience to Support College and Career Readiness
- Researching and Implementing Targeted Student Support Services to Increase Success
- Preparing Existing and New CTPE Teachers to Engage Students With More Effectively
- Demanding Assignments That Require a Mix of Academic, Technical and 21<sup>st</sup> Century Skills

Each section has several collaborative deliverables specified, along with goals and outcomes and a budget for on-site professional development, coaching and technical assistance services in order to help the school successfully transition itself into a more personalized learning environment for students.

There is a complete school redesign envisioned in this support plan to develop curriculum, instruction and student support services for each campus. Each campus leadership team will be supported with research-based best practices intended to provide students with meaningful connections and meaningful learning experiences. The redesign will be implemented in a phased approach and will include reform curriculum. It reflects the considerable work that has to be done in order to realize the increased student completion rates and readiness for both further study and entry.

This year one work lays the foundation to support continuous improvement efforts. This foundation and student support services for each campus. Each campus leadership team will be supported with research-based best practices intended to provide students with meaningful connections and meaningful learning experiences. The redesign will be implemented in a phased approach and will include reform curriculum. It reflects the considerable work that has to be done in order to realize the increased student completion rates and readiness for both further study and entry.

- Year 1: Focus on establishing systems, structures and then look for each site's leadership team. This work will support both district goals and each school's improvement plan in its

effort to target the work of teacher teams. Leadership teams will participate in targeted activities to: 1) identify and promote campus priorities with all faculty members; 2) identify current and needed professional development activities to support each campus priority; and 3) determine process and performance measures to determine the effectiveness of the implementation of action plans intended to address each priority area. The district will utilize the *That Work* model of school reform to support continuous improvement efforts of the district's four secondary schools. SREB/ISTW was committed to work with the Camdenton District in its efforts to raise student achievement by changing school and classroom practices. This document constitutes the contract for the services to be provided by SREB.

- Year 2: Support for unit and module design that is aligned to college and career expectations as outlined in both the Common Core State Standards and the Common Core Technical One (CCTO) standards. This work will support both district goals and each school's improvement plan in its effort to target the work of teacher teams. Leadership teams will participate in targeted activities to: 1) identify and promote campus priorities with all faculty members; 2) identify current and needed professional development activities to support each campus priority; and 3) determine process and performance measures to determine the effectiveness of the implementation of action plans intended to address each priority area. The district will utilize the *That Work* model of school reform to support continuous improvement efforts of the district's four secondary schools. SREB/ISTW was committed to work with the Camdenton District in its efforts to raise student achievement by changing school and classroom practices. This document constitutes the contract for the services to be provided by SREB.
- Year 3: Expanded opportunities for student success. This work will guide the leadership teams of each site to identify which students need additional support to be both college and career ready. Leadership team members will identify a system of "riggers" that will identify and connect students to support resources to overcome barriers to success. Riggers will be implemented in a phased approach and will include reform curriculum. It reflects the considerable work that has to be done in order to realize the increased student completion rates and readiness for both further study and entry.

This plan of support is designed to build a vocabulary and common understanding that support a culture shift toward an effort-based model. We seek forward to supporting each school's leadership team as they identify and support site-based priorities.

Budget and Plan of Support follows in Appendix 1

The Board of Control for Southern Regional Education, 28th Southern Regional Education Board (SREB), as a not-for-profit educational compact, must comply with OMB Circular A-133. Please indicate with your responses whether any of the funds are from Federal sources, including CPDA awards. If any of the funds are from Federal sources, please indicate the amount and the source on OMB Circular A-133, and list there in case "recipient" not "recipient." Relationship created hereafter.

**Plan of Support for Camdenton Schools**



Camdenton, Missouri

Prepared for  
Dr. Tim Hadfield,  
Superintendent

By Steve Broome

Timeline	Description of Support	Cost
July 2016	<ul style="list-style-type: none"> <li>Deliverable 4: Attend the National HHS Schools That Work Conference to Gather Resources to Support Priority: The initial phase of implementation. Leadership teams will be guided to gather resources and best practices from the conference objectives that directly support campus priorities. Teams will work to identify participants for the conference and assign each participant to investigate one or two specific school priority areas.</li> </ul>	6 Days @ \$1,500 each Total: \$9,000 8 Days @ \$1,500 each Total: \$12,000
Total Year 2:		\$21,000

Timeline	Description of Support	Cost
August 2014 - March 2015	<ul style="list-style-type: none"> <li>Deliverable 5: Initial Review of Progress of Study: Complete initial review of progress of study. Identify gaps between program offerings and regional needs. This will be a combined activity with the middle school, high school and career and technology center.</li> <li>Deliverable 6: Support for Teams to Attend Regional Training: Support for teams from each school will attend a day of training that will focus on how to partner to assist students with the transition from one campus or program to another. The training will assist the teams to identify what is currently working and to identify the gaps in program offerings. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	1 Day @ \$1,500 each Total: \$1,500 1 Day @ \$1,500 each Total: \$1,500
Total Year 1:		\$7,000

Timeline	Description of Support	Cost
June 2014 - January 2015	<ul style="list-style-type: none"> <li>Deliverable 1: Data Culture Training for Leadership Teams from Each Site: This two day initial event will provide teams with an opportunity to review current statistical trends for their campus and create a data-based action plan that includes periodic progress reports for each campus. Teams will bring available data for the Red Flag items and create a multi-tiered action plan to address it. Since schools have identified attendance as a priority item, all schools will use attendance as the Red Flag item in this action plan. Teams will have one day follow-up trainings with on-site coaching to review the progress of action plans and clarify the use of data.</li> <li>Deliverable 2: Attend the National HHS Schools That Work Conference to Gather Resources to Support Priority: The initial phase of implementation. Leadership teams will be guided to gather resources and best practices from the conference objectives that directly support campus priorities. Teams will work to identify participants for the conference and assign each participant to investigate one or two specific school priority areas.</li> <li>Deliverable 3: Provide Literacy Design and Mathematics Design Collaborative Expert Training for Subject Teachers: Initial trainings will assist teacher leaders to use the LDC and MDC modules in their classrooms. Schools will be trained to serve as the experts for each campus and will be supported in both module design and the implementation of the modules in their classrooms. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	8 Days @ \$1,500 each Total: \$12,000
July 2014	<ul style="list-style-type: none"> <li>Deliverable 4: Direct Training Support for Attendance Team: Support for teams from each school will attend a day of on-site coaching to review the progress of action plans and clarify the use of data.</li> <li>Deliverable 5: Support for Teams to Attend Regional Training: Support for teams from each school will attend a day of training that will focus on how to partner to assist students with the transition from one campus or program to another. The training will assist the teams to identify what is currently working and to identify the gaps in program offerings. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	6 Days @ \$1,500 each Total: \$9,000 3 Days LDC and MDC 2 Days @ \$1,500 each Total: \$3,000
August 2014 - October 2014	<ul style="list-style-type: none"> <li>Deliverable 6: Direct Training Support for Attendance Team: Support for teams from each school will attend a day of on-site coaching to review the progress of action plans and clarify the use of data.</li> <li>Deliverable 7: Support for Teams to Attend Regional Training: Support for teams from each school will attend a day of training that will focus on how to partner to assist students with the transition from one campus or program to another. The training will assist the teams to identify what is currently working and to identify the gaps in program offerings. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	2 Days @ \$1,500 each Total: \$3,000

Timeline	Description of Support	Cost
August - December 2016	<ul style="list-style-type: none"> <li>Deliverable 1: Provide Leadership Teams and/or Specific Site Support System for Students: The first day training will focus on the initial phase of implementation. Leadership teams will be guided to gather resources and best practices from the conference objectives that directly support campus priorities. Teams will work to identify participants for the conference and assign each participant to investigate one or two specific school priority areas.</li> <li>Deliverable 2: Consulting for Careers Design a coaching for career program for the district to provide guidance and support for students to choose a career area for deeper exploration and plan a coherent sequence of instruction and CTE courses aligned to that career area. Traditionally, counselors' involvement focuses on what students do for graduation and for college. As a result, very little guidance and counseling in traditional high schools is future-oriented. This program will provide students with a career focus that prepares students for both postsecondary studies and a career. Students will have an orientation program in the fall and get to know the career. Counselors will provide leadership and research over two and a half decades reveals that schools that become committed to teach all students a college-ready core along with a career focus that prepares students for both postsecondary studies and a career. It is important that there be a commitment on de-tracking and enrolling all students into an accelerated program of study that will allow them to get students ready.</li> <li>Deliverable 3: Support for Teams to Attend Regional Training: Support for teams from each school will attend a day of training that will focus on how to partner to assist students with the transition from one campus or program to another. The training will assist the teams to identify what is currently working and to identify the gaps in program offerings. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	6 Days @ \$1,500 each Total: \$9,000 8 Days @ \$1,500 each Total: \$12,000
August 2016 - May 2017	<ul style="list-style-type: none"> <li>Deliverable 4: Direct Training Support for Attendance Team: Support for teams from each school will attend a day of on-site coaching to review the progress of action plans and clarify the use of data.</li> <li>Deliverable 5: Support for Teams to Attend Regional Training: Support for teams from each school will attend a day of training that will focus on how to partner to assist students with the transition from one campus or program to another. The training will assist the teams to identify what is currently working and to identify the gaps in program offerings. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	2 Days @ \$1,500 each Total: \$3,000
August 2016 - March 2017	<ul style="list-style-type: none"> <li>Deliverable 6: Direct Training Support for Attendance Team: Support for teams from each school will attend a day of on-site coaching to review the progress of action plans and clarify the use of data.</li> <li>Deliverable 7: Support for Teams to Attend Regional Training: Support for teams from each school will attend a day of training that will focus on how to partner to assist students with the transition from one campus or program to another. The training will assist the teams to identify what is currently working and to identify the gaps in program offerings. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	2 Days @ \$1,500 each Total: \$3,000

Timeline	Description of Support	Cost
August 2015 - May 2016	<ul style="list-style-type: none"> <li>Deliverable 1: Provide Leadership Teams and/or Specific Site Support System for Students: The first day training will focus on the initial phase of implementation. Leadership teams will be guided to gather resources and best practices from the conference objectives that directly support campus priorities. Teams will work to identify participants for the conference and assign each participant to investigate one or two specific school priority areas.</li> <li>Deliverable 2: Consulting for Careers Design a coaching for career program for the district to provide guidance and support for students to choose a career area for deeper exploration and plan a coherent sequence of instruction and CTE courses aligned to that career area. Traditionally, counselors' involvement focuses on what students do for graduation and for college. As a result, very little guidance and counseling in traditional high schools is future-oriented. This program will provide students with a career focus that prepares students for both postsecondary studies and a career. Students will have an orientation program in the fall and get to know the career. Counselors will provide leadership and research over two and a half decades reveals that schools that become committed to teach all students a college-ready core along with a career focus that prepares students for both postsecondary studies and a career. It is important that there be a commitment on de-tracking and enrolling all students into an accelerated program of study that will allow them to get students ready.</li> <li>Deliverable 3: Support for Teams to Attend Regional Training: Support for teams from each school will attend a day of training that will focus on how to partner to assist students with the transition from one campus or program to another. The training will assist the teams to identify what is currently working and to identify the gaps in program offerings. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	14 Days for LDC @ \$1,500 each Total: \$21,000 14 Days for MDC @ \$1,500 each Total: \$21,000 6 Days of Training @ \$1,500 each Total: \$9,000
August 2015 - May 2016	<ul style="list-style-type: none"> <li>Deliverable 4: Direct Training Support for Attendance Team: Support for teams from each school will attend a day of on-site coaching to review the progress of action plans and clarify the use of data.</li> <li>Deliverable 5: Support for Teams to Attend Regional Training: Support for teams from each school will attend a day of training that will focus on how to partner to assist students with the transition from one campus or program to another. The training will assist the teams to identify what is currently working and to identify the gaps in program offerings. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	2 Days @ \$1,500 each Total: \$3,000
September 2015 - March 2016	<ul style="list-style-type: none"> <li>Deliverable 6: Direct Training Support for Attendance Team: Support for teams from each school will attend a day of on-site coaching to review the progress of action plans and clarify the use of data.</li> <li>Deliverable 7: Support for Teams to Attend Regional Training: Support for teams from each school will attend a day of training that will focus on how to partner to assist students with the transition from one campus or program to another. The training will assist the teams to identify what is currently working and to identify the gaps in program offerings. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	2 Days @ \$1,500 each Total: \$3,000
June - July 2016	<ul style="list-style-type: none"> <li>Deliverable 8: Support for Teams to Attend Regional Training: Support for teams from each school will attend a day of training that will focus on how to partner to assist students with the transition from one campus or program to another. The training will assist the teams to identify what is currently working and to identify the gaps in program offerings. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	2 Days @ \$1,500 each Total: \$3,000
August 2016 - May 2017	<ul style="list-style-type: none"> <li>Deliverable 9: Support for Teams to Attend Regional Training: Support for teams from each school will attend a day of training that will focus on how to partner to assist students with the transition from one campus or program to another. The training will assist the teams to identify what is currently working and to identify the gaps in program offerings. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	2 Days @ \$1,500 each Total: \$3,000

Timeline	Description of Support	Cost
June 2014 - January 2015	<ul style="list-style-type: none"> <li>Deliverable 1: Data Culture Training for Leadership Teams from Each Site: This two day initial event will provide teams with an opportunity to review current statistical trends for their campus and create a data-based action plan that includes periodic progress reports for each campus. Teams will bring available data for the Red Flag items and create a multi-tiered action plan to address it. Since schools have identified attendance as a priority item, all schools will use attendance as the Red Flag item in this action plan. Teams will have one day follow-up trainings with on-site coaching to review the progress of action plans and clarify the use of data.</li> <li>Deliverable 2: Attend the National HHS Schools That Work Conference to Gather Resources to Support Priority: The initial phase of implementation. Leadership teams will be guided to gather resources and best practices from the conference objectives that directly support campus priorities. Teams will work to identify participants for the conference and assign each participant to investigate one or two specific school priority areas.</li> <li>Deliverable 3: Provide Literacy Design and Mathematics Design Collaborative Expert Training for Subject Teachers: Initial trainings will assist teacher leaders to use the LDC and MDC modules in their classrooms. Schools will be trained to serve as the experts for each campus and will be supported in both module design and the implementation of the modules in their classrooms. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	8 Days @ \$1,500 each Total: \$12,000
July 2014	<ul style="list-style-type: none"> <li>Deliverable 4: Direct Training Support for Attendance Team: Support for teams from each school will attend a day of on-site coaching to review the progress of action plans and clarify the use of data.</li> <li>Deliverable 5: Support for Teams to Attend Regional Training: Support for teams from each school will attend a day of training that will focus on how to partner to assist students with the transition from one campus or program to another. The training will assist the teams to identify what is currently working and to identify the gaps in program offerings. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	6 Days @ \$1,500 each Total: \$9,000 3 Days LDC and MDC 2 Days @ \$1,500 each Total: \$3,000
August 2014 - October 2014	<ul style="list-style-type: none"> <li>Deliverable 6: Direct Training Support for Attendance Team: Support for teams from each school will attend a day of on-site coaching to review the progress of action plans and clarify the use of data.</li> <li>Deliverable 7: Support for Teams to Attend Regional Training: Support for teams from each school will attend a day of training that will focus on how to partner to assist students with the transition from one campus or program to another. The training will assist the teams to identify what is currently working and to identify the gaps in program offerings. This will be a combined activity with the middle school, high school and career and technology center. Teams will use these resources to enhance action plans to address transition.</li> </ul>	2 Days @ \$1,500 each Total: \$3,000

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<p>August 2016 - May 2017</p>	<p>• <b>Deliverable 4: Continuation of the Implementation of Advanced Career Options to Enhance Program of Study Offerings:</b> This will serve as a continuation of the initial implementation of an AC Curriculum. This step will provide training for the next phase of implementation for both the AC selected teacher and the AC support team.</p>
	<p>AC Annual Substitution Fee \$7,000 AC Training Fee for Teacher \$5,500 Travel for AC Teacher to Attend Summer Session</p>
	<p><b>Total Year 3: \$46,500.00</b></p>

<p><b>YEAR 1: Providing Support Tools for Each Learnability Track</b> \$27,000.00</p> <p><b>YEAR 2: Preparing Teachers and Leaders to Implement a More Personalized, Relevant and Rigorous Learning Experience to Support College and Career Readiness</b> \$65,500.00</p> <p><b>YEAR 3: Researching and Implementing Focused Student Support Services to Increase Success</b> \$49,200.00</p> <p><b>SRBS 10% Indirect Fee</b> \$132,000.00</p> <p><b>Total:</b> \$145,200.00</p>	
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**STATE OF ARKANSAS  
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
NOTIFICATION FOR GRANT AWARD**

**GRANT AWARD NO. 2014 Grant Award CTE/CCTV CONTACT PERSON: Dennis Hendon**  
**TITLE: Technology Centers That Work (and Related Initiatives) Implementation Grant**  
**ISSUE DATE: April 21, 2014 PHONE NUMBERS: (501) 761-6800**  
**RETURN GRANT AWARD NO LATER THAN: Friday, May 16, 2014 at 100 p.m. Central**  
**Standard Time.**

**MAILING INSTRUCTIONS: Print or type Grant Award Number and Return Due Date on the envelope. A self-addressed envelope is not required. The grant award must be in office by the return date and time.**

**RETURN GRANT AWARD TO:**  
**DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  
**OFFICE OF QUALITY BOROOLS**  
**301 N. MOUNTAIN DRIVE**  
**JACKSONVILLE, ARKANSAS 71202-5480**

**GRANT PERIOD: July 1, 2014 - June 30, 2015**  
**HOLDER MUST BE AVAILABLE FOR (PLEASE ON BOARD) DEMONSTRATION TO THE FOLLOWING ADDRESSES:**

Department of Elementary and Secondary Education  
301 N. Mountain Drive  
Jacksonville, MO 65102-0480  
The grantee hereby certifies and warrants, agreement and certification of compliance to provide the items and/or services at the above address for the purposes of the grant award. The grantee hereby certifies and warrants that the grantee has provided the grantee with the grant award. The grantee hereby certifies and warrants that the grantee has provided the grantee with the grant award. The grantee hereby certifies and warrants that the grantee has provided the grantee with the grant award.

SUBMITTER INFORMATION	
FIRST NAME	LAST
ADDRESS	
CITY	STATE
ZIP	PHONE NUMBER
E-MAIL ADDRESS	
ORGANIZATION NAME	
ORGANIZATION ADDRESS	
ORGANIZATION CITY, STATE, ZIP	
ORGANIZATION PHONE NUMBER	
ORGANIZATION FAX NUMBER	
ORGANIZATION E-MAIL ADDRESS	

**NOTICE OF AWARD (PRINT THE ORIGIN)**  
DATE

- 1. Introduction and General Information**
- This document constitutes a request for competitive, sealed grant awards from public area career centers seeking to implement Technology Centers That Work (TCCTW) centers at a stand-alone school reform model or as a component of a comprehensive school reform effort. The appropriate central-sited election consortium which would implement this initiative is Arkansas Career Center, Inc. (ACC), which is located at the same location as the grantee.
- Organization - This document, referred to as an Invitation for Grant Award, is divided into the following parts for the convenience of the grantee:
- Part One - Introduction and General Information
  - Part Two - Grant-Related Requirements
  - Part Three - Grant Submission Information
  - Part Four - State of Missouri Terms and Conditions
  - Part Five - Financial Information
  - Part Six - Assessment and Certification
- 2. Disposition Information**
- Founded in 2007, the TCCTW school improvement model is designed to assist stand-alone area career centers in preparing graduates for postsecondary studies and employment in high-demand, high-wage, high-skill fields.
- TCCTW was modified from the Southern Regional Education Board's (SREB) /ISTEY Design to address the current economic challenges. Like ISTEY, TCCTW is an effort-based model funded through a combination of federal, state, and local sources. The goal of the TCCTW model is to create an environment that motivates them to make the effort to succeed.
- Area career center leaders and faculty use this document to motivate students to achieve at high levels:
- Expand students' opportunities to pursue a career-focused program of study that focuses a "ready" on the current economic challenges. Like ISTEY, TCCTW is an effort-based model funded through a combination of federal, state, and local sources.
  - Expand students' learning in ways that enable students to see the relevance of what they have been asked to learn.
  - Create supportive relationships between students and adults and between home high school and area career centers. These relationships provide students with the support needed to meet challenging course standards and complete a career-focused program of study, enabling more students to transition into postsecondary education and workforce.
  - Work with parents and some high schools to help students set educational and career goals and complete the right combination of academic and CTE courses that prepare them for postsecondary studies, further training or employment.
  - Support teachers with common planning time and professional development to improve what and how students are taught.
- The TCCTW initiative builds the capacity of technology center staff to teach essential college and career readiness standards in the context of CTE courses through authentic projects, problems and activities. This emphasis highlights the shift from old views of CTE as a way to teach occupational skills to low-achieving students to new fields that CTE embedded with academic skills and intentionally demanding assignments and projects.
- 3. Key Objectives**
- High Expectations** - Motivate more students to meet high expectations by integrating high expectations into CTE and academic classroom practices and giving students frequent feedback.
- Program of Study** - Require each student to complete a career-focused program of study, including both a concentration of at least three CTE courses and a "ready" academic core, leading to better postsecondary success.
- Academic Studies** - Teach core students the essential elements of the college preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects within their CTE studies.
- Align CTE and academic courses to essential state and national standards that prepare students for
  - Align student assignments, student work and classroom assessments to college- and career-readiness standards as measured by the ISTEY Assessment. Assessments, college placement exams and employer certification exams.
- 4. Grant Details**
- At least four college-preparatory English courses that emphasize reading, writing and presentation skills. Students should read the equivalent of eight books annually, write short papers weekly and write mathematics course.
- At least four mathematics courses, including Algebra I, geometry, Algebra II and a higher-level mathematics course.
- A fourth higher-level mathematics course or a specially-developed mathematics course designed to prepare students for postsecondary studies will help 7th-12th graders avoid remedial college mathematics.
- Students completing TCCTW should show evidence of increasing annually the number of students completing Algebra II, the minimum standard for postsecondary studies.
- Consider giving special recognition to CT completers who complete Algebra II, physics or applied physics, or anatomy/physiology. Students conduct lab experiments and investigative studies, read, discuss and discuss them to five books or equivalent articles about scientific discoveries and how processes and work reports. Students design and conduct an individual project. TCCTW recommends that schools using book schedules require four years of sciences.
- At least three college-preparatory social studies courses emphasizing reading and writing to learn. Students will read five to eight books or equivalent articles, write weekly, make presentations, complete a research paper and prepare at least one major research paper in each course.
- At least two college-preparatory science courses emphasizing reading and writing to learn. Students will read five to eight books or equivalent articles, write weekly, make presentations, complete a research paper and prepare at least one major research paper in each course.
- At least four credits in a concentration that consists of an approved sequence of CTE courses. Each student will have a chance from at least four CTE concentrations in career cluster pathways or a blended career pathway.
- At least two college-preparatory foreign language courses. TCCTW courses include embedded mastery and literacy skills.
- Minimum Funding Award the Initial Year
- \$12,900
- 5. Grant Renewal**
- Grants made available through this grant award are eligible for renewal annually for a maximum total period of performance which may not exceed five (5) years. After the maximum funding each year based on the original award is reached, the award may be renewed for one additional year. The Department will remain in place and in effect during each renewal period, unless specified otherwise by the Department. The grantee's obligations are the responsibility of the grantee and the grantee's progress will be monitored by the Department. The Department will remain in place and in effect during each renewal period, unless specified otherwise by the Department.
- Second-year renewals shall be budgeted at 200 percent of Year One funding. Year Three funding shall be at an amount that is 100 percent of Year One funding, with Year Four funding not to exceed 125 percent of the original Year One funding. The final available grant amount in Year Five will be limited to a 100 percent of Year One's budget.



2.37 The Department shall have the right to reproduce advice use any product derived from the grantee's work under the grant without payment of any royalties, fees, etc. except for those from royalties, fees, etc. and (2) the Department agrees to pay the royalties, fees, etc. for the continuous use of the product prior to the expiration or use of the grantee's property.

2.38 The grantee shall agree and understand that all dissemination with the grantee and all information generated by the grantee as a result of the grantee's performance under the grant shall be confidential and that no information shall be disclosed to any other person without the prior written consent of the Department.

2.39 The grantee shall defend, indemnify and hold harmless the Department, its officers, agents and employees (if and insofar as they are not equally abiding parties, trademark or copyright infringement, defamation (libel and/or slander), violation of privacy rights, violation of the right of publicity, misappropriation of trade secrets, or unfair competition) concerning or arising from the grantee's performance or products produced under the terms of the grant.

2.40 Grants Liability: The grantee shall be responsible for any and all injury or damage occurring as a result of the grantee's negligence involving any equipment or service provided under the terms and conditions, or any personal injury, bodily injury (including death) or property damage suffered as a result of the grantee's negligence, the grantee warrants the obligation to save the Department, employees and agents from and defend and hold harmless the Department, its officers, agents and employees (if and insofar as they are not equally abiding parties, trademark or copyright infringement, defamation (libel and/or slander), violation of privacy rights, violation of the right of publicity, misappropriation of trade secrets, or unfair competition) concerning or arising from the grantee's performance or products produced under the terms of the grant.

2.41 However, the grantee shall not be responsible for any injury or damage occurring as a result of any negligent act or omission committed by the Department, including its employees and agents.

2.42 Invoices: The grantee shall understand and agree that the Department cannot claim and hold harmless and/or indemnify the grantee or employees against any liability assumed or arising as a result of any act or omission committed by the grantee or employees related to the grantee's performance under the grant and/or any act or omission committed by the grantee or employees related to the grantee's performance under the grant.

2.43 Grantee Status: The grantee represents and warrants that it is not an independent contractor, sole proprietor, partner, agent, or employee of the Department. Therefore, the grantee shall assume all legal and financial responsibility for taxes, FICA, employee fringe benefits, workers compensation, employee insurance, minimum wage and overtime pay, and all other obligations of the grantee to its employees and agents and all other obligations of the grantee to its employees and agents.

2.44 Consideration: The grantee shall fully consider all grant activities with these activities of the grant agency. As the work of the grantee progresses, advice and information on matters covered by the grant shall be made available to the grantee to the Department throughout the entire period of the grant.

2.45 Subrogation: Any subrogation for the motor vehicles described herein must include appropriate provisions and grant-related obligations to ensure the successful fulfillment of all grant-related obligations agreed to by the grantee and the Department and to ensure that the Department is indemnified, saved and held harmless from and defend and hold harmless the Department, its officers, agents and employees (if and insofar as they are not equally abiding parties, trademark or copyright infringement, defamation (libel and/or slander), violation of privacy rights, violation of the right of publicity, misappropriation of trade secrets, or unfair competition) concerning or arising from the grantee's performance or products produced under the terms of the grant.

1.1 Grant must be signed, sealed and returned (with all necessary attachments) to the Department, Receipts of the grant by the Department, through available means described below, must occur no later than May 16, 2014, at 1:00 pm.

1.1.1 Specifically, any form containing a signature line such as page one of the original grant award and any amendments, joint signature pages, etc. must be signed and returned as part of the grant.

1.1.2 The sealed envelope or container containing a grant should be clearly marked on the lower left hand corner with the name of the grantee and the name of the grantee's representative. The envelope should be mailed to the Missouri Department of Elementary and Secondary Education, Attention: Dennis Heffner, Coordinator of Career Education, Office of College and Career Readiness, P.O. Box 480, Jefferson City, Missouri, 65102-0480.

1.1.3 In addition to the original grant, the grantee must include two (2) copies of the original grant.

1.1.4 The grantee shall not submit a grant by facsimile machine, email or other electronic means because only sealed grants are acceptable in response to this grant award.

1.1.5 To meet the requirements, the grantee may hand carry and deliver a grant to the Missouri Department of Elementary and Secondary Education, Attention: Dennis Heffner, Coordinator of Career Education, Office of College and Career Readiness, P.O. Box 480, Jefferson City, Missouri, 65102-0480 no later than July 15, 2014, at 1:00 pm. The Office of College and Career Readiness is located on the 9<sup>th</sup> Floor of the Jefferson Building, at 203 Jefferson Street, Jefferson City, Missouri.

1.2 The grantee must respond to this grant award by submitting all data required herein in order for the grant to be awarded and considered for a grant award. Failure to submit such data shall be deemed sufficient cause for the grant to be considered incomplete and the grantee shall be deemed ineligible for the portion of the grant to be awarded.

1.3 To facilitate the evaluation process, the grantee is encouraged to organize the grant into distinctive sections that correspond with the most visible evaluation categories described herein.

1.4 All grant proposals submitted to the Department for review, consideration and approval must include the information found within this item, submitted in the following order:

1.4.1 Page 1 of the Invitation for Grant Award, signed and dated.

1.4.2 Part Six of the Invitation for Grant Award, Proposed Budget Summary (submitted on an "Application for Authorization of Career Education Expenditures" [FV-4] form), signed by the principal investigator or director. Note: The form is available electronically at [www.doe.state.mo.us/financialmanagement/financials](http://www.doe.state.mo.us/financialmanagement/financials) or a "hard copy" at Part Six of this Invitation for Grant Award.

2.35 The grantee shall expressly understand and agree that the grantee shall be responsible for all legal and financial responsibilities related to the execution of a subcontract. The grantee shall agree and understand that utilization of a subcontract to provide any of the products/services in this grant shall in no way reduce the grantee's responsibility for providing the products/services to the grantee's customers. The grantee shall agree to indemnify the Department from the Department prior to establishing a new subgranting arrangement and before changing any obligations.

2.36 Substitution of Personnel: The grantee agrees and understands that the Department's approval to the substitution of personnel shall be subject to the Department's approval. The grantee shall agree that the grantee shall agree to a substitution of each specific individual(s) and/or personnel qualifications shall be made without the prior written approval of the Department. The grantee further agrees that any substitution made pursuant to this paragraph must be equal or better than originally proposed and that the grantee shall agree to indemnify the Department from the Department prior to establishing a new subgranting arrangement and before changing any obligations.

2.37 Upon expiration, termination or cancellation of the grant, the grantee shall submit the Department to ensure an orderly transfer of responsibility and/or the continuity of those services required under the terms of the grant to an organization designated by the Department, if necessary, in writing.

2.38 The grantee shall deliver, FOB destination, all records, documents, etc., which were required to be produced under the terms of the grant.

2.39 The grantee shall agree to continue providing any part or all of the services in accordance with the terms and conditions, requirements and specifications of the grant for a period not to exceed 30 calendar days after the expiration, termination or cancellation date of the grant for a price not to exceed those prices set forth in the grant.

2.40 The grantee shall, at its expense, provide any and all services under the terms of the grant on the date specified by the Department in order to ensure the completion of such services prior to the expiration of the grant.

2.41 The grantee must be in compliance with the laws regarding conducting business in the State of Missouri. The grantee certifies by signing the signature page of this original document and any amendments that the grantee is in compliance with the laws of the State of Missouri. The grantee shall provide documentation of compliance upon request to the Department. The grantee shall provide documentation of compliance upon request to the Department. The grantee shall provide documentation of compliance upon request to the Department. The grantee shall provide documentation of compliance upon request to the Department.

2.42 a. Confirmation of business name (if applicable)  
b. Dates (e.g., city, county, state, zip)  
c. License and permit information (e.g., professional, occupational, business)  
d. Insurance (e.g., workers' compensation, unemployment, general liability)

2.43 The grantee understands and agrees that by signing the grant award, they certify the following:  
a. The contractor shall only utilize personnel authorized to work in the United States in accordance with applicable federal and state laws. This includes but is not limited to the Illegal Immigration Reform and Empowerment Act (IIRIRA) and INA, Section 274A.

1.4.3 A complete copy of the Department's Goal Alignment Rubric for Competitive Grants, which is found as Part Four of this Invitation for Grant Award. This rubric will be scored, with the results of that process becoming a key portion of the overall evaluation process.

1.4.4 A project summary page that includes:  
1.4.4.1 The school district name, address and county/district code.  
1.4.4.2 The name and address of the area career center(s) that will actually be part of the local TCCTW implementation team, including the address of the middle school, which will be part of the BSWP and/or MACTW initiatives.

1.4.4.3 The name, telephone number and e-mail address of the following individuals who will be considered part of the local TCCTW implementation team:  
1.4.2.31 The TCCTW site coordinator.  
1.4.2.32 The director of the area career center; and  
1.4.2.33 The superintendent for the affected school district.

1.4.4.4 The amount of state grant funds being requested.  
1.4.4.5 Part Six, Assurances and Certifications, signed and dated.

1.4.5 Each eligible applicant school will be evaluated on their plan to implement TCCTW as a stand-alone program or as a component of a larger program. As such, the evaluation will be based on the plan to implement TCCTW as a stand-alone program or as a component of a larger program. As such, the evaluation will be based on the plan to implement TCCTW as a stand-alone program or as a component of a larger program. As such, the evaluation will be based on the plan to implement TCCTW as a stand-alone program or as a component of a larger program.

1.4.5.1 Descriptions of the applicant school's strategy of existing continuing practices as they pertain to the TCCTW Key Practices and of challenges and barriers that must be overcome to fully implement these key practices within five (5) years.

1.4.5.2 A descriptive assessment of the applicant school's plan to utilize TCCTW professional development offerings from the Department and SEED.

1.4.5.3 The applicant school's existing or planned services to better enable transition into postsecondary education without remediation or into the world of work with skills necessary for advancement.

1.4.5.4 How access to challenging career education programs and overall academic achievement will be increased.

1.4.5.5 Substantiated goals shall also be evaluated on evidence of program commitment. As such, applicants must include a description which includes, but is not limited to, the following:  
1.4.5.1 The current (3) school(s) desires to become a TCCTW site. Include in the description any current factors at your school which can be improved by TCCTW initiatives.  
Provide data which would indicate areas where improvement could be expected.

b. The contractor is found to be in violation of this requirement or the applicable laws of the state, the contractor shall be held liable for the cost of the contractor's defense and any damages. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education.

c. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education.

d. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education.

e. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education.

f. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education.

g. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education.

h. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education.

i. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education.

j. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education. The contractor shall have the right to appeal the contractor's decision to the Missouri State Board of Education.

1.4.6.2 Current district efforts in which your district is currently engaged. Provide any data that the district might have which substantiates the success of your reform efforts.

1.4.6.3 How the access to challenging career-technical programs will be increased.

1.4.6.4 The commitment and leadership being made by the school superintendent, local school board and building administrators.

1.4.6.5 The applicant's demonstrated commitment to the use of TCCTW-specific professional development activities.

1.4.7 Eligible categories of applicants are institutions of secondary education as described herein which have not previously received funding from the Department for implementation of other TCCTW cycles or implementation and now is seeking to expand improvement activities through a partnership with a feeder high school or middle school.

2. Clarification of Requirements  
2.1 Any and all questions regarding the specifications, requirements, competitive procurement process, etc. must be directed to the contact person as indicated within this grant award.

2.2 The grantee is advised that the only official position of the Department is their position which is stated in the grant award. The grantee shall be responsible for providing the Department with the means of communication, whether oral or written, shall be considered as a formal or official response or statement.

3. Evaluation Process  
3.1 After determining that a grant satisfies the mandatory requirements stated in this grant award, the competitive assessment of the relative benefits and deficiencies of the grant regarding the published information shall be completed by the Department. The grant award shall be based on the best grant received in accordance with the grant evaluation criteria.

3.2 After an initial screening process, a technical question and clarifier conference or interview may be conducted, if deemed necessary by the Department, to clarify or verify the grant and to develop a comprehensive assessment of the grant.

3.3 The grantee is cautioned that it is their sole responsibility to submit information related to the evaluation categories and that the Department is under no obligation to solicit such information if it is not included with the grant. Failure of the grantee to submit such information may cause an adverse impact on the evaluation of the grant.

4. Evaluation Criteria  
Grants will be evaluated based upon the adequacy and sufficiency of the descriptions and information provided for the following sections, with an available 200 point maximum score:







4. CERTIFICATION ON NON-DELINQUENCY  
(PLEASE CHECK THE APPROPRIATE STATEMENT)

- Not Delinquent on any Federal Debt  
 Delinquent on a Federal Debt

Non-discrimination and Equal Opportunity Requirements of JTPA  
29 CFR PART 24  
\*\*ASSURANCES\*\*

- (1) As a condition to the award of financial assistance, the grant applicant certifies that all agreements or arrangements to carry out the activity and that it will comply fully with the nondiscrimination and equal opportunity provisions of the Job Training Partnership Act of 1982, as amended (JTPA), including the Rehabilitation Act of 1973, Public Law 93-112, (hereinafter referred to as the Rehabilitation Act), the Civil Rights Act of 1964, as amended, and the Equal Employment Opportunity Act of 1972, as amended, and with all applicable requirements imposed by any payment to recipients implementing these laws, including, but not limited to, 29 CFR Part 24. The United States has the right to seek judicial enforcement of this assurance.
- (2) The grant applicant certifies that it has developed and will maintain a "Method of Administration" pursuant to 29 CFR 24.333. This system must be in place prior to any award resulting from this competitive process.
- (3) The grant applicant is affirming information pursuant to 29 CFR 24.24 (6)(3)(G) where applicable. Rights that constitute a civil right are those rights protected by the Department of Civil Rights that constitute a civil right under the Rehabilitation Act of 1973, Public Law 93-112, as amended, and the Civil Rights Act of 1964, as amended, and the Equal Employment Opportunity Act of 1972, as amended, and with all applicable requirements imposed by any payment to recipients implementing these laws, including, but not limited to, 29 CFR Part 24. The United States has the right to seek judicial enforcement of this assurance.

PLEASE CHECK THE APPROPRIATE STATEMENT

- No findings of noncompliance in the last two (2) years.

See attached information.

5. GENERAL ASSURANCES

- (1) Provide fiscal control, property management control and fund accounting procedures.
- (2) Comply with reporting requirements of the Department relating to this grant award program.
- (3) Comply with the accessibility requirements specified by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, if any grant funds are expended for facility improvement.
- (4) Federal funds awarded from this application may be used to supplement, but not supplant, state and/or local funds for existing career counseling programs, services and activities.
- (5) Provisions will be made for fiscal control, property management control and fund accounting procedures.

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- (6) None of the federal funds awarded from this application will be used to acquire equipment (including but not limited to computers) or to purchase services from any organization representing the interest of the purchasing entity, its employees or any affiliate of such an organization.

The recipient agrees to these assurances and submits the required descriptive information, as follows, in order to be designated as an eligible recipient.

Date \_\_\_\_\_ Signature of Chief Administrator \_\_\_\_\_

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Expenditures for Orange Beach Elementary Construction  
Monthly, May 12, 2014

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
<b>Architectural Services</b>						
4/19/2013	30323	ACI-Boiland	Complete Schematic Design	\$98,838.33	\$98,838.33	Paid
5/21/2013	30428	ACI-Boiland	50% Design Development	\$65,892.14	\$65,892.14	Paid
6/21/2013	30523	ACI-Boiland	50% Design Development	\$65,892.15	\$65,892.15	Paid
7/29/2013	30628	ACI-Boiland	33% Construction Documents	\$87,847.41	\$87,847.41	Paid
8/22/2013	30728	ACI-Boiland	33% Construction Documents/Consultants/Expert	\$99,250.91	\$99,250.91	Paid
10/13/2013	30828	ACI-Boiland	33% Construction Documents/Consultants/Expert	\$99,473.77	\$99,473.77	Paid
10/13/2013	30928	ACI-Boiland	33% Construction Documents/Consultants/Expert	\$12,200.33	\$12,200.33	Paid
11/19/2013	31028	ACI-Boiland	33% Construction Documents/Consultants/Expert	\$12,200.33	\$12,200.33	Paid
12/17/2013	31176	ACI-Boiland	Bankers Payment for Bidding Documents	\$8,000.33	\$8,000.33	Paid
4/16/2014	31538	ACI-Boiland	Fee for Contract Administration/Call Engineer	\$4,872.30	\$4,872.30	Pending
<b>Total</b>				\$571,910.39	\$553,086.99	
<b>Costs Outside Construction Contract</b>						
7/6/2013		DNR	Permit Fees	\$100.00	\$100.00	Paid
7/24/2013	1028390-0	Standard and Poor	Bond Rating Services	\$5,000.00	\$5,000.00	Paid
8/22/2013	1013-029	Allen Surveying	Survey Invoice	\$11,650.00	\$12,650.00	Paid
10/20/2013		1606 Ridge Excavation	Clearing for Bore Sites	\$1,300.00	\$1,300.00	Paid
11/19/2013		City of Orange Beach	Building Permit Fee and Site Development Fee	\$53,500.26	\$53,500.26	Paid
11/19/2013		City of Orange Beach	Additional Fee for Projection Out	\$20,000.00	\$20,000.00	Paid
11/19/2013		Allen Surveying	Additional Top and Utilities	\$684.76	\$684.76	Paid
1/13/2014	700-9765	Smart Postal Center	Blue Prints	\$5,181.75	\$5,181.75	Paid
2/7/2014		11400 Palmetton Parish	Soil Testing/Nuclear Field Density	\$5,869.35	\$5,869.35	Paid
3/10/2014		11333 Palmetton Parish	Soil Testing/Nuclear Field Density	\$83.39	\$83.39	Pending
4/1/2014		Commerce Bank	Acceptance and set up fee	\$6,452.85	\$6,452.85	Pending
4/1/2014		11727 Palmetton Parish	Soil Testing/Nuclear Field Density			Pending

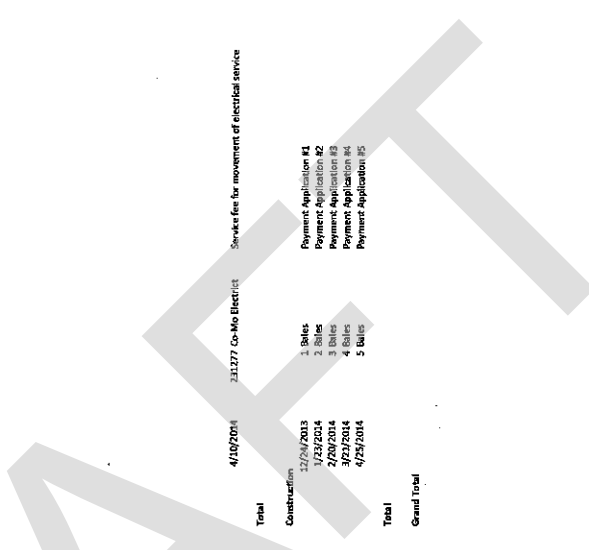
Expenditures for Hurricane Deck Elementary Construction  
Monthly, May 12, 2014

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
<b>Architectural Services</b>						
4/19/2013	30323	ACI-Boiland	Complete Schematic Design	\$68,037.56	\$68,037.56	Paid
5/21/2013	30428	ACI-Boiland	50% Design Development	\$46,958.37	\$46,958.37	Paid
6/21/2013	30524	ACI-Boiland	50% Design Development	\$46,958.37	\$46,958.37	Paid
7/29/2013	30628	ACI-Boiland	33% Construction Documents	\$61,271.00	\$61,271.00	Paid
8/22/2013	30728	ACI-Boiland	33% Construction Documents/Consultants/Expert	\$103,124.35	\$103,124.35	Paid
10/13/2013	30828	ACI-Boiland	33% Construction Documents/Consultants/Expert	\$66,890.09	\$66,890.09	Paid
10/13/2013	30928	ACI-Boiland	33% Construction Documents/Consultants/Expert	\$4,598.99	\$4,598.99	Paid
11/19/2013	31028	ACI-Boiland	Structural/Consultants/Geotechnical Report	\$16,800.51	\$16,800.51	Paid
11/19/2013	31102	ACI-Boiland	Bankers Payment for Bidding Documents	\$16,800.51	\$16,800.51	Paid
12/17/2013	31176	ACI-Boiland	Bankers Payment for Bidding Documents	\$2,378.66	\$2,378.66	Paid
1/9/2014	31245	ACI-Boiland	Fee for Contract Administration/Call Engineer	\$4,391.00	\$4,391.00	Paid
4/16/2014	31539	ACI-Boiland	Soil Stability Study	\$6,051.62	\$6,051.62	Pending
<b>Total</b>				\$566,900.78	\$558,849.16	
<b>Costs Outside Construction Contract</b>						
7/6/2013		DNR	Permit Fee	\$200.00	\$200.00	Paid
7/24/2013	1028390-0	Standard and Poor	Bond Rating Services	\$5,000.00	\$5,000.00	Paid
8/22/2013		1606 Ridge Excavation	Clearing for site boring	\$1,400.00	\$1,400.00	Paid
8/15/2013		SB Fire Protection	Building Permits	\$300.00	\$300.00	Paid
10/29/2013		1606 Ridge Excavation	Base Rock for mooring parking lot	\$11,880.00	\$11,880.00	Paid
12/29/2013		11400 Palmetton Parish	Soil Testing	\$2,365.00	\$2,365.00	Paid
1/29/2014		11400 Palmetton Parish	Soil Testing	\$3,957.70	\$3,957.70	Paid
3/10/2014		11626 Palmetton Parish	Soil Testing	\$2,000.00	\$2,000.00	Paid
4/1/2014		Commerce Bank	Acceptance and Set Fee	\$83.39	\$83.39	Pending
4/1/2014		11733 Palmetton Parish	Soil Testing	\$8,893.35	\$8,893.35	Pending
3/31/2014		17257 Co-Mo Electric	Movement of electrical poles and service	\$15,000.00	\$15,000.00	Pending
<b>Total</b>				\$50,033.18	\$27,899.59	

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
4/2/2014	27778	Smart Postal Center	Lighting Plan Blue Prints	\$24.82	\$24.82	Pending
<b>Total</b>				\$112,067.14	\$106,506.92	

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
<b>Construction</b>						
2/8/2014	1780	Curtis Mares-Schille	Payment Application 1	\$271,105.01	\$271,105.01	Paid
3/24/2014	1789	Curtis Mares-Schille	Payment Application 2	\$48,626.74	\$48,626.74	Paid
2/25/2014	1797	Curtis Mares-Schille	Payment Application 3	\$83,184.17	\$83,184.17	Paid
4/2/2014	1801	Curtis Mares-Schille	Payment Application 4	\$306,930.31	\$306,930.31	Paid
4/25/2014	1813	Curtis Mares-Schille	Payment Application 5	\$516,708.25	\$516,708.25	Pending
<b>Total</b>				\$1,224,554.46	\$709,148.33	

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
<b>Grant Total</b>						
				\$1,894,531.99	\$1,367,441.56	



Expenditures for Secure Entry  
 Memo: May 12, 2024

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
<b>Architectural Services</b>						
7/31/2013	30556 ACI		Schematic Design Diagrammatic Concept Drawing	\$2,981.13	\$2,981.13	Paid
7/31/2013	31386 ACI		Schematic Design Diagrammatic Concept Drawing	\$8,411.18	\$8,411.18	Paid
2/19/2014	31386 ACI		Schematic Design Diagrammatic Concept Drawing	\$5,164.00	\$0	Pending
3/11/2014	31423 ACI		Schematic Design Diagrammatic Concept Drawing	\$1,164.00	\$0	Pending
<b>Total</b>				<b>\$10,183.31</b>	<b>\$9,075.31</b>	
<b>Construction Contract</b>						
7/31/2013	30528390-0	Smart Postal	Blue Prints for Secure Entry MS and DE	\$947.57	\$947.57	Paid
3/9/2013		Smart Postal	Construction Services	\$5,000.00	\$5,000.00	Paid
3/9/2013		Smart Postal	Construction Services	\$2,500.00	\$2,500.00	Paid
4/11/2014		Commerce Bank	Blue Prints for Secure Entry of Hawthorn and OBI	\$2,495.72	\$0	Paid
			Acceptance and setup fee	\$83.34	\$0	Pending
<b>Total</b>				<b>\$11,599.54</b>	<b>\$11,510.20</b>	
<b>Construction</b>						
3/7/2013		1 Construction Concepts	Completion of Dogwood and Middle School	\$63,605.20	\$63,605.00	Paid
3/21/2014		1 Basic Construction	Basic Application Payment	\$1,693.00	\$0	Pending
<b>Total</b>				<b>\$65,298.20</b>	<b>\$63,605.00</b>	
<b>Grand Total</b>				<b>\$97,025.05</b>	<b>\$84,134.51</b>	









# Request and Authorization for Payment

**From:** Curtis-Maner-Schulte, Inc.  
 P.O. Box 258  
 Elkh, MD 68028  
**To:** Cameron-R-I-School District  
 P.O. Box 948  
 Camden, MO 65020  
**Project:** Cameron-R-I School District  
 1241 Nichols Road  
 Chicago Beach, MO 65055  
**Invoice:** 1813  
**Draw:** 1318-00005  
**Invoice date:** 4/25/2014  
**Period ending date:** 4/25/2014  
**Contract date:** 11/12/013

**Architect:** Curtis-Maner-Schulte, Inc.  
 1241 Nichols Road  
 Chicago Beach, MO 65055  
**Contract date:** 11/12/013

**REQUEST FOR PAYMENT:**  
 ORIGINAL CONTRACT AMOUNT \$12,302,314.00  
 Approved Change Orders -\$11,268.00  
 REVISED CONTRACT AMOUNT TO DATE \$12,291,046.00  
 CONTRACT COMPLETED TO DATE \$1,000,000.00  
 Less Retainage \$1,336,000.00  
 TOTAL COMPLETED LESS RETAINAGE \$1,224,000.00  
 Less Previous Requests \$707,846.23  
**CURRENT REQUEST FOR PAYMENT:** \$516,153.77  
 Remaining Contract to Bill \$11,698,471.54

**ARCHITECT'S AUTHORIZATION FOR PAYMENT**  
 The Architect certifies to the Owner that to the best of the Architect's knowledge and belief, the amount of payment fully represented by the invoice and bill, this request for payment, fully complies with the terms of the Contract and the amount of payment is due to the Contractor as of the date of this request for payment.  
**AMOUNT AUTHORIZED:** \$516,153.77  
**ARCHITECT:** ACZ BELAND  
 By: *Connie Falen* Date: 4-22-14

CHANGES	ADDITIONS	DEDUCTIONS
Changes approved in previous months by Owner	7,394.00	-18,982.00
Changes approved this Month	7,394.00	-18,982.00
<b>TOTALS</b>	<b>7,394.00</b>	<b>-18,982.00</b>
<b>NET CHANGES by Change Order</b>		<b>-11,588.00</b>

Project: 1318 / Omega Beach Elementary School Invoice: 1813 Draw: 1318-00005 Period Ending Date: 4/25/2014 Detail Pg 3 of 13 Pgs

Item ID	Description	Total Contract Amount	Previously Completed Work	Work Completed This Period	Presently Stored Materials	Completed And Stored To Date	% Comp	Balance To Finish	Retainage Balance
202	Erosion Control	68,278.00	68,278.00	12,136.00		36,408.00	76.00	12,195.00	3,640.50
203	Tree Removal/Clearing	59,218.00	59,218.00	6,218.00		53,000.00	100.00	6,218.00	6,218.00
204	Site/Topsoil/Gravel Topsoil	31,485.00	31,485.00	31,485.00		31,485.00	100.00	0.00	0.00
205	Mass Rock Removal	320,850.00	320,850.00	320,850.00		320,850.00	100.00	0.00	0.00
206	Temporary Construction Fence	7,818.00	7,818.00	7,818.00		7,818.00	100.00	0.00	0.00
207	Undermat Edge Protection	62,971.00	62,971.00	62,971.00		62,971.00	100.00	0.00	0.00
208	Rough Grade Bldg Pad	25,198.00	25,198.00	25,198.00		25,198.00	100.00	0.00	0.00
209	Rough Grade North Parking Lot	13,980.00	13,980.00	13,980.00		13,980.00	100.00	0.00	0.00
210	Rough Grade South Parking Lot	3,759.29	3,759.29	3,759.29		3,759.29	100.00	0.00	0.00
211	Mark US Soccer/Handball Courts	80,665.30	80,665.30	80,665.30		80,665.30	100.00	0.00	0.00
212	Bus Parking Storage Building	31,653.00	31,653.00	31,653.00		31,653.00	100.00	0.00	0.00
213	Water Easement	59,411.00	59,411.00	59,411.00		59,411.00	100.00	0.00	0.00
214	Sanitary Piping	72,416.00	72,416.00	72,416.00		72,416.00	100.00	0.00	0.00
215	Rough Grade South Parking Lot	28,338.00	28,338.00	28,338.00		28,338.00	100.00	0.00	0.00
216	Rough Grade West Parking Lot	29,900.00	29,900.00	29,900.00		29,900.00	100.00	0.00	0.00
217	Sanitary Sewer Pump Station	31,485.00	31,485.00	31,485.00		31,485.00	100.00	0.00	0.00
218	Site Lighting	36,161.00	36,161.00	36,161.00		36,161.00	100.00	0.00	0.00
219	Storm Sewer Piping	86,308.00	86,308.00	86,308.00		86,308.00	100.00	0.00	0.00
220	Storm Sewer Storage	30,430.00	30,430.00	30,430.00		30,430.00	100.00	0.00	0.00
221	Site Retention Walls	36,403.85	36,403.85	36,403.85		36,403.85	100.00	0.00	0.00
222	West Playground Storage Bldg	68,248.80	68,248.80	68,248.80		68,248.80	100.00	0.00	0.00
223	Mountaint Sign	30,430.00	30,430.00	30,430.00		30,430.00	100.00	0.00	0.00
224	Storm Sewer Structure	49,954.00	49,954.00	49,954.00		49,954.00	100.00	0.00	0.00
225	Storm Sewer Basin	62,971.00	62,971.00	62,971.00		62,971.00	100.00	0.00	0.00
226	Storm Sewer Basin	10,465.00	10,465.00	10,465.00		10,465.00	100.00	0.00	0.00
227	Storm Sewer Basin	53,915.00	53,915.00	53,915.00		53,915.00	100.00	0.00	0.00
228	Storm Sewer Basin	4,951.00	4,951.00	4,951.00		4,951.00	100.00	0.00	0.00
229	Storm Sewer Basin	7,394.00	7,394.00	7,394.00		7,394.00	100.00	0.00	0.00
230	Site Construction	13,980.00	13,980.00	13,980.00		13,980.00	100.00	0.00	0.00
231	Site Construction	13,980.00	13,980.00	13,980.00		13,980.00	100.00	0.00	0.00
232	Capillary Fill Earth Retaining Lot	31,158.00	31,158.00	31,158.00		31,158.00	100.00	0.00	0.00
233	Capillary Fill Earth Retaining Lot	31,158.00	31,158.00	31,158.00		31,158.00	100.00	0.00	0.00
234	Asphalt Paving Bus Parking	116,818.00	116,818.00	116,818.00		116,818.00	100.00	0.00	0.00

Project: 1318 / Omega Beach Elementary School Invoice: 1813 Draw: 1318-00005 Period Ending Date: 4/25/2014 Detail Pg 4 of 13 Pgs

Item ID	Description	Total Contract Amount	Previously Completed Work	Work Completed This Period	Presently Stored Materials	Completed And Stored To Date	% Comp	Balance To Finish	Retainage Balance
235	Capillary Fill SWM Drain Lines	31,198.00	31,198.00	31,198.00		31,198.00	100.00	0.00	0.00
236	Asphalt Paving Bus Parking	116,818.00	116,818.00	116,818.00		116,818.00	100.00	0.00	0.00
237	Asphalt Paving Bus Parking	59,245.00	59,245.00	59,245.00		59,245.00	100.00	0.00	0.00
238	Asphalt Paving SWM Drain Lines	7,818.00	7,818.00	7,818.00		7,818.00	100.00	0.00	0.00
239	Paving Lot Striping & Signage	4,951.00	4,951.00	4,951.00		4,951.00	100.00	0.00	0.00
240	Play Poles	50,376.00	50,376.00	50,376.00		50,376.00	100.00	0.00	0.00
241	Play Poles	59,400.00	59,400.00	59,400.00		59,400.00	100.00	0.00	0.00
242	Final Grading/Soil & Seeding	9,888.00	9,888.00	9,888.00		9,888.00	100.00	0.00	0.00
243	West West Play Area	2,151.89	2,151.89	2,151.89		2,151.89	100.00	0.00	0.00
244	South West Play Area	2,151.89	2,151.89	2,151.89		2,151.89	100.00	0.00	0.00
245	South East Play Area	2,151.89	2,151.89	2,151.89		2,151.89	100.00	0.00	0.00
246	South West Play Area	2,151.89	2,151.89	2,151.89		2,151.89	100.00	0.00	0.00
247	South East Play Area	2,151.89	2,151.89	2,151.89		2,151.89	100.00	0.00	0.00
248	South West Play Area	2,151.89	2,151.89	2,151.89		2,151.89	100.00	0.00	0.00
249	South East Play Area	2,151.89	2,151.89	2,151.89		2,151.89	100.00	0.00	0.00
250	Area C Lower FDOT/STRI	51,167.00	51,167.00	51,167.00		51,167.00	100.00	0.00	0.00
251	Area C Lower Foundation Wall	3,463.00	3,463.00	3,463.00		3,463.00	100.00	0.00	0.00
252	Area C Lower Foundation Wall	58,005.00	58,005.00	58,005.00		58,005.00	100.00	0.00	0.00
253	Area C Lower Foundation Wall	58,005.00	58,005.00	58,005.00		58,005.00	100.00	0.00	0.00
254	Area C Lower Foundation Wall	27,912.00	27,912.00	27,912.00		27,912.00	100.00	0.00	0.00
255	Area C Lower Foundation Wall	16,911.00	16,911.00	16,911.00		16,911.00	100.00	0.00	0.00
256	Area C Lower Foundation Wall	16,911.00	16,911.00	16,911.00		16,911.00	100.00	0.00	0.00
257	Area C Lower Foundation Wall	17,942.00	17,942.00	17,942.00		17,942.00	100.00	0.00	0.00
258	Area C Lower Foundation Wall	53,343.00	53,343.00	53,343.00		53,343.00	100.00	0.00	0.00
259	Area C Lower Foundation Wall	49,979.00	49,979.00	49,979.00		49,979.00	100.00	0.00	0.00
260	Area C Lower Foundation Wall	23,965.13	23,965.13	23,965.13		23,965.13	100.00	0.00	0.00
261	Area C Lower Foundation Wall	89,239.00	89,239.00	89,239.00		89,239.00	100.00	0.00	0.00
262	Area C Lower Foundation Wall	169,032.00	169,032.00	169,032.00		169,032.00	100.00	0.00	0.00
263	Area C Lower Foundation Wall	29,608.00	29,608.00	29,608.00		29,608.00	100.00	0.00	0.00
264	Area C Lower Foundation Wall	25,238.00	25,238.00	25,238.00		25,238.00	100.00	0.00	0.00
265	Area C Lower Foundation Wall	3,167.00	3,167.00	3,167.00		3,167.00	100.00	0.00	0.00
266	Area C Lower Foundation Wall	11,075.20	11,075.20	11,075.20		11,075.20	100.00	0.00	0.00
267	Area C Lower Foundation Wall	2,476.88	2,476.88	2,476.88		2,476.88	100.00	0.00	0.00
268	Area C Lower Foundation Wall	3,673.00	3,673.00	3,673.00		3,673.00	100.00	0.00	0.00



REQUEST FOR PAYMENT DETAIL

Project: 1319 / Omega Beach Elementary School Invoice: 1813 Period Ending Date: 4/25/2014 Detail Pg 5 of 13 Pgs Draw: 1319-00006

Table with columns: Item ID, Description, Total Contract Amount, Previously Completed Work, Work Completed This Period, Presently Stored Materials, Completed And Stored To Date, % Comp, Balance To Finish, Retainage Balance. Includes items 327-418.

REQUEST FOR PAYMENT DETAIL

Project: 1319 / Omega Beach Elementary School Invoice: 1813 Period Ending Date: 4/25/2014 Detail Pg 6 of 13 Pgs Draw: 1319-00006

Table with columns: Item ID, Description, Total Contract Amount, Previously Completed Work, Work Completed This Period, Presently Stored Materials, Completed And Stored To Date, % Comp, Balance To Finish, Retainage Balance. Includes items 419-509.

REQUEST FOR PAYMENT DETAIL

Project: 1319 / Omega Beach Elementary School Invoice: 1813 Period Ending Date: 4/25/2014 Detail Pg 7 of 13 Pgs Draw: 1319-00006

Table with columns: Item ID, Description, Total Contract Amount, Previously Completed Work, Work Completed This Period, Presently Stored Materials, Completed And Stored To Date, % Comp, Balance To Finish, Retainage Balance. Includes items 417-509.

REQUEST FOR PAYMENT DETAIL

Project: 1319 / Omega Beach Elementary School Invoice: 1813 Period Ending Date: 4/25/2014 Detail Pg 8 of 13 Pgs Draw: 1319-00006

Table with columns: Item ID, Description, Total Contract Amount, Previously Completed Work, Work Completed This Period, Presently Stored Materials, Completed And Stored To Date, % Comp, Balance To Finish, Retainage Balance. Includes items 419-509.

**REQUEST FOR PAYMENT DETAIL**

Project: 1319 / Oage Beach Elementary School    Invoice: 1813    Draw: 1319-0005    Period Ending Date: 4/25/2014    Detail Pg 9 of 13 Pgs

Item ID	Description	Total Contract Amount	Previously Completed Work	Work Completed This Period	Previously Stored Materials	Completed And Stored To Date	% Comp	Balance To Finish	Remaining Balance
521	Install Pipe Riser Rough In	1,571.00	1,571.00			480.89	100.00	2,650.11	48.09
522	Above Cfg Pvc Alarm Rough In	4,188.00						4,188.00	
523	Above Cfg Low Voltage Rough In	6,287.00						6,287.00	
524	Install Fire Alarm Panel	1,574.00						1,574.00	
525	Above Cfg HVAC Flue Rough In	5,248.00						5,248.00	
526	Above Cfg HVAC Duct Rough In	18,881.00						18,881.00	
527	Above Cfg Steam Pipe Rgh In	19,762.00						19,762.00	
528	Above Cfg Electrical Rough In	31,455.00						31,455.00	
529	Heating & Cooling Installation	11,130.00						11,130.00	
530	Primes & Test Cool Pans	1,653.00						1,653.00	
531	Hang Int Drywall Partitions	3,148.00						3,148.00	
532	Fire Alarm Cabling	11,210.00						11,210.00	
533	Fire Alarm Control	11,210.00						11,210.00	
534	HVAC Controls	10,745.00						10,745.00	
535	Put Out Trim Panels to Devices	6,997.00						6,997.00	
536	Test Piping	5,248.00						5,248.00	
537	Wall Mount Fire Switches to Dlx	12,650.00						12,650.00	
538	Acoustic Ceiling Tiles	8,396.00						8,396.00	
539	Toilet Partitions & Access	4,188.00						4,188.00	
540	HVAC Trim Out	8,470.00						8,470.00	
541	Plumbing Fixtures	14,824.00						14,824.00	
542	Spillier Tin Out	10,871.00						10,871.00	
543	Dry and Polished Concrete	10,871.00						10,871.00	
544	Architectural Specialties	11,650.00						11,650.00	
545	Castling Pads	8,396.00						8,396.00	
546	Handmade Window & Sills	11,650.00						11,650.00	
547	Roomba Flooring	4,188.00						4,188.00	
548	Doors & Hardware	5,897.00						5,897.00	
549	Final Coat Paint	4,017.00						4,017.00	
550	Window Blinds	1,598.00						1,598.00	
551	Interior Signage & Exit Letters	7,948.00						7,948.00	

**REQUEST FOR PAYMENT DETAIL**

Project: 1319 / Oage Beach Elementary School    Invoice: 1813    Draw: 1319-0005    Period Ending Date: 4/25/2014    Detail Pg 10 of 13 Pgs

Item ID	Description	Total Contract Amount	Previously Completed Work	Work Completed This Period	Previously Stored Materials	Completed And Stored To Date	% Comp	Balance To Finish	Remaining Balance
552	Install Casework/Work	25,143.00						25,143.00	
553	Paint Mapped Wall Panels	3,227.25						3,227.25	
554	Contractor Clean Out	1,989.00						1,989.00	
555	Contractor Clean Out	5,248.00						5,248.00	
556	AREA FOUNDATIONS & SIT								
557	Excavate Trim Out								
558	Backfill Finish Walls & Ring Ex	76,614.00						76,614.00	
559	Prep/Block Flange/Gaska Base	173,681.00						173,681.00	
560	Underpin/Plumbing Rough	51,743.00						51,743.00	
561	Generator Base	43,000.00						43,000.00	
562	Generator	19,941.00						19,941.00	
563	Generator	19,941.00						19,941.00	
564	Generator	19,941.00						19,941.00	
565	Generator	19,941.00						19,941.00	
566	Generator	19,941.00						19,941.00	
567	Generator	19,941.00						19,941.00	
568	Generator	19,941.00						19,941.00	
569	Generator	19,941.00						19,941.00	
570	Generator	19,941.00						19,941.00	
571	Generator	19,941.00						19,941.00	
572	Generator	19,941.00						19,941.00	
573	Generator	19,941.00						19,941.00	
574	Generator	19,941.00						19,941.00	
575	Generator	19,941.00						19,941.00	
576	Generator	19,941.00						19,941.00	
577	Generator	19,941.00						19,941.00	
578	Generator	19,941.00						19,941.00	
579	Generator	19,941.00						19,941.00	
580	Generator	19,941.00						19,941.00	
581	Generator	19,941.00						19,941.00	
582	Generator	19,941.00						19,941.00	
583	Generator	19,941.00						19,941.00	
584	Generator	19,941.00						19,941.00	

**REQUEST FOR PAYMENT DETAIL**

Project: 1319 / Oage Beach Elementary School    Invoice: 1813    Draw: 1319-0005    Period Ending Date: 4/25/2014    Detail Pg 11 of 13 Pgs

Item ID	Description	Total Contract Amount	Previously Completed Work	Work Completed This Period	Previously Stored Materials	Completed And Stored To Date	% Comp	Balance To Finish	Remaining Balance
629	Install Alum Entrance Windows	130,053.00						130,053.00	
630	Reclaim Roof Pvs & Luv Conct	252,853.00						252,853.00	
631	Install EPCM Roofing	109,354.00						109,354.00	
632	Caulking & Sealants	9,893.00						9,893.00	
633	Standing Seam Metal Roof	89,552.00						89,552.00	
634	Dweepous Gals Flashings Thr	11,581.00						11,581.00	
635	Interior ChU & FINISHES	389,329.00						389,329.00	
636	Plg Wall Rough In	115,446.00						115,446.00	
637	Blockwall Vail Rough In	29,238.00						29,238.00	
638	Interior Chalkfyg & Sealants	9,950.00						9,950.00	
639	Interior Flng Riser Rough In	7,146.00						7,146.00	
640	Above Cfg HVAC Piping Rough	31,455.00						31,455.00	
641	Sat360g HVAC Units	44,076.00						44,076.00	
642	RT Vail Framing - Metal Studs	46,178.00						46,178.00	
643	RT Vail Framing - Metal Studs	46,178.00						46,178.00	
644	Above Cfg Alum Riser Rough In	4,698.00						4,698.00	
645	Above Cfg Alum Riser Rough In	4,698.00						4,698.00	
646	Install Fire Alarm Panel	3,574.00						3,574.00	
647	Paint Gym Structure	5,050.00						5,050.00	
648	Gum Piping	19,418.00						19,418.00	
649	Above Cfg HVAC Duct Rough In	196,942.00						196,942.00	
650	Above Cfg Sprinkler Pipe Rgh In	52,698.00						52,698.00	
651	Above Cfg Electrical Rough In	1,050.00						1,050.00	
652	Mount Wall Framing Insulation	27,359.00						27,359.00	
653	Mount Wall Framing Insulation	27,359.00						27,359.00	
654	Hang Int Drywall Partitions	3,148.00						3,148.00	
655	Fire Alarm Cabling	12,994.00						12,994.00	
656	Fire Alarm Control	12,994.00						12,994.00	
657	Time & Finish Drywall	20,990.00						20,990.00	
658	HVAC Controls	20,990.00						20,990.00	
659	HVAC Installation	31,359.00						31,359.00	
660	Waterproofing	15,743.00						15,743.00	
661	Pull Cable Trim Pvs to Devices								

**REQUEST FOR PAYMENT DETAIL**

Project: 1319 / Oage Beach Elementary School    Invoice: 1813    Draw: 1319-0005    Period Ending Date: 4/25/2014    Detail Pg 12 of 13 Pgs

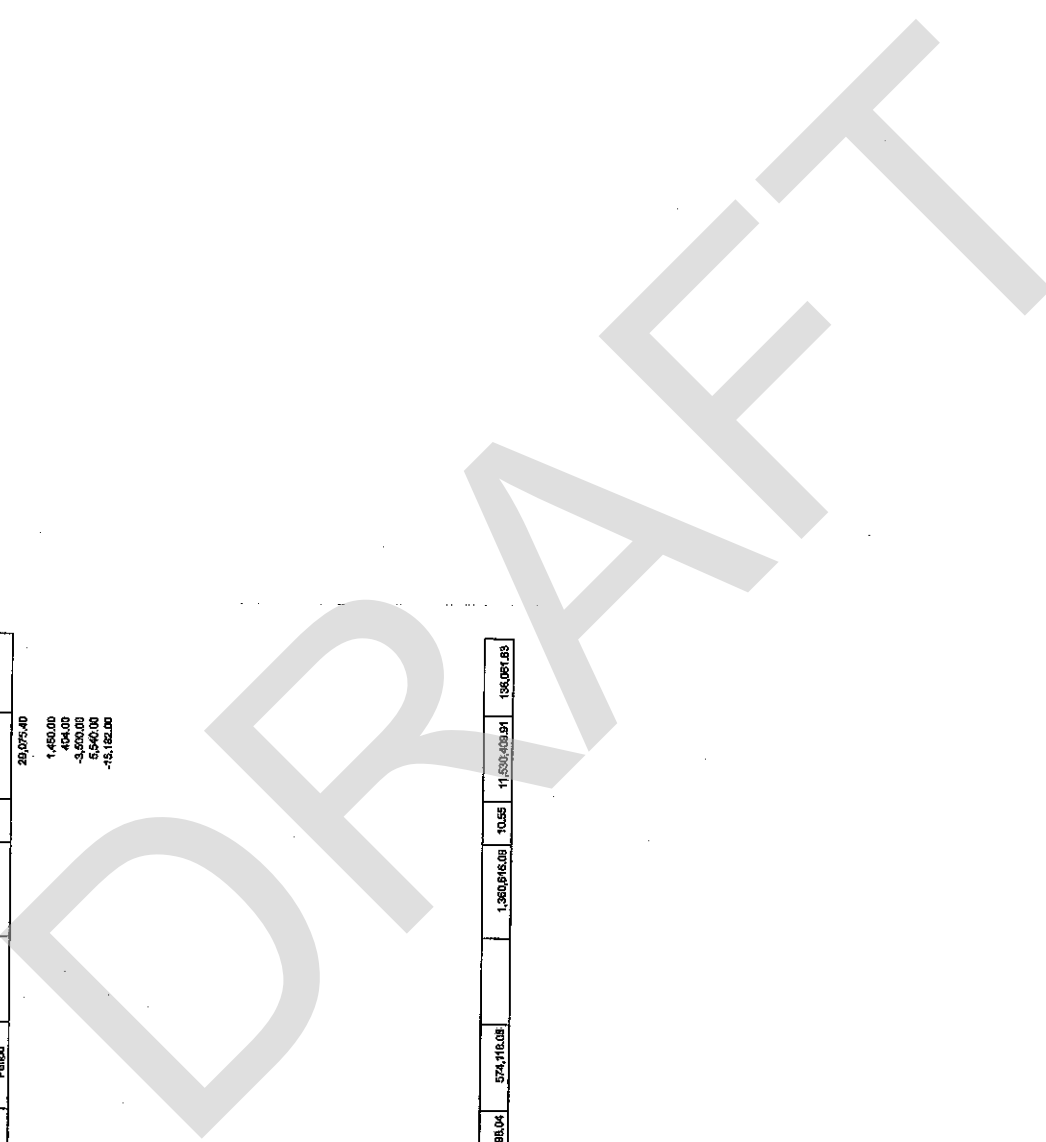
Item ID	Description	Total Contract Amount	Previously Completed Work	Work Completed This Period	Previously Stored Materials	Completed And Stored To Date	% Comp	Balance To Finish	Remaining Balance
662	Architectural Qty Grid	103,901.00						103,901.00	
663	Hang Light Fixtures	9,398.00						9,398.00	
664	HVAC Trim Out	17,942.00						17,942.00	
665	Man Fwaler frm Switch to Dlx	6,246.00						6,246.00	
666	Dyed and Polished Concrete	18,104.00						18,104.00	
667	Toilet Partitions & Access	21,634.00						21,634.00	
668	Sprinkler Trim Out	22,713.00						22,713.00	
669	Install Ceiling Pads	83,394.00						83,394.00	
670	Finish Framing & Bases	56,149.00						56,149.00	
671	Install Ceiling Pads	56,149.00						56,149.00	
672	Final Coat Paint	1,354.00						1,354.00	
673	Cultural Custom Truck	12,793.00						12,793.00	
674	Architectural Specialties	13,691.00						13,691.00	
675	Architectural Specialties	13,691.00						13,691.00	
676	Cherry Tile at Kitchen	81,287.00						81,287.00	
677	Final Coat Paint	22,026.00						22,026.00	
678	Column Covers	11,439.00						11,439.00	
679	Slip Covers	7,956.00						7,956.00	
680	Hang Int Network	16,236.00						16,236.00	
681	Install Audio Equipment	8,272.00						8,272.00	
682	MEP Kitchen Final Connection	1,954.00						1,954.00	
683	Window Blinds	8,424.00						8,424.00	
684	Interior Signage	11,559.00						11,559.00	
685	Install Casework/Work	16,061.00						16,061.00	
686	Sound Absorbing Wall Panels	4,927.25						4,927.25	
687	Paint Mapped Wall Panels	4,188.00						4,188.00	
688	Contractor Clean Out	8,396.00						8,396.00	
689	Generator	19,941.00						19,941.00	
690	Generator	19,941.00						19,941.00	
691	Generator	19,941.00						19,941.00	
692	Generator	19,941.00						19,941.00	
693	Generator	19,941.00						19,941.00	
694	Generator	19,941.00						19,941.00	
695	Generator	19,941.00							

**REQUEST FOR PAYMENT DETAIL**

Project: 1319 / Duane Beach Elementary School    Invoice: 1613    Draw: 1316-00065    Period Ending Date: 4/25/2014    Sheet Pg 13 of 13 Pgs

Item ID	Description	Total Contract Amount	Previously Completed Work	Work Completed This Period	Priority Stored Materials	Completed And Stored To Date	% Comp	Balance In Hand	Percentage Balance
696	Bleachers	28,076.40						20,076.40	
700	CHANGE ORDER 01							1,450.00	
701	Food and Food Items	1,450.00						404.00	
702	Fire Alarm Components	-3,500.00						-3,500.00	
703	Fire Alarm Certification	5,540.00						5,540.00	
704	Lift Station Lift Chamber	-15,582.00						-15,582.00	
705	Detelsa Inverter Signage								

<b>Totals</b>	12,891,024.00	785,486.04	574,716.03	1,360,816.09	10.55	11,530,409.91	136,081.93
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**Change Order**

PROJECT (Name and address): **Osage Beach Elementary School**  
 1241 Nichols Road  
 Osage Beach, MO 65065

TO CONTRACTOR (Name and address):  
 Curtis-Maines-Schulte, Inc.  
 PO Box 233  
 Eldon, MO 65026

CHANGE ORDER NUMBER: 002  
 DATE: May 8, 2014

ARCHITECT'S PROJECT NUMBER: 3-13020  
 CONTRACT DATE: November 11, 2014  
 CONTRACT FOR: General Construction

OWNER:   
 ARCHITECT:   
 CONTRACTOR:   
 FIELD:   
 OTHER:

**THE CONTRACT IS CHANGED AS FOLLOWS:**

(Include, where applicable, any undeposited amount attributable to previously executed Construction Change Directives)  
 1. Additional cost for mass rock removal over the 31,000 CY in base bid.  
 An overrun of 8,731 CY at \$10.36/CY.

2. ASI #1, revise fire department connection location requested by Fire Marshal.

The original Contract Sum was	\$ 12,902,314.00
The net change by previously authorized Change Orders	\$ -11,288.00
The Contract Sum prior to this Change Order was	\$ 12,891,026.00
The Contract Sum will be increased by this Change Order in the amount of	\$ 95,789.85
The new Contract Sum including this Change Order will be	\$ 12,986,815.85

The Contract Time will be unchanged by Zero (0) days.  
 The date of Substantial Completion as of the date of this Change Order therefore is May 29, 2015

NOTE: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.**

ACUROLAND, INC. ARCHITECT (Firm name) 1421 E. 104th St., Suite 100, Kansas City, MO 64131 ADDRESS BY (Signature) Connie Lauer (Typed name) 5-8-14 DATE	Curtis-Maines-Schulte, Inc. CONTRACTOR (Firm name) PO Box 233, Eldon, MO 65026 ADDRESS BY (Signature) Connie Lauer (Typed name) DATE	Camdenton R-III School District OWNER (Firm name) 172 Dere Boulevard, Camdenton, MO 65020 ADDRESS BY (Signature) (Typed name) DATE
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ACI/BOLAND, INC. - KANSAS CITY  
 1421 E. 104th Street, Suite 100  
 Kansas City, Missouri 64131  
 P: 816.763.9621  
 F: 816.763.9757

May 8, 2014

Dr. Tim Hadfield  
 Camdenton R-III School District  
 PO Box 1409  
 Camdenton MO 65020-1409

RE: **CHANGE ORDER NO. 2**  
**OSAGE BEACH ELEMENTARY SCHOOL**  
**CAMDENTON R-III SCHOOL DISTRICT**

Dear Tim:

Enclosed please find three (3) copies of Change Order No. 2 for the above referenced project.

Please sign all copies and return them to our office for further processing.

Should you have any questions, please do not hesitate to contact our office at your convenience.

Sincerely,

ACI/BOLAND, INC.

*Connie Lauer*

Connie Lauer  
 Associate/Architect

Enclosures

cc: MGK/kb CO File 3-13020



**PROPOSED CHANGE ORDER**

No. 00004

DATE: 2/5/2014

TO: Camdenton R-III School District  
172 Dare Boulevard

PROJECT:  
Osage Beach Elementary School  
Camdenton R-III School District  
Osage Beach, MO

Camdenton, MO 65020

TITLE:

ASI #1 - FDC Connection

ATTN: Kerry Dickermann

**DESCRIPTION OF PROPOSAL**

As per ASI #1, dated 11/22/13, provide labor, material, and equipment to revise location of fire department connection and associated keynote #6, as shown on revised drawing SD-ME2.1 as requested by the Fire Marshal.

Item Description	Quantity	Units	Unit Price	Net Amount
00001 Heartland Fire Protection - see attached	1.000		\$4,650.00	\$4,650.00
00002 CMS 8% Overhead	1.000		\$372.00	\$372.00
00003 CMS 8% Profit	1.000		\$402.00	\$402.00
<b>Total:</b>				<b>\$5,424.00</b>



**Heartland Fire Protection, LLC**  
118 Courtyard Drive  
Festus, MO 63028  
Phone: 636-465-0028  
Fax: 636-933-5083  
Chris Waggoner 573-645-3279  
Tom Collins 573-645-3278

**ESTIMATE**

2/18/2014 646

<b>Name / Address</b>
Curtis Manes & Schulte P.O. Box 233 Elkton, MO 65026 Phone: 573-392-6533 Fax: 573-392-4527 Attn: Estimating

Description	Total
Osage Elementary - Osage Beach, MO	
Pricing for FDC in new location.	
Excavating and Backshore: \$1800.00	
Piping and Materials: \$1950.00	
Labor to complete: \$900.00	
<b>Total Cost:</b>	<b>4,650.00</b>
	<b>0.00</b>
<b>Total</b>	<b>\$4,650.00</b>

Bob Brown

**CURTISS-MANES-SCHULTE, INC.**  
P.O. Box 233  
1211 Business 54 South  
Elkton, Missouri 65026  
Phone: 573/392-6533 Fax: 573/392-4527

**CURTISS  
MANES  
SCHULTE**  
General Contractor

OFFICE: (573) 395-4384



FAX # (573) 395-4280



**TWEHOUS EXCAVATING CO., INC.**  
Excavating Contractor • Roads • Lakes • Rock Blasting  
8514 LIBERTY ROAD -- JEFFERSON CITY, MISSOURI 65101  
An Equal Opportunity Employer

**PROPOSED CHANGE ORDER**

No. 00001

DATE: 4/7/2014

TO: ACIBoland, Inc.  
1421 E. 104th Street, Suite 100  
Kansas City, MO 64131

PROJECT:  
Osage Beach Elementary School  
Camdenon N-III School District  
Osage Beach, MO

TITLE:  
Addition Rock Excavation

ATTN: Connie Lauer

**DESCRIPTION OF PROPOSAL**

Additional compensation for mass rock removal over the 31,000 CY figured in the base bid. This is an overrun of 8,731 CY at \$10.35 a CY. This is based on the unit cost provided on bid day.

Item Description	Quantity	Units	Unit Price	Net Amount
0001 Twelous Excavating Co., Inc. - Please See Attached	1,000		\$90.36585	\$90,365.85
<b>Total:</b>				<b>\$90,365.85</b>

RE: Osage Beach Elementary School  
Change Order Request

Dear Mr. Brown,

This is a request for a change order for the increased rock quantity. The original bid included 31,000 cubic yards of solid rock excavation at a unit price of \$10.35 per cubic yard. The actual quantity encountered was 39,731 cubic yards. This is an overrun of 8,731 cubic yards. At the unit price of \$10.35 per cubic yard, the change order should be issued in the amount of \$90,365.85.

If you have any questions, please feel free to contact me.

Sincerely,

Randall L. Twehous  
Vice President  
Twehous Excavating Co., Inc.

**CURTISS-MANES-SCHULTE, INC.**  
P.O. Box 233  
1211 Business 54 South  
Eldon, Missouri 65026  
Phone: 573/392-6553 Fax: 573/392-4527

Bob Brown

Equal Housing

EXPLANATION: STUDENT USE OF PERSONAL ELECTRONIC DEVICES FOR INSTRUCTIONAL PURPOSES

MSBA created this NEW policy to address the growing trend of districts allowing students to use their personal electronic devices in the classroom. This policy is supplemental because not all districts may want to adopt this instructional practice. This policy is not required by law.

Students need to graduate from school with useful technology skills. Many districts, constantly faced with budgetary shortfalls, find it difficult to provide their students with the latest technology. In a perfect educational world, each student would be able to have his or her own computer, but realistically this is not feasible. School districts around the country have attempted to find a way around this problem by allowing students to bring their own electronic devices, such as laptops, mobile phones, tablets or even video games, to school to use for educational purposes throughout the school day.

This is a dramatic change from what many districts have been doing: banning or restricting mobile phone and personal technology use in schools. There are serious issues that come with allowing students to bring non-district-issued technology into the schools, including the ability to technologically support a variety of electronic devices, dealing with students who may not have access to any devices, and unauthorized use, theft or damage of the devices. Many of these issues are covered under the general discipline policy.

According to "Technology in Education," a September 1, 2011, article published in *Education Week*:

While there is much on-going research on new technologies and their effects on teaching and learning, there is little rigorous, large-scale data that makes for solid research, education experts say. The vast majority of the studies available are funded by the very companies and institutions that have created and promoted the technology, raising questions of the research's validity and objectivity. In addition, the kinds of studies that produce meaningful data often take several years to complete—a timeline that lags far behind the fast pace of emerging and evolving technologies.

See <http://www.edweek.org/ew/issues/technology-in-education> for the full article.

Despite this lack of available research, MSBA has scoured the available information and tried to piece together reasonable guidelines for districts that want to explore this instructional option. This policy should provide a starting point for those districts considering allowing students to bring their own technology to school. Districts may choose to implement the program incrementally, perhaps designating one class that will allow student electronic devices

and then expanding as students, teachers and the district become more comfortable with the concept.

Several sources MSBA used in developing this policy repeatedly referenced allowing students to bring any type of device, including gaming devices. The reasoning behind this is that many students, especially younger students, would have more ready access to gaming devices than to other personal technology, such as tablets. This concept is relatively new, and it remains to be seen whether this strategy will be effective. Districts that do not wish to include gaming devices should strike the term from the definition on the first page of the policy as well as from the definition on the accompanying forms.

Districts that adopt this policy should carefully examine regulation JG-R and student handbooks and modify language that bans or limits the use of electronic devices during the school day accordingly.

Additional changes have been made to the policy at the request of the district.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

Board Secretary	Business Office	Coches/Sponsors
Facility Maintenance	Food Service	Gifted
Human Resources	Principals	Library/Media Center
Health Services	Counselor	Special Education
Transportation	Public Info/Communications	Technology

STUDENT USE OF PERSONAL ELECTRONIC DEVICES FOR INSTRUCTIONAL PURPOSES

The Camdenton R-III School District recognizes that students increasingly have access to and are using personal electronic devices for many purposes, including educational purposes. The Board authorizes the superintendent and/or designated authority and building principals to designate classes, grade levels and/or buildings where teachers are encouraged to utilize and incorporate personal electronic devices into their instruction and lesson plans in accordance with this policy. Teachers who incorporate such technology into their classrooms shall, with the assistance of the principal or designee, make accommodations for those students who do not have access to personal electronic devices. No student shall be penalized in any fashion for failure to own or have access to personal electronic devices.

Definitions

District Networks – Include both wired and wireless networks maintained by the district.

Personal Electronic Devices – Are communication devices with voice, text, data, and/or navigation capabilities that are able to access the Internet, transmit phone calls, text messages, e-mail messages or video communications, perform word processing and other computer and online applications, and/or provide location information. These include devices which are capable of electronically communicating, sending, receiving, storing, recording, producing and/or displaying information and data. These devices include, but are not limited to, electronic communication equipment such as laptops, portable media players, mobile phones, smart phones, tablet computers and video game devices owned by a student or a student's parent/guardian.

Acceptable Use

Possession or use of any personal electronic device on district property is a privilege, and students who fail to abide by this policy may forfeit this privilege.

When approved by the building principal and/or designated authority, students will be allowed to bring personal electronic devices to school for use during the school day in the designated classrooms. Each building administrator, under the direction of the superintendent or designee, shall determine the appropriate areas of the school where students may use personal electronic devices and the extent to which such devices will be incorporated into the classroom curriculum.

Students may use personal electronic devices during the school day only if the student and parents/guardians sign and agree to the terms of the district's personal electronic devices agreement and the district's technology usage agreements unless excused by the superintendent or designee. Students shall only access the Internet through district-provided networks during the school day.

Student devices with a data plan through the student's or parent's/guardian's mobile provider must have the external network turned off when on school premises during the school day. The district will utilize a technology protection measure, such as a filter, on all district networks. Students shall not bypass or attempt to bypass the district's networks through any means.

Possession or use of personal electronic devices must not in any way disrupt the educational process in the school district, endanger the health or safety of the student or any other person in the district, invade the rights of others at school or involve illegal or prohibited conduct.

All use of personal electronic devices during the school day shall be for appropriate educational purposes only, not for personal use, and shall be consistent with the educational objectives of the district. Students using personal electronic devices must follow the same rules that apply to the use of district-provided technology. The district may examine the student's device to the extent allowed by law. The district administration may involve law enforcement if the district has reasonable suspicion that the device has been used for an illegal purpose or for a purpose that causes harm to others.

The district shall not be liable for theft, loss, damage, misuse or unauthorized use of any personal electronic communication device brought to school or school-sponsored programs/activities by a student.

No school funds shall be used to purchase programs or applications to be downloaded on any personally owned communication device utilized by students unless approved by designee.

Failure to abide by this policy shall subject the student to disciplinary action as outlined elsewhere in Board policy.

**Delegation of Responsibility**

The superintendent or designee is granted the authority to create and enforce regulation(s), rules, procedures and forms to accompany this policy.

He/she shall annually notify students, parents/guardians, employees and guests about the use of personal electronic communication devices by publishing the policy on the district's website and ensuring it is included in student handbooks, posted notices and/or any other methods.

The superintendent working with technology and/or designee is responsible for annual training of administrators and employees who are responsible for the use, supervision, discipline, investigation, confiscation, searching and/or other matters involving students' use of electronic communication devices, including personal electronic communication devices.

**Guidelines**

1. In accordance with this policy, personal electronic communication devices may be used in authorized areas or as determined by the administration as follows:
  - For educational and instructional purposes.
  - When the educational, safety, emergency, medical or security use of the device is approved by the teacher/facilitator, program supervisor or designee.
2. In accordance with this policy, personal electronic communication devices may not be used in unauthorized areas or as determined by the administration as follows:
  - Devices that control/interfere with the operation of the building's systems, facilities and infrastructure or digital network. No exception or permission may be authorized for students to possess or use such devices.
  - During tests, examinations and/or assessments, unless the teacher/facilitator authorizes such use. When personal electronic communication devices are prohibited for use on tests, they must be stored in closed items, such as book bags or purses, and may not be visible or turned on.
  - To cheat, engage in unethical conduct or threaten academic integrity.
  - To access and/or view Internet websites that are blocked by the district's filtering system.
  - To take action that would invade the privacy rights of any student or employee, violate the rights of any student or employee, or harass, threaten, intimidate, promote or engage in violence, bully or cyberbully any student or employee.
  - In locker rooms, bathrooms, dressing rooms or any other changing area.
  - To create, send, share, view or disseminate sexually explicit, obscene, pornographic, child pornographic or lewd images or video content, as such acts may be a crime under state and/or federal law.
  - To disrupt the educational or learning environment.

3. Devices that violate this policy and/or other relevant district policies shall be confiscated and retained by the building administrator. The confiscated device shall not be returned until a conference is held with the parent/guardian.
4. Violations of this policy should be reported to the assistant superintendent in charge of technology.

**District's Wireless Network**

The district does not guarantee that the district's wireless network is completely secure or that the district can protect the privacy of those using the district's wireless network. The district does not guarantee that all areas of the district shall have wireless coverage or that the wireless service level will be consistent from day to day. The district is not responsible for any loss of information that may arise from the use of the district's wireless network or for any loss, injury or damages resulting from the use of the wireless connection.

**District Responsibility**

The district will not be responsible for technological support of students' personal electronic devices, and students are required to ensure that all devices are free from viruses before bringing them to school.

Students who bring personal electronic devices to school do so at their own risk. The district assumes no responsibility for lost, stolen, damaged or misplaced devices, including those that have been confiscated by district personnel.

\*\*\*\*\*

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: JG, Student Discipline

Camdenton R-III School District, Camdenton, Missouri



Home



Wednesday, 07/04/2014

JD Search

ABOUT MSBA BOARD TRAINING PROGRAMS-SERVICES CONFERENCES-EVENTS ADVOCACY LAW-POLICY-LABOR RELATIONS AWARDS

Home Conferences-Events Leadership Summit

Find It Now

### 2014 Leadership Summit

63

- Employment Opportunities
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## MSBA Leadership Summit

June 6-7, 2014  
Tan-Tan-A Resort, Orange Beach

Learn More About Missouri State Standards and Assessments  
Sharpen Your Leadership Skills to Improve Student Performance

Delegate Assembly  
2014 Leadership Summit Recognition Banquet - sponsored by Forest T. Jones & Company

Register Here

Registration includes Saturday Breakfast  
\$65.00\*

Recognition Banquet  
\$50.00

Guest Banquet Ticket  
\$50.00

Guest Breakfast Ticket  
\$30.00

\*There is a discount for Board Members registered for the June 6th CBM Training.

\*There is a discount for Board Members registered for the June 6th CBM Training.

#### Tentative Schedule

Friday, June 6

General Session - Common Core Focus

Concurrent Session Topics

- MAP Data Collection and FERPA
- Local Implementation of Missouri Learning Standards/CCSS
- State Assessments - MAP and ACT
- What is Career Readiness?
- Next Generation Science Standards
- Impact of CCSS on Preschool/Early Childhood Programs
- Delegate Orientation
- The Board President as Leader
- Understanding Boards of Education in Governance
- Understanding Boards of Education in Teaching, Learning and Assessment
- Understanding Boards of Education in Physical and Environmental Resources
- 2014 Legislative Update

Delegate Assembly

Concurrent Session

Don't Keep Your Patrons at Arms Length Roundtable

Past President's Reception

**Missouri School Boards' Association**  
Helping School Boards Succeed

**2014 Leadership Summit**

Start Date: 06/06/2014 08:00 AM  
End Date: 06/07/2014 05:00 PM  
Address: Tan-Tan-A Resort, Orange Beach, MO

1  
SELECT SUBMITTER

2  
SELECT ATTENDEE

3  
REGISTER

4  
CHECKOUT

Submitted By: **Linda Leu**      Attendee: **Tim Hadfield**

Please choose from the list below:

<input type="checkbox"/> Guest Banquet Ticket	\$50.00
<input type="checkbox"/> Saturday Breakfast Guest Ticket	\$30.00
<input type="checkbox"/> Delegate Assembly as a Spectator	\$3.00
<input type="checkbox"/> Delegate Assembly as an Alternate	\$0.00
<input type="checkbox"/> Delegate Assembly as a Delegate	\$0.00
<input type="checkbox"/> Leadership Summit Banquet	\$50.00
<input type="checkbox"/> Leadership Summit	\$50.00
<input type="checkbox"/> Discounted Registration for Board Members registered for CBM Training on June 6th	\$55.00

Attendee Total: \$0.00  
Registration Total: **\$0.00**

Banquet and Awards Ceremony

Awards Reception

Saturday, June 7

Early Bird Sessions for New Governance Representatives

- RBC Chair Orientation
- Advocacy Committee Meeting
- School Resources Committee Meeting
- Leadership Development Committee Meeting

Breakfast & General Session - Stand Up for Public Education

Swear in new president

CBM Essential Training (separate registration required)