

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

**Regular Meeting – Administration Building, Board Room  
June 9, 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
Jackie Schulte	Member	Dr. Ryan Neal	Assistant Superintendent
Courtney R. Hulett	Member	Linda Leu	Secretary

**Absent:**

Selynn Barbour	Dr. Jim Rich
Laura L. Martin	
Tom Williams	

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**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, June 9, 2014. The meeting was called to order by President McElyea at 5:30 p.m. The pledge of allegiance was recited.

**II. APPROVAL OF AGENDA**

Regular Meeting – June 9, 2014  
Strategic Plan Goal Area – Governance

Motion: Move to approve the agenda of the regular June 9, 2014, meeting as presented.  
Masterson/Hulett - all ayes.

**III. PUBLIC COMMENT**

There was no public comment.  
Strategic Plan Goal Area – Parent & Community Development

*Riley Short was welcomed as the new Student Advisor to the Board of Education.*

**IV. CONSENT ITEMS**

A. Approve Minutes and Documentation of Regular Meeting – May 12, 2014  
Strategic Plan Goal Area - Governance

~~B. Approve Minutes and Documentation of Special Meeting – May 28, 2014~~  
Strategic Plan Goal Area - Governance

C. Set Facilities Rental Fees  
Strategic Plan Goal Area - Governance

Background: Pursuant to Board policy, we must review our rental fee schedule on a yearly basis. The Board reviewed current rental fee schedules (Fee Schedule in Buildings & Fees for RC Worthan Auditorium) and recommended slight changes in fee schedules.

D. Energy Education Report  
Strategic Plan Goal Area - Facilities/Support/Instructional Resources

Background: The Board reviewed the annual Energy Education Report which outlines the District's energy conservation program.

E. Approve Fund Transfer  
Strategic Plan Goal Area - Governance

Background: We need to transfer funds from Fund 1 to Fund 4 for payment of buses in the amount of \$585,000 and for future asphalt paving near the baseball field in the amount of \$85,000. Total transfer would be \$670,000.

F. Approve New Course  
Strategic Plan Goal Area - Governance

Background: ACI students will be introduced to a variety of project based assignments. They will work in collaboration with community partners and middle school teachers. Selections will be based off of their

interest areas gleaned from the results of their career interest inventories from Missouri Connections. This course is designed to improve career interest awareness and post-secondary focus.

Motion: Move to approve consent items as presented, excluding item B.  
Schulte/Masterson – all ayes.

**V. APPROVAL OF BILLS**

Strategic Plan Goal Area – Governance

Motion: Move to approve all bills and addendum as submitted.  
Schulte/Hulett – all ayes.

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

Strategic Plan Goal Area - Governance

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

**VII. NEW BUSINESS**

**A. GUIDANCE & COUNSELING REPORT**

Tim Roettgen, Guidance & Counseling Coordinator, presented the annual Guidance and Counseling report.

Strategic Plan Goal Area – Student Performance

No motion necessary.

**VIII. UNFINISHED BUSINESS**

**A. BOARD POLICY UPDATES**

The Board gave a second read and consideration to the following policies.

Strategic Plan Goal Area - Governance

<b>POLICY CODE</b>	<b>POLICY TITLE</b>
<b>BDA</b>	BOARD MEETINGS
<b>BDC</b>	CLOSED MEETINGS, RECORDS AND VOTES
<b>BDDF</b>	VOTING METHOD
<b>DB</b>	ANNUAL BUDGET
<b>DFA</b>	REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS
<b>EBC</b>	EMERGENCY DRILLS
<b>EBCA</b>	CRISIS INTERVENTION PLAN
<b>ECA</b>	BUILDINGS AND GROUNDS SECURITY
<b>GBBDA</b>	FAMILY AND MEDICAL LEAVE
<b>GBCC</b>	STAFF USE OF COMMUNICATION DEVICES
<b>GBLB</b>	REFERENCES
<b>IL</b>	ASSESSMENT PROGRAM
<b>JEA</b>	COMPULSORY AND PART-TIME ATTENDANCE
<b>JEC</b>	SCHOOL ADMISSIONS
<b>JECA</b>	ADMISSION OF STUDENTS
<b>JECB</b>	ADMISSION OF NONRESIDENT STUDENTS
<b>JGF</b>	DISCIPLINE REPORTING AND RECORDS
<b>JHCD</b>	ADMINISTRATION OF MEDICATIONS TO STUDENTS

Motion: Move to approve policy updates as presented.  
Hulett/Schulte - all ayes.

**B. ELEMENTARY CONSTRUCTION UPDATE**

Dr. Hadfield provided construction project updates and Change Order No. 2.  
Strategic Plan Goal Area – Facilities/Support/Instructional Resources

Motion: Move to approve Change Order No. 2 as presented.

Masterson/Hulett - all ayes.

**IX. 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

- Second June Board Meeting – Friday, June 27, 2014, 7:30 a.m.
- July Board Meeting Reports tentatively include: Health Services Report, Food Services Report & Approve Food Service Guidelines, and Volunteer/Community Relations Report
- Board Retreat
- Board and Administration Potluck Date in August
- All-Staff Breakfast – Monday, August 18, 7:00 a.m.
- MSBA Annual Conference sign up, September 25-28, 2014
- Fall Regional Meeting

No motion necessary.

**X. 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/Hulett - Roll call vote: Masterson – aye, Schulte – aye, McElyea – aye, and Hulett – aye.

**XI. ADJOURN MEETING**

Motion: Move that the meeting adjourn.

Masterson/Hulett - all ayes.

Meeting adjourned at 7:25 p.m.

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Chris C. McElyea - President of the Board

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Linda Leu – Secretary of the Board

## Camdenton R-III School District

<b>Fee Schedule per Meeting for Use of School Building/Facility</b>		
Classroom	\$ 5.00	per hour
Dogwood Elementary Gymnasium	60.00	per hour
Hawthorn Elementary Gymnasium	60.00	per hour
Hurricane Deck Elementary Gymnasium	50.00	per hour
Osage Beach Elementary Gymnasium	50.00	per hour
Oak Ridge Intermediate Gymnasium	75.00	per hour
Middle School Gymnasium	100.00	per hour
Dogwood Elementary Cafeteria	25.00	per hour
Hawthorn Elementary Commons	25.00	per hour
Oak Ridge Intermediate Commons	25.00	per hour
Middle School Commons	25.00	per hour
High School Commons	50.00	per hour
Dogwood Elementary Kitchen	75.00	per hour + cook
Hawthorn Elementary Kitchen	75.00	per hour + cook
Hurricane Deck Elementary Kitchen	75.00	per hour + cook
Osage Beach Elementary Kitchen	75.00	per hour + cook
Oak Ridge Intermediate Kitchen	75.00	per hour + cook
Middle School Kitchen	75.00	per hour + cook
High School Kitchen	100.00	per hour + cook
Little Theater	50.00	per hour – includes ceiling lights and seating
Computer Lab	25.00	per hour
Library	7.50	per hour
Outdoor Athletic Areas	100.00	per hour
RC Worthan Auditorium (High School)	<del>125.00</del> 150.00	Per hour – additional fees for technology personnel

*Revised & Approved 6/11/2012*  
*Approved 6/10/2013*  
*Recommendation 6/9/2014*

## Fees for Use of RC Worthan Auditorium

	<b>Hourly Charge</b>	<b>Fee</b>	<b>Notes</b>
<b>Level I:</b> Podium and wired mic	1-Technician @ \$20.00/Hr		
Computer for Power Point presentation and Screen	\$30.00/Hr		
<b>Level II:</b> Sound system with music/body mics /stage mics and headsets	2-Technicians @ <del>\$20.00</del> \$30.00/ Hr. each 1-Technician @ <del>\$20.00</del> \$30.00/ Hr (additional) if orchestra pit is used		
<b>Level III:</b> Lighting	1-Technician @ <del>\$20.00</del> \$30.00/ Hr		Time prior to performance may be required to program lighting cues.
<b>Level IV:</b> Stage rigging/fly space	Minimum of one trained person @ <del>\$20.00</del> \$30.00/ Hr		Additional people will be needed for complex rigging.
<b>Level V:</b> Orchestra Pit		\$500	Cost to remove and reinstall cover.
Damage Deposit		20% of the total fees and charges with a minimum of \$125.	
Payment of Fees and Charges			All fees, charges and damage deposit are due prior to the event being placed on the school schedule.
Supervision and Cleanup	As per schedule.		

*Revised & Approved 6/11/2012*  
*Approved 6/10/2013*  
*Recommendation 6/9/2014*

**Energy Conservation Program**

May 2014

**Cumulative Cost Savings**

Expected Energy Costs	\$5,603,845
Actual Energy Cost	\$3,634,789
Program Savings	\$1,969,056
Savings Percent	35.14%
Special Savings	\$565
Total Savings	\$1,969,621



Expected Energy Costs	Actual Energy Costs	Program Savings
Amount you would have spent on energy without energy management program.  This is the base year usage adjusted for changes in weather, equipment, schedules, occupancy and prices	Actual utility costs for electricity, gas, water, sewer, etc obtained directly from bills.	The difference between Expected and Actual Costs, calculated in accordance with the International Performance Measurement & Verification Protocol. Does not include savings attributable to reduced equipment maintenance and replacement costs and other collateral benefits. These savings can increase the program savings up to 20%.
Special Savings		
Additional documented savings attributable to Program activities but not the direct result of usage reductions, such as rebates, refunds, tariff changes, etc.		

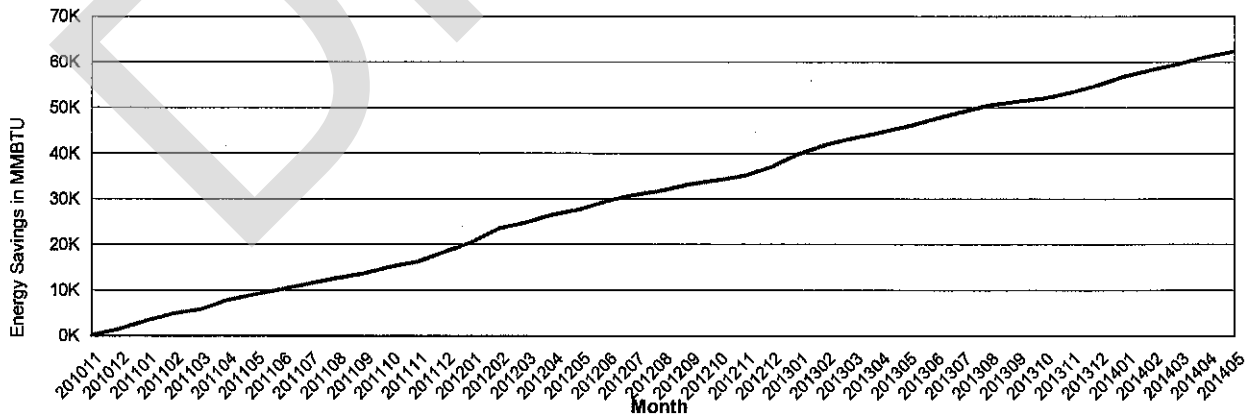
**Cumulative Greenhouse Gas Reduction**

**Energy Reduction Impact:** 62,268 MMBTU 13,537 equiv. metric tons of CO2

This is equivalent to the following:

Passenger cars not driven for one year:	2,430
Tree seedlings grown for 10 years:	346,260

**Cumulative Energy Savings**



Camdenon R-III Schools  
 Energy Conservation Program  
 Scott Merla, Energy Education Specialist  
 Overall Program Summary

Monthly Summary

	2010 - 2011		
	Cost Avoid \$	Cost Avoid %	Total \$
Nov	2,281	3.3	2,281
Dec	33,363	23.3	33,363
Jan	48,837	27.3	48,837
Feb	49,631	26.8	49,631
Mar	27,641	28.5	27,641
Apr	61,836	39.8	61,836
May	42,136	35.0	42,136
Jun	42,219	28.2	42,219
Jul	45,238	40.6	45,238
Aug	35,185	32.7	35,185
Sep	34,631	29.7	34,631
Oct	55,552	44.2	55,552
Total	485,610	28.5	485,610

Form: Savings Form 6 - Page 1/10 - 10/10/10

CAP 21

1  
 8/22/14  
 Overall Program Summary

Camdenon R-III Schools  
 Energy Conservation Program  
 Scott Merla, Energy Education Specialist  
 Overall Program Summary

Monthly Summary

	2011 - 2012			
	Cost Avoid \$	Cost Avoid %	Sp. Savings \$	Total \$
Nov	48,143	37.8	8	48,151
Dec	57,928	33.7	19	57,947
Jan	65,922	40.0	19	65,941
Feb	89,478	44.5	19	89,497
Mar	44,864	28.0	19	44,883
Apr	59,305	42.0	19	59,324
May	36,782	32.2	19	36,801
Jun	47,571	35.0	19	47,590
Jul	44,494	43.5	19	44,513
Aug	35,792	33.5	19	35,811
Sep	32,784	27.3	19	32,803
Oct	32,995	31.8	19	33,014
Total	601,881	38.2	207	602,088

Form: Savings Form 6 - Page 1/10 - 10/10/10

CAP 21

2  
 8/22/14  
 Overall Program Summary

Camdenon R-III Schools  
 Energy Conservation Program  
 Scott Merla, Energy Education Specialist  
 Overall Program Summary

Monthly Summary

	2012 - 2013			
	Cost Avoid \$	Cost Avoid %	Sp. Savings \$	Total \$
Nov	38,269	32.2	19	38,288
Dec	56,851	35.6	19	56,870
Jan	73,441	39.8	19	73,460
Feb	58,910	38.8	19	58,929
Mar	47,844	39.2	19	47,863
Apr	46,768	35.4	19	46,787
May	43,214	33.6	19	43,233
Jun	48,498	38.5	19	48,517
Jul	55,899	42.2	19	55,918
Aug	47,888	48.5	19	47,907
Sep	32,278	31.7	19	32,297
Oct	37,185	25.8	19	37,204
Total	643,891	38.3	126	644,017

Form: Savings Form 6 - Page 1/10 - 10/10/10

CAP 21

3  
 8/22/14  
 Overall Program Summary

Camdenon R-III Schools  
 Energy Conservation Program  
 Scott Merla, Energy Education Specialist  
 Overall Program Summary

Monthly Summary

	2013 - 2014			
	Cost Avoid \$	Cost Avoid %	Sp. Savings \$	Total \$
Nov	45,792	38.2	19	45,811
Dec	66,749	37.8	19	66,768
Jan	56,046	37.5	19	56,065
Feb	37,147	26.8	19	37,166
Mar	49,113	31.8	19	49,132
Apr	52,775	41.1	19	52,794
May	45,814	40.0	19	45,833
Total	518,454	36.1	132	518,586

Form: Savings Form 6 - Page 1/10 - 10/10/10

CAP 21

4  
 8/22/14  
 Overall Program Summary

Camdenon R-II Schools  
 Energy Conservation Program  
 Scott Math, Energy Education Specialist  
 Overall Program Summary

Energy Summary

	Use				Cost					
	w/o CAP	Actual	Avoid	Avoid %	w/o CAP	Actual	Avoid	Avoid %	Spl Savings	Total Savings
Electricity	47,875.93	31,171.82	16,704.11	34.9	4,977,455	3,119,544	1,857,911	37.3	0	1,857,911
Heating Oil	161,579	74,233	87,347	53.8	318,111	144,481	173,630	54.6	0	173,630
Water	1,243	2,897	-1,654	-133.1	12,843	19,633	-6,790	-52.9	665	-6,125
Water & Sewer	3,995,874	3,851,147	-144,727	-3.6	158,978	183,973	-25,000	-15.8	0	-25,000
Propane	383,297	76,518	306,779	79.8	154,448	186,085	-31,637	-20.5	0	-31,637
<b>Total</b>					<b>5,683,815</b>	<b>3,834,789</b>	<b>1,867,854</b>	<b>32.9</b>	<b>665</b>	<b>1,867,854</b>

File: Savings Report by Energy Audit 10/10/10

CAP 21

5  
 05/2014  
 Overall Program Summary

DRAFT



Camdenton R-III  
Request for Course Addition

Areas of Career Interest

Course Number: \_\_\_\_\_

Course Title: ACT

District Department: Home room

Graduation Department: \_\_\_\_\_

Request Effective Date: 5-20-14

(Complete any of the following that apply)

(Circle appropriate choice)

Abbreviated Title (20 character max)

Subject Type: Reg Adv

Subject Term Type: Yr Sem

0 Credits per Semester

Weight: Reg Adv Hrs

14 Grade Level for Curriculum

Honors: Yes No

30 Preferred Class Size

Grade Level 7 To 8

\_\_\_\_ Used for Grading

\_\_\_\_ Used for Core GPA

X Used for Core Scheduling

\_\_\_\_ Used for HS Transcript

X Used for Marking Attendance

State Reporting:

991010 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:

Areas of Career Interest will be an exploratory opportunity for students to experience project-based assignments that are designed by community partners & teachers that are centered around the Missouri Connections Career Clusters.

Signatures:

Pat McWhorter

Counselor

5/20/14 Date

Dr. Paula Brown

Principal

5/20/14 Date

[Signature]

Superintendent

5/27/14 Date

Board Approval

\_\_\_\_ Date

June 9, 2014

Bills Paid Early

Board of Education

VENDOR NAME	INVOICE DESCRIPTION	PO NUMBER	AMOUNT
Allied Waste Services #435	Campus Trash Service		4,385.81
Allied Waste Services #435	HDE Trash Service		267.87
Allied Waste Services #435	OBE Trash Service		208.30
Ameren Missouri	OBE Electric		31.77
Ameren Missouri	OBE Electric		1,996.70
Ameren Missouri	OBE Electric		1,014.47
AT&T	Horizons Local, Campus Alarm Panels		497.78
AT&T	JJC DSL		182.47
AT&T	HDE Phone		220.26
AT&T	OBE Phone		227.18
AT&T	HDE, OBE, Horizons Long Distance		39.66
AT&T Mobility - Maint Cell	Cell Phone Service		435.18
AT&T Mobility - Maint Cell	Internet Access for SRO		172.50
Carthage High School	Sectional Tournament Fees	105-11468	346.00
City of Camden	Water/Sewer		6,023.16
City of Camden	Water/Sewer		32.64
City of Osage Beach	Water/Sewer		250.95
Downhome Productions	Graduation AV	105-11821	6,700.00
Livick, Michelle A	TOY - Hotel Reimb		377.97
MAPT	Bus Safety Competition	900-11707	60.00
NCA Summer Camps	Dance camp 7/31-8/2	105-11634	2,190.00
Project Graduation		873-11744	18.50
The Food Bank for Central & NE MO	Camdenton R-III Schools Buddy Packs		75.00
The Food Bank for Central & NE MO	Camdenton R-III Schools Buddy Pack		100.00
University of Missouri	MO Scholars - WGoodwin, TStraw	105-11494	1,000.00
Windermere	Balance		800.00
			26,839.70

June 9, 2014

Bills Paid Early

Board of Education

June 9, 2014

Board of Education

Table with columns: Vendor Name, Invoice Description, PO Number, Amount. Lists various vendors like Adams, Inc., Allstate, and others.

June 9, 2014

Board of Education

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June 9, 2014

Board of Education

Table with columns: Vendor Name, Invoice Description, PO Number, Amount. Lists vendors like Allstate, American, and others.

Board of Education

Check Preview Report

Table with columns for item name, quantity, unit price, and total price. Includes items like 'MS Phone', 'MS Wireless', and 'MS Office'. Total amount: 17,494.00.

Board of Education

Check Preview Report

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**Board of Education****Treasurer's Report****May 31, 2014**

	<b>Inc. Operations</b>	<b>Teachers</b>	<b>Capital Proj.</b>	<b>Bond</b>	<b>Sub Total</b>	<b>Debt Service</b>	<b>Grand Total</b>	<b>Medical SI Acct</b>
Beg Bal	18,038,826.91	6,485,305.33	5,596,872.86	24,511,460.37	54,632,465.47	2,360,582.43	56,993,047.90	1,385,131.96
Rev. Rec	736,024.08	1,279,769.77	46,354.52	837.55	2,062,985.92	33,628.06	2,096,613.98	372,136.90
Expend.	1,542,289.90	2,099,471.00	165,692.82	854,818.96	4,662,272.68	-	4,662,272.68	482,665.31
* Adjustment								
<b>Ending Bal</b>	<b>17,232,561.09</b>	<b>5,665,604.10</b>	<b>5,477,534.56</b>	<b>23,657,478.96</b>	<b>52,033,178.71</b>	<b>2,394,210.49</b>	<b>54,427,389.20</b>	<b>1,274,603.55</b>
Prev. Year	17,394,824.49	5,733,329.71	5,080,897.44	-	28,209,051.64	1,705,623.02	29,914,674.66	1,680,562.96
YTD Interest	11,472.89	1,317.00	154.71	2,363.65	15,308.25	892.11	16,200.36	158.94
<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	18,232,702.92	22,659,373.03	1,704,156.16	27,105,654.58	69,701,886.69	3,344,690.71	73,046,577.40	4,330,912.02
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	14,950,571.63	19,229,612.45	1,710,309.38	3,448,175.62	39,338,669.08	2,676,990.94	42,015,660.02	4,915,591.52
* Adjustment	2,235,843.52	2,235,843.52						
<b>Ending Bal</b>	<b>17,232,561.09</b>	<b>5,665,604.10</b>	<b>5,477,534.56</b>	<b>23,657,478.96</b>	<b>52,033,178.71</b>	<b>2,394,210.49</b>	<b>54,427,389.20</b>	<b>1,274,603.55</b>
<b>Bank Recon</b>								
1st Nat'l A/P	952.22							
1st Nat'l Payroll	1,097,576.07							
Central A/P	1,224,028.00							
Central Payroll	88,438.97							
Revolving	3,000.00							
Cred Card	21,277.02							
Mosip 2013 Bond	25,151,460.26						54,427,389.20	Fund Accounts
Escrow 0150022007	108,000.00							
Escrow 0150022008	108,815.50							
Central Debt Acct	43,299.28							
1st Nat'l Debt Acct	76,597.41							
Mosip Debt Acct	2,057,498.30							
MOSIP	24,339,579.25							
Central Lunch Acct.	100,615.92							
CD								
<b>Grand Total</b>	<b>54,421,138.20</b>							
Medical SI Acct.	1,274,603.55							
								<b>6,251.00</b>
								Payroll Liability

\*Zero Teacher Fund



Monthly Financial Report

	Incidental	Teachers	Capital Projects	Bond/Lease	Sub Total	Debt Service	Med. Staff
<b>May Opening Balance</b>	\$ 18,038,826.91	\$ 6,485,905.33	\$ 5,586,872.66	\$ 2,511,460.37	\$ 54,632,465.47	\$ 2,360,582.43	\$ 1,385,131.96
<b>2014 Ending Balance</b>	\$ 17,232,581.09	\$ 5,665,604.10	\$ 5,477,634.56	\$ 23,657,478.96	\$ 52,003,178.71	\$ 2,394,210.49	\$ 1,274,803.55
2013 Ending Balance	\$ 17,364,824.49	\$ 5,733,329.71	\$ 5,080,897.44		\$ 28,209,051.64	\$ 1,705,623.02	\$ 1,889,582.96
2013 Ending Balance	\$ 17,221,017.00	\$ 5,466,536.00	\$ 5,065,288.00	\$ 1,781,317.00	\$ 27,524,158.00	\$ 1,722,982.00	\$ 1,879,021.00
2012 Ending Balance	\$ 13,960,927.00	\$ 4,568,338.00	\$ 5,568,976.00	\$ 1,634,112.00	\$ 25,850,453.00	\$ 1,470,808.00	\$ 1,918,582.00
2011 Ending Balance	\$ 13,480,661.00	\$ 4,745,660.00	\$ 4,775,888.00	\$ 1,813,701.00	\$ 24,815,331.00	\$ 1,594,857.00	\$ 1,204,402.00
2009 Ending Balance	\$ 13,747,588.00	\$ 5,188,890.00	\$ 3,363,288.00	\$ 1,535,722.00	\$ 23,935,488.00	\$ 1,520,228.00	\$ 1,545,805.00
2008 Ending Balance	\$ 13,944,788.00	\$ 2,170,893.00	\$ 2,409,455.00	\$ 1,278,413.00	\$ 19,803,547.00	\$ 1,496,263.00	\$ 3,077,731.00
2007 Ending Balance	\$ 11,306,354.00	\$ 2,379,834.00	\$ 1,704,834.00	\$ 1,130,463.00	\$ 16,521,475.00	\$ 1,176,557.00	\$ 2,436,022.00
2006 Ending Balance	\$ 728,024.08	\$ 1,279,769.77	\$ 48,354.82	\$ 637.55	\$ 2,082,985.92	\$ 23,938.08	\$ 372,158.90
2014 Receipts	\$ 598,331.00	\$ 956,174.00	\$ 5,305.00	\$ 11,808.00	\$ 1,572,258.00	\$ 20,993.00	\$ 399,801.00
2013 Receipts	\$ 592,141.00	\$ 883,285.00	\$ 14,456.00	\$ 43,935.00	\$ 1,543,816.00	\$ 26,741.00	\$ 300,744.00
2012 Receipts	\$ 604,550.00	\$ 1,211,745.00	\$ 128,651.00	\$ 32,163.00	\$ 1,977,409.00	\$ 19,911.00	\$ 363,372.00
2011 Receipts	\$ 558,970.00	\$ 1,051,210.00	\$ 278,081.00	\$ 64,760.00	\$ 1,951,021.00	\$ 20,485.00	\$ 514,160.00
2010 Receipts	\$ 517,790.00	\$ 1,059,940.00	\$ 61,088.00	\$ 16,127.00	\$ 1,644,925.00	\$ 21,827.00	\$ 348,281.00
2009 Receipts	\$ 479,772.00	\$ 873,912.00	\$ 69,416.00	\$ 24,388.00	\$ 1,447,488.00	\$ 28,148.00	\$ 314,451.00
2008 Receipts	\$ 718,883.00	\$ 742,435.00	\$ 44,386.00	\$ 18,022.00	\$ 1,522,738.00	\$ 30,375.00	\$ 291,383.00
2007 Receipts	\$ 742,408.00	\$ 500,419.00	\$ 28,010.00	\$ 15,941.00	\$ 1,284,778.00	\$ 21,577.00	\$ 284,946.00
2014 Expenditures	\$ 1,542,289.90	\$ 2,099,471.00	\$ 185,692.82	\$ 654,818.96	\$ 4,682,272.68	\$ 4,682,272.68	\$ 482,665.31
2013 Expenditures	\$ 1,402,704.00	\$ 1,150,212.00	\$ 481,895.00	\$ 20.00	\$ 3,034,571.00	\$ 300.00	\$ 600,272.00
2012 Expenditures	\$ 1,241,168.00	\$ 1,984,424.00	\$ 46,753.00		\$ 3,272,345.00	\$ 300.00	\$ 361,828.00
2011 Expenditures	\$ 1,269,381.00	\$ 1,945,900.00	\$ 317,421.00		\$ 3,529,702.00	\$ 294.00	\$ 378,755.00
2010 Expenditures	\$ 1,139,080.00	\$ 1,880,602.00	\$ 42,145.00		\$ 3,042,107.00	\$ 300.00	\$ 324,233.00
2009 Expenditures	\$ 1,141,155.00	\$ 1,748,182.00	\$ 219,042.00		\$ 3,106,379.00		\$ 237,142.00
2008 Expenditures	\$ 1,068,485.00	\$ 1,639,887.00	\$ 93,168.00		\$ 2,799,540.00		\$ 198,297.00
2007 Expenditures	\$ 1,296,599.00	\$ 1,389,403.00	\$ 13,050.00		\$ 2,679,052.00		\$ 232,982.00

YTD	2013 Receipts	2013 Expenditures	2014 Receipts	2014 Expenditures	YTD	2006 Receipts	2006 Expenditures
\$ 4,390,912.02	\$ 18,344,780.00	\$ 22,759,441.00	\$ 683,422.00	\$ 1,704,166.18	\$ 27,105,654.58	\$ 89,701,888.89	\$ 3,344,880.71
\$ 4,915,591.52	\$ 14,451,741.00	\$ 17,961,797.00	\$ 2,138,568.00	\$ 1,502,374.00	\$ 3,446,175.62	\$ 39,338,688.08	\$ 2,678,990.94
\$ 5,205,653.00	\$ 13,982,923.00	\$ 18,498,522.00	\$ 1,054,575.00	\$ 1,567,958.00	\$ 36,081,978.00	\$ 2,029,327.00	\$ 37,121,305.00
\$ 3,419,976.00	\$ 13,970,290.00	\$ 18,298,062.00	\$ 3,466,638.00	\$ 1,457,682.00	\$ 36,922,578.00	\$ 1,948,126.00	\$ 38,888,704.00
\$ 4,528,479.00	\$ 13,349,310.00	\$ 17,388,382.00	\$ 3,627,883.00	\$ 1,390,393.00	\$ 35,372,530.00	\$ 1,899,935.00	\$ 37,286,913.00
\$ 4,225,166.00	\$ 13,011,014.00	\$ 16,388,447.00	\$ 4,716,816.00	\$ 1,248,153.00	\$ 35,372,530.00	\$ 2,089,876.00	\$ 37,442,406.00
\$ 3,494,585.00	\$ 11,209,107.00	\$ 12,861,324.00	\$ 2,522,026.00	\$ 1,186,263.00	\$ 30,137,159.00	\$ 1,588,125.00	\$ 31,725,284.00
\$ 2,533,977.00	\$ 12,886,801.00	\$ 15,261,324.00	\$ 1,780,736.00	\$ 1,152,717.00	\$ 28,640,578.00	\$ 1,977,559.00	\$ 30,618,137.00

Camdenton R-III School District  
 Tim Hadfield  
 Superintendent of Schools

**Financial Summary – May 2014**

June 2014

To: Board of Education

- May 2014 ending balances were \$24,512,714.54 more than May 2013.
- May 2014 total receipts were \$503,362.98 more than May 2013.
- May 2014 total expenditures were \$1,627,401.68 more than May 2013.
- YTD total receipts are up \$26,622,841.40 as compared to this time last year.
- YTD total expenditures are up \$3,741,406.02 as compared to this time last year.

Source	Budget Adopted	Actual	Percent of Budget
Total Local Receipts	\$35,863,074	\$35,472,110	96.12%
Prop C Sales Tax	\$3,480,000	\$3,332,244	95.75%
Earnings on Investments	\$50,000	\$16,200	32.4%
Current Taxes	\$28,467,530	\$28,601,305	100.47%
Delinquent Taxes	\$2,256,544	\$1,936,861	85.83%
Local Food Service	\$700,000	\$580,930	82.99%

Source	Budget Adopted	Actual	Percent of Budget
Total County Receipts	\$913,500	\$901,331	98.67%
Fines & Forfeitures	\$350,000	\$276,510	79.00%
SARRU	\$563,500	\$624,820	110.88%

Source	Budget Adopted	Actual	Percent of Budget
Total State Receipts	\$6,392,676	\$5,772,238	90.29%
Foundation Formula	\$2,600,000	\$2,491,285	95.82%
Transportation	\$600,000	\$489,130	81.52%
Classroom Trust Fund	\$1,700,000	\$1,444,183	84.95%

Source	Budget Adopted	Actual	Percent of Budget
Total Federal Receipts	\$4,443,660	\$3,742,798	84.22%
Title I	\$1,105,000	\$923,287	83.55%
Federal Lunch Reimbursement	\$900,000	\$762,427	84.71%
School Breakfast	\$300,000	\$242,600	80.86%
IDEA	\$770,000	\$731,571	95.00%

Source	Budget Adopted	Actual	Percent of Budget
Total Budgeted Revenue	\$72,752,910	\$73,051,589	100.41%
Total Budgeted Expenses	\$66,352,685	\$42,020,672	63.33%

## Pledged Securities

Bank	Deposit Balance	FDIC Insurance	Balance	Securities Pledged	Amount Under/Over Collateralized
US Bank	\$1,274,603.55	\$250,000.00	\$1,024,603.55	\$2,500,000.00	\$1,475,396.45 (Over)
First National Bank	\$1,196,402.72	\$250,000.00	\$946,402.72	\$4,055,769.22	\$3,109,366.50 (Over)
Central Bank	\$1,459,382.17	\$250,000.00	\$1,209,382.17	\$3,513,047.49	\$2,303,665.32 (Over)

May 31, 2014

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

Account	Balance	Fixed Premium	Claims	Overage/Refund	Sp. Chg./ASP Cmts	ERBP Adm. Fee	Stop Loss Rebate	Net Change	Balance
Premiums	\$74,823.55	\$74,823.55							\$74,823.55
COBRA	\$1,601.15		\$23,361.32						\$1,601.15
Interest	\$59.32			\$0.00					\$59.32
Rebate/Paid Cl.	\$8,100.80			\$100.00					\$8,200.80
Stop Loss Rebate	\$44,985.79					\$0.00			\$44,985.79
	\$2,900.52								\$2,900.52
	\$1,895,283.05								\$1,895,283.05

AUGUST 2013 FINANCIAL STATEMENT  
Medical Self-Insurance Account

Account	Balance	Fixed Premium	Claims	Overage/Refund	Sp. Chg./ASP Cmts	ERBP Adm. Fee	Stop Loss Rebate	Net Change	Balance
Premiums	\$115,183.00	\$115,183.00							\$115,183.00
COBRA	\$0.00		\$15,541.80						\$15,541.80
Interest	\$17.70			\$0.00					\$17.70
Rebate/Paid Cl.	\$0.00			\$0.00					\$0.00
Stop Loss Rebate	\$3,519.00								\$3,519.00
	\$14,069.00								\$14,069.00
	\$1,895,344.12								\$1,895,344.12

SEPTEMBER 2013 FINANCIAL STATEMENT  
Medical Self-Insurance Account

Account	Balance	Fixed Premium	Claims	Overage/Refund	Sp. Chg./ASP Cmts	ERBP Adm. Fee	Stop Loss Rebate	Net Change	Balance
Premiums	\$169,416.00	\$169,416.00							\$169,416.00
COBRA	\$1,618.86		\$10,700.44						\$12,319.30
Interest	\$12.89			\$0.00					\$12.89
Rebate/Paid Cl.	\$0.00			\$28.00					\$28.00
Stop Loss Rebate	\$21.30								\$21.30
	\$178,069.05								\$178,069.05
	\$1,876,663.77								\$1,876,663.77

JANUARY 2014 FINANCIAL STATEMENT  
Medical Self-Insurance Account

Account	Balance	Fixed Premium	Claims	Overage/Refund	Sp. Chg./ASP Cmts	ERBP Adm. Fee	Stop Loss Rebate	Net Change	Balance
Premiums	\$462,665.05	\$462,665.05							\$462,665.05
COBRA	\$1,475.57		\$53,970.02						\$55,446.59
Interest	\$163.51			\$0.00					\$163.51
Rebate/Paid Cl.	\$6,882.34			\$108.10					\$6,990.44
Stop Loss Rebate	\$50,252.50								\$50,252.50
	\$541,480.97								\$541,480.97
	\$1,883,377.65								\$1,883,377.65

FEBRUARY 2014 FINANCIAL STATEMENT  
Medical Self-Insurance Account

Account	Balance	Fixed Premium	Claims	Overage/Refund	Sp. Chg./ASP Cmts	ERBP Adm. Fee	Stop Loss Rebate	Net Change	Balance
Premiums	\$56,916.05	\$56,916.05							\$56,916.05
COBRA	\$1,475.57		\$29,292.18						\$30,767.74
Interest	\$10.04			\$0.00					\$10.04
Rebate/Paid Cl.	\$0.00			\$102.75					\$102.75
Stop Loss Rebate	\$1,470,851.17								\$1,470,851.17
	\$3,917,523.17								\$3,917,523.17
	\$1,318,863.10								\$1,318,863.10

MARCH 2014 FINANCIAL STATEMENT  
Medical Self-Insurance Account

Account	Balance	Fixed Premium	Claims	Overage/Refund	Sp. Chg./ASP Cmts	ERBP Adm. Fee	Stop Loss Rebate	Net Change	Balance
Premiums	\$104,916.05	\$104,916.05							\$104,916.05
COBRA	\$1,603.53		\$41,182.18						\$42,786.66
Interest	\$11.44			\$0.00					\$11.44
Rebate/Paid Cl.	\$0.00			\$102.75					\$102.75
Stop Loss Rebate	\$52,444.57								\$52,444.57
	\$158,975.59								\$158,975.59
	\$1,318,863.10								\$1,318,863.10

OCTOBER 2013 FINANCIAL STATEMENT  
Medical Self-Insurance Account

Account	Balance	Fixed Premium	Claims	Overage/Refund	Sp. Chg./ASP Cmts	ERBP Adm. Fee	Stop Loss Rebate	Net Change	Balance
Premiums	\$172,783.79	\$172,783.79							\$172,783.79
COBRA	\$0.00		\$38,137.05						\$38,137.05
Interest	\$130.00			\$0.00					\$130.00
Rebate/Paid Cl.	\$7,844.32			\$403.41					\$8,247.73
Stop Loss Rebate	\$0.00								\$0.00
	\$180,668.11								\$180,668.11
	\$1,448,070.74								\$1,448,070.74

NOVEMBER 2013 FINANCIAL STATEMENT  
Medical Self-Insurance Account

Account	Balance	Fixed Premium	Claims	Overage/Refund	Sp. Chg./ASP Cmts	ERBP Adm. Fee	Stop Loss Rebate	Net Change	Balance
Premiums	\$194,545.73	\$194,545.73							\$194,545.73
COBRA	\$1,418.86		\$28,086.42						\$29,505.28
Interest	\$121.13			\$0.00					\$121.13
Rebate/Paid Cl.	\$0.00			\$0.00					\$0.00
Stop Loss Rebate	\$0.00								\$0.00
	\$195,985.72								\$195,985.72
	\$1,448,070.74								\$1,448,070.74

DECEMBER 2013 FINANCIAL STATEMENT  
Medical Self-Insurance Account

Account	Balance	Fixed Premium	Claims	Overage/Refund	Sp. Chg./ASP Cmts	ERBP Adm. Fee	Stop Loss Rebate	Net Change	Balance
Premiums	\$220,694.40	\$220,694.40							\$220,694.40
COBRA	\$2,302.41		\$18,071.43						\$20,373.84
Interest	\$41.95			\$0.00					\$41.95
Rebate/Paid Cl.	\$0.00			\$111.10					\$111.10
Stop Loss Rebate	\$0.00								\$0.00
	\$223,039.76								\$223,039.76
	\$1,448,070.74								\$1,448,070.74

APRIL 2014 FINANCIAL STATEMENT  
Medical Self-Insurance Account

Account	Balance	Fixed Premium	Claims	Overage/Refund	Sp. Chg./ASP Cmts	ERBP Adm. Fee	Stop Loss Rebate	Net Change	Balance
Premiums	\$392,463.04	\$392,463.04							\$392,463.04
COBRA	\$86,938.00		\$26,685.57						\$113,623.57
Interest	\$115.51			\$400.00					\$515.51
Rebate/Paid Cl.	\$1,478.67			\$100.75					\$1,579.42
Stop Loss Rebate	\$4,525.52								\$4,525.52
	\$404,522.64								\$404,522.64
	\$1,385,131.96								\$1,385,131.96

MAY 2014 FINANCIAL STATEMENT  
Medical Self-Insurance Account

Account	Balance	Fixed Premium	Claims	Overage/Refund	Sp. Chg./ASP Cmts	ERBP Adm. Fee	Stop Loss Rebate	Net Change	Balance
Premiums	\$371,545.02	\$371,545.02							\$371,545.02
COBRA	\$103,938.00		\$104,448.00						\$208,386.00
Interest	\$102.50			\$0.00					\$102.50
Rebate/Paid Cl.	\$0.00			\$183.16					\$183.16
Stop Loss Rebate	\$0.00								\$0.00
	\$371,747.52								\$371,747.52
	\$1,385,131.96								\$1,385,131.96

TRAIL BALANCE 3/31/2014 (\$1,318,863.10) + Net Change (July 1 - July 31)  
 COBRA \$103,938.00 + Claims \$116,709.59  
 Interest \$102.50 + Overage/Refund \$2,000.00  
 Rebate/Paid Cl. \$0.00 + Sp. Chg./ASP Cmts \$1,865.90  
 Stop Loss Rebate \$0.00 + ERBP Adm. Fee \$0.00  
 Net Change \$236,783.99  
 Expense Total \$4,915,971.50

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

ENDING BALANCE 04-05 Med-Pay 03-04 Med-Pay

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.

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
May	\$1,274,603.55	\$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
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
March	\$1,310,282.99	\$1,291,335.63	\$1,943,934.31	\$1,081,226.00	\$1,222,988.32	\$1,860,988.26	\$1,988,239.08	\$2,890,136.79
February	\$1,318,863.10	\$1,803,485.61	\$1,921,673.92	\$1,409,517.93	\$1,197,724.07	\$1,776,115.70	\$1,939,554.54	\$2,803,867.63
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
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
November	\$1,444,264.45	\$1,970,544.15	\$1,916,054.51	\$1,118,232.16	\$1,437,355.85	\$1,881,910.94	\$2,035,990.32	\$2,725,325.48
October	\$1,439,070.74	\$1,944,978.04	\$1,849,342.69	\$1,086,360.23	\$1,380,986.96	\$2,069,605.93	\$2,040,015.95	\$2,647,375.12
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
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
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	\$3,990,479.12

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

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

June	\$753,193.69	\$394,830.02	\$279,578.73	\$570,849.67	\$627,090.46	\$347,913.00	\$166,397.33	\$210,294.04	\$307,774.92	\$238,590.03
May	\$410,141.08	\$528,231.95	\$293,487.96	\$330,653.24	\$281,544.76	\$195,502.35	\$161,885.14	\$198,171.03	\$326,388.68	\$125,881.05
April	\$298,895.37	\$377,751.83	\$209,003.76	\$250,777.23	\$623,165.38	\$611,927.60	\$304,663.31	\$155,347.87	\$112,246.51	\$145,756.34
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
February	\$253,495.18	\$335,319.29	\$309,115.12	\$158,984.63	\$288,084.19	\$233,255.51	\$170,715.55	\$238,954.33	\$202,519.30	\$155,762.54
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*
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
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
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
September	\$610,700.44	\$297,969.21	\$196,355.63	\$281,166.96	\$159,283.29	\$277,522.56	\$171,598.80	\$177,547.88	\$208,795.27	\$160,273.47
August	\$315,541.80	\$408,976.99	\$278,743.46	\$350,511.96	\$499,214.99	\$325,691.66	\$375,122.92	\$292,877.95	\$193,063.00	\$159,151.40
July	\$283,561.32	\$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

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

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

**Account # 7228968**

**Balance 5/01/2014**

**\$46,689.55**

**Deposits**

**\$18,232.06 Premium  
\$4.99 Interest**

**Total Deposits**

**\$18,237.05**

**Withdrawals**

**\$ 253.13  
424.98  
254.63  
428.48  
2,474.95  
1,346.08  
1,421.00  
1,470.91  
456.45  
638.50  
1,520.28 Claims**

**Total Withdrawals**

**\$10,689.39**

**Balance 5/31/2014**

**\$54,237.21**

**2013-2014**  
**Board of Education Report**

If this school year had a theme, it would be "Transitions." The Camden School District Guidance Department had two counselors move to different buildings and three new counselors contracted for other buildings. A new Director of Guidance was hired as well. This was the first time in a long time that the guidance staff has had a transition of this magnitude. There may have been a few bumps in the road, but we survived, and our students/parents may not have caught the blimps or blunders, as we saw them.

The school year began after a successful summer of collaboration. The district guidance staff determined what power standards are important at each grade level. Our directive for this year was to clarify the lessons plans for those power standards. The staff has been successful in this venture. Our guidance staff is to be commended for their diligence in collaboration in order to compile the necessary documentation for the lessons plans. There were new lessons created in a few buildings because of our transitional year.

**New Activities for 2013-2014:**

- **High School** – The Career and Schedule Planning Guide is now on posted online
- **Horizons** – Increased the number of students taking the ACT and increased local scholarship applicants
- **Lake Career and Technical Center** – Hosted FAFSA Frenzy and offered 5<sup>th</sup> grade tour of the LCTC
- **Middle School** – Created several new clubs and re-established the National Junior Honor Society
- **Oak Ridge** – "The Lighthouse" Clothes Closet, targeted intervention groups, and regular newsletters
- **Hawthorn** – PBS Tier II Team and targeted Intervention groups
- **Dogwood** – Daily intervention groups and Peer Mentors (Middle School students with Dogwood students)

After completing the annual **Internal Improvement Review (IIR)**, which evaluates the content, structure, and implementation level of our current guidance program, the district guidance staff has concluded that the following items need to be the focus of our collaboration for the 2014-2015 school year:

- Continue developing the District Guidance Manual and procedures to support Board policies;
- Formalize a District Guidance Advisory Council to assist in evaluating, revising, and improving the guidance program;
- Develop an updated District Resource Guide for both staff and students;
- Create Follow-up Procedures for students who are referred for outside services once they return to school the classroom.

**Future Resources:**

- Full-time counselors at both Hurricane Deck and Osage Beach Elementary schools – especially when district boundaries are adjusted once the buildings are completed.
- Combined Social Worker and Psychometric Examiner to assist with a variety of issues throughout the district.

Becki Long-Ruggles will be retiring from Camden Middle School after four years of service in the district.

Thank you for your continued support of the District Guidance Counselors!



Tim Roettgen – District Guidance Coordinator

# 2013-2014 Dogwood Elementary Guidance Report

Counselors: Kris Miller and Jessi Koviak

<b>Guidance Curriculum 20%)</b>	<b>Time &amp; Task Analysis: 25.90%</b>	<b>(Building</b>
<b>Classroom Lessons</b> The Guidance Curriculum provides benefits to all students by addressing their emotional, intellectual, social and psychological needs. The curriculum is split into 3 major categories designed to meet the needs of the students. <b>Personal and Social Development</b> <ul style="list-style-type: none"><li>• Kindergarten - Character Education, Feelings, Drug Awareness, Bullying, Safety</li><li>• 1<sup>st</sup> Grade - Making and Maintaining Friendships, Safety, Drug Awareness, Bullying, Character Education,</li><li>• 2<sup>nd</sup> Grade - Maintaining Friendships, Conflict Resolution, Character Education, Bullying, Anger Management, Self-Esteem, Drug Awareness, Safety</li></ul> <b>Academic Development</b> <ul style="list-style-type: none"><li>• Kindergarten - Listening Skills, Teamwork</li><li>• 1<sup>st</sup> Grade - Listening Skills, Cooperation, Following rules</li><li>• 2<sup>nd</sup> Grade - Study Skills, Cooperation, Transition to 3<sup>rd</sup> grade</li></ul> <b>Career Development</b> <ul style="list-style-type: none"><li>• Kindergarten - Career Awareness</li><li>• 1<sup>st</sup> Grade - Career Awareness and Exploration</li><li>• 2<sup>nd</sup> Grade - Career Awareness and Exploration</li></ul> <b>Planned Special Events</b> <ul style="list-style-type: none"><li>• Drug-Free Red Ribbon Week</li><li>• Career Fair</li></ul>		



**Individual Planning**

Time &amp; Task Analysis: 3.0% (Building 10 %)

- SPED Team Meetings
- 504 Meetings

**Responsive Services**

Time &amp; Task Analysis: 40.50% (Building 35%)

Responsive Services are the activities that meet the immediate needs and concerns of the students

- Small Group counseling
- Individual counseling
- Attendance Club
- Community Outreach Activities such as, Christmas Dinner Coupons, Christmas presents from Elk Club, Hygiene Drive
- Buddy Pack updates and reports
- Conflict Resolution groups
- Referrals to Children's Division (i.e. Hotline calls)
- Big Laker/Little Laker Mentoring Program
- Crisis Team Member
- Referrals to outside agencies
- Completion of Social/Emotions and Behavior Assessments for outside agencies
- Distribute school supplies and clothing to students in need
- Collaborate and make referrals with school nurse
- Communicate with parents about student issues
- Consult with staff
- SPED Team member
- Student Intervention Team - Consulting with teachers about students At-Risk and providing resources
- Attendance phone calls to parents

**System Support  
(Building 30%)**

Time &amp; Task Analysis: 15.85%

System support consists of management activities that establish, maintain, and enhance the total Guidance Program.

- Attend District Guidance meetings
- Coordinate 1<sup>st</sup> and 2<sup>nd</sup> grade Achievement tests
- Collaborate with Teachers and Staff
- Coordinate Red Ribbon Week activities
- Maintained a Professional Library for Parents and Teachers
- Participate on Building Leadership Team
- Participate on Positive Behavior Supports Team
- Communicate with other districts on incoming and outgoing students
- Participate in Transition meetings for student placement
- Transitional visits to other buildings
- Coordinate tutoring with A+ coordinator
- Coordinate Middle School Peer Mentors with Teachers and Middle School Counselors

**Professional Development**

- Missouri School Counselors Association
- Missouri State Teachers Association
- 504 Workshops

- Mental Health Workshop
- CPI Workshop
- Trauma Workshop
- Other professional meetings and workshops

**Non Guidance Activities  
(Building 5%)**

**Time & Task Analysis: 14.75%**

- IQ Testing, reports and referrals for Special Services Meetings
- Gifted Education referrals
- Receive, Review and Transfer records
- Interpret test data
- Retention placement
- Create and manage 504 plans
- PASS referrals
- MAP testing help at Hawthorn
- Terra Nova Testing Related Duties
- Test Security
- Sorting and distributing test to teachers
- Collecting tests
- Make-up testing
- Packaging tests for shipment

**New Activity highlights for 2013-2014**

- Three group interventions were conducted daily by both counselors during classroom intervention times.
- Middle School/ Dogwood Peer Mentor Program – MS students tutoring and mentoring Dogwood Students

## 2013-2014 Camdenon R-III Schools Guidance Report

Building: Hawthorn

Counselor: Xann Boyd

<b>Guidance Curriculum</b>	<b>Time &amp; Task Analysis: 13.00 %</b>	<b>(Ideal 15-25 %)</b>
<p>The focus of the guidance curriculum is on the developmental needs of all students. It provides benefits to individual students by addressing their intellectual, emotional, social and psychological needs. It is developmental and includes sequential activities designed to address the needs of all students by helping them acquire competencies in three major areas, Personal &amp; Social Development, Academic Development, and Career Development (see Individual Planning). This year, we took the state GLEs (grade-level equivalents) and broke them down into "power standards." The standards are listed below:</p> <p><b>Classroom Presentations</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the personal characteristics to maintain a positive self-concept and become a contributing member of the school community.</li> <li>• Exhibit and demonstrate respect for others.</li> <li>• Review and implement strategies to resolve problems and conflicts successfully.</li> <li>• Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy choices.</li> <li>• Identify coping skills for managing life changes or events.</li> <li>• Identify and apply positive communication tools.</li> </ul> <p><b>Planned Special Events</b></p> <ul style="list-style-type: none"> <li>• Red Ribbon Week Assembly</li> <li>• Drug Awareness Month</li> <li>• Bully Awareness Month</li> </ul>		
<b>Individual Planning</b>	<b>Time &amp; Task Analysis: 05.00%</b>	<b>(Ideal 25-35 %)</b>
<p><b>Educational &amp; Career Planning</b></p> <ul style="list-style-type: none"> <li>• Academic Goal Setting</li> <li>• Individual Post-high school planning</li> </ul>		
<b>Responsive Services</b>	<b>Time &amp; Task Analysis: 22.00%</b>	<b>(Ideal 25-35 %)</b>
<ul style="list-style-type: none"> <li>• Crisis Counseling</li> <li>• Peer Mediation</li> <li>• Anger Management Group</li> <li>• Social Skills Building Groups x3</li> <li>• Individual Counseling</li> <li>• Referrals</li> </ul>		
<b>System Support</b>	<b>Time &amp; Task Analysis: 16.00%</b>	<b>(Ideal 15-20 %)</b>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Parent, Teacher, and Community Agencies Consultations</li> <li>• Guidance and counseling program evaluation activities</li> <li>• School liaison with Children's Division</li> <li>• Consultations with local mental health professionals and organizations</li> </ul> <p><b>Committee &amp; Team Involvement</b></p> <ul style="list-style-type: none"> <li>• Positive Behavior Support Tier II Team</li> <li>• Building Leadership Team</li> <li>• Interventionist Team</li> </ul> <p><b>Professional Development – In-District</b></p> <ul style="list-style-type: none"> <li>• New Teacher Training</li> </ul> <p><b>Professional Development – Conferences Attended (Out of District)</b></p> <ul style="list-style-type: none"> <li>• Positive Behavior Support and Interventions Tier II training</li> </ul> <p><b>"Fair Share" Duties</b></p> <ul style="list-style-type: none"> <li>• MAP testing</li> <li>• Hotline Reporting</li> </ul>		
<b>Non Guidance Activities</b>	<b>Time &amp; Task Analysis: 44.00%</b>	<b>(Ideal 0%)</b>
<ul style="list-style-type: none"> <li>• Off and On Campus Activity Supervision</li> </ul>		

- Honor Choir Performances
- IQ testing, reports, and interpretation
- Enrollment
  - New Student Coordination
- SBAC Pilot testing
- MAP testing-related duties:
  - Scheduling and security
  - Attend training; train faculty and staff
  - Sort and distribute tests daily, collect tests daily
  - Make-up testing and packaging for shipment 504 Referrals, Evaluations, Plans and Meetings
- Bus Supervision
- Monitoring attendance
- PBS Lunch Incentive
- Friday Buddy Lunch
- Attendance Club
- Coordinating and monitoring school assemblies
- Interventions with students when principals are out of the building
- A+ tutoring Coordinating
- Attend district meetings when principals are unable to attend

**New Activity Highlights for 2013-2014:**

- **PBS Tier II Team:** Mrs. Boyd is a team leader in this team, which meets to assist in behavioral interventions. The team consists of counselor, an administrator, an interventionist, and grade level classroom teacher representatives. This team makes suggestions for interventions, discusses any potential need for further collection of data, and formulates individual behavior plans. The team sets goals and has follow-up meetings to monitor progress.
- **Targeted Interventions Groups.** Counselors developed curriculum for and implemented four different intervention groups this year:
  - The Wolves (students in group created the group) an anger management group for boys. Goals included identification of body signals, emotions behind the anger, and ways to calm down when emotions are escalating. The group met once a week for 8 weeks.
  - Three social skills group for boys and girls. Goals included Following Directions, Paying Attention to Your Work, Expressing Feelings, Doing Nice Things for Others, Getting Along with Others, Staying Calm When Criticized, Staying Calm When Disagreeing, and Staying Calm When Pushed or Hit. Groups met throughout this year, and each group met three times a week for 6 weeks.

**2013-2014 Hurricane Deck and Osage Beach Elementary Schools  
Counselors: Kathleen Oelschlager & Rick Pope**

<b>Guidance Curriculum</b>	<b>Time &amp; Task Analysis: 25.52% Building Goal: 20%</b>
<p>The purpose of the guidance curriculum is to facilitate students' normal growth and development, promote academic achievement and positive mental health, and assist students in acquiring and using life career skills. The counselors, Kathy Oelschlager and Rick Pope, instructed one guidance lesson per week in every classroom. The weekly guidance lesson plans were obtained from a variety of resources: Missouri Comprehensive Guidance Program (online), Auto B Good Character Program, Trevor Romain Series, Character Counts Program, Camden County Sheriff's Office Materials, Second STEP Curriculum (lessons designed to reduce aggressive behavior and increase social competence), Lesson Planet, Leader in Me resources and several others.</p> <p>Areas covered in guidance lessons include the following:</p> <ul style="list-style-type: none"> <li>• understanding feelings</li> <li>• ways to express feelings appropriately</li> <li>• problem solving steps and practice</li> <li>• ways to say no to drugs</li> <li>• effects of drugs</li> <li>• peer pressure (good and bad)</li> <li>• dealing with life changing events</li> <li>• identifying positive and negative character traits</li> <li>• understanding safe and unsafe situations</li> <li>• safety rules in general and on bikes</li> <li>• teamwork/individual responsibility/cooperation/sharing</li> <li>• goal setting skills/assessment of goals</li> <li>• good listening skills/classroom behavior strategies</li> <li>• cause and effect</li> <li>• differences between on purpose and on accident</li> <li>• analyzing conflict styles</li> <li>• trust</li> <li>• ways to effectively discuss in a group</li> <li>• bullying – What is it? Are you a bully?</li> <li>• how to deal with bullying</li> <li>• careers</li> <li>• character education</li> <li>• test preparation</li> <li>• Second STEP lessons</li> <li>• reporting vs. tattling</li> <li>• decision making</li> <li>• good touch / bad touch</li> <li>• understanding and accepting disabilities</li> </ul> <p>A wide variety of activities were used to engage all students in having fun while learning and developing new skills. Additional goals of the guidance curriculum focused on supporting the academic areas and a major emphasis on anti-bullying. (*Guidance and curriculum time would be higher if we included Mr. Pope's in class time but then we would be above 100%.)</p>	

<b>Individual Planning</b>	<b>Time &amp; Task Analysis: 0% Building Goal: 10%</b>
Individual Planning activities in the elementary setting help all students to plan, monitor, and manage their own learning, as well	

as personal and career development. The focus is on individualized and personalized next step planning. \* Relevance not applicable to grade levels.

**Responsive Services**

**Time & Task Analysis: 29.17 % Building Goal: 35%**

Responsive Services are activities that meet the immediate needs and concerns of students through: individual counseling, group counseling, consultations with teachers, parents, staff, outside agencies, and other resources, and/or referrals within the community.

- Conduct numerous individual sessions with students, staff, and parents in response to a crisis
- Organize and facilitate many small group sessions: conflict mediations, social skills, anger management, study skills, and friendship skills
- Coordinate and secure detailed records of student behaviors for documentation
- Respond to a crisis with Hotline Calls
- Refer to outside agencies: Pathways, Kids Harbor, etc.
- Contact local agencies: Pathways, Kids Harbor, Royal Oaks, Big Brothers and Big Sisters, Missouri Alliance and various other agencies
- Serve on the District Crisis Team

**System Support**

**Time & Task Analysis: 30.73 % Building Goal:30%**

System Support consists of management activities that establish, maintain, and enhance the total guidance program as well as other educational programs in the school and/or district.

- Coordinate and Implement Red Ribbon Week Activities
- Facilitate the Big Brother and Big Sister Program
- Sponsor the after school program: SLICK= SERVICE LEARNING INTEREST CLUB FOR KIDS
- Attend District Counselor Meetings
- Liaison with Children's Division
- Attend Lake Area Prevention Team meetings
- Coordinate Student Interventions Team at Hurricane Deck School
- Coordinate Student Interventions Team at Osage Beach School
- Coordinate Buddy Pack program
- Recess Duty/Observation
- Coordinate Leader in Me program

**Professional Development**

\* Missouri Comprehensive Guidance Program: Instructional Strategies that Work for the Guidance Curriculum A Guide for Professional School Counselors

\* Missouri School Counselor Association Conference

\* Member of MSCA

\* Member ASCA

\* Member of MSTA

\* Member of CTA

\* Member NEA

\* District In-service Trainings

\* Data training

**Non Guidance Activities**

**Time & Task Analysis: 14.58 % Building Goal: 5%**

Non-guidance duties are duties that counselors may currently be performing but are not part of the Missouri Comprehensive Guidance Program.

- Train staff for CTBS Terra Nova Testing (grades 1 and 2)
- Coordinate CTBS Terra Nova Testing (grades 1 and 2) scheduling, securing test books, test administration and make-

up tests

- Attend RPDC MAP training as School Test Coordinator
- Provide MAP training for staff
- Coordinate MAP testing: scheduling, securing test books, test administration, and make-up testing
- Administer cognitive testing: Gifted, Special Education
- Attend 504 trainings
- Coordinate 504 Plans
- Coordinate Student Intervention Teams
- Coordinate retentions
- Process PASS referrals
- Review and transfer records
- Lunch Duty
- Recess Duty

## 2013-14 Oak Ridge Intermediate Guidance Report

Counselors: Jamin English and Deanna L. Martin

<b>Guidance Curriculum</b> <b>(Building Goal 15%)</b>	<b>Time &amp; Task Analysis: 15%</b>	<b>(Ideal 15-25 %)</b>
<p>The focus of the guidance curriculum is on the developmental needs of all students. It provides benefits to individual students by addressing their intellectual, emotional, social and psychological needs. It is developmental and includes sequential activities designed to address the needs of all students by helping them acquire competencies in three major areas, Personal &amp; Social Development, Academic Development, and Career Development (see Individual Planning). This year, we took the state GLEs (grade-level equivalents) and broke them down into "power standards." The standards are listed below:</p> <p><b><u>Fifth Grade Guidance &amp; Counseling</u></b></p> <ul style="list-style-type: none"> <li>• <b>Personal &amp; Social Development</b> <ul style="list-style-type: none"> <li>- Demonstrate the personal characteristics to maintain a positive self-concept and become a contributing member of the school community.</li> <li>- Exhibit and demonstrate respect for others.</li> <li>- Review and implement strategies to resolve problems and conflicts successfully.</li> <li>- Apply personal safety strategies as they relate to violence and harassment (bullying).</li> <li>- Identify coping skills for managing life changes or events.</li> </ul> </li> <li>• <b>Academic Development</b> <ul style="list-style-type: none"> <li>- Demonstrate study skills, test-taking strategies, and time management to enhance academic achievement.</li> </ul> </li> </ul> <p><b><u>Sixth Grade Guidance &amp; Counseling</u></b></p> <ul style="list-style-type: none"> <li>• <b>Personal &amp; Social Development</b> <ul style="list-style-type: none"> <li>- Identify individual strengths and develop strategies for personal growth.</li> <li>- Demonstrate skills needed to participate in teambuilding.</li> <li>- Identify interpersonal skills needed to maintain quality relationships.</li> <li>- Apply problem-solving and conflict-resolution skills to new challenges.</li> <li>- Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy choices in social situations, especially where personal safety of self and others may be compromised.</li> <li>- Identify coping skills to deal with life-changing events.</li> </ul> </li> <li>• <b>Academic Development</b> <ul style="list-style-type: none"> <li>- Develop and practice study skills and test-taking strategies, as well as time-management strategies.</li> <li>- Develop an understanding of educational tasks and skills necessary to make a smooth transition to middle school.</li> </ul> </li> </ul> <p><b><u>Planned Special Events</u></b></p> <ul style="list-style-type: none"> <li>• Anti-Bullying Week (first week of October)</li> </ul>		

<b>Individual Planning</b> <b>(10%)</b>	<b>Time &amp; Task Analysis: 5% (Ideal 25-35 %)</b>	<b>(Building Goal 10%)</b>
<p><b>Appraisal/Educational &amp; Career Planning</b></p> <p><b><u>5<sup>th</sup> Grade Career Development</u></b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the roles and responsibilities of workers within the six career paths.</li> <li>• Compare interests and strengths with those of workers in the global community and recognize the training</li> </ul>		



and educational requirements for a variety of careers.

#### **6<sup>th</sup> Grade Career Development**

- Use current interests, strengths, and limitations to guide individual career exploration via Missouri Connections.
- Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.
- Identify males and females in non-traditional work roles.
- Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.

#### **Special Services team meetings**

#### **Responsive Services (Building Goal 50%)**

**Time & Task Analysis: 56%**

**(Ideal 25-35 %)**

- Individual Counseling
- Group Counseling
- Targeted Intervention Groups (see highlights at end of report)
- Attendance Club
- Check-In/Check-Out Individual Behavior Plans (daily triage)
- Buddy Packs
- Clothes Closet ("The Lighthouse")
- Distribution of School Supplies
- Referrals to Children's Division (i.e. Hotline Calls)
- Referrals to Outside Agencies
- Consultations with Outside Agencies
- Conflict Resolution
- Collaboration with School Nurse, Faculty, Staff, Parents

#### **System Support (Building Goal 15%)**

**Time & Task Analysis: 15%**

**(Ideal 15-20 %)**

##### **Communication**

- Periodic newsletters to staff detailing guidance and counseling highlights
- Monday morning meetings with principals
- School liaison with Children's Division
- Parent consultations
- Consultations with local mental health professionals and organizations
- Speaking with civic organizations regarding the Buddy Pack program

##### **Committee & Team Involvement**

- Positive Behavior Support Team
- SWAT (School-Wide Assistance Team)
- Building Leadership Team
- District Guidance Team
- Special Services Team

##### **Professional Development – In-District**

- Missouri Connections training
- 504 training
- IQ testing training

**Professional Development – Conferences Attended (Out of District)**

- Positive Behavior Support Phase One trainings
- Missouri School Counselor Association state conference

**“Fair Share” Duties**

- A+ tutoring
- Building tours and transition visits

**Non Guidance Activities  
Goal 10%)**

**Time & Task Analysis: 9%**

**(Ideal 0%) (Building**

- IQ testing, reports, and interpretation
- Capstone testing
- 504 Referrals, Evaluations, and Plans
- Interventions with students when principals are out of the building
- Announcements and bus duty when principals are out of the building
- **MAP testing-related duties:**
- Scheduling and security
- Attend training; train faculty and staff
- Sort and distribute tests daily, collect tests daily
- Make-up testing and packaging for shipment

**Oak Ridge Counselors - Highlights for 2013-14:**

- **SWAT (School-Wide Assistance Team).** Mr. English heads up this team, which meets to assist with both academic and behavioral interventions. The team consists of both counselors, an administrator, our special services process coordinator, a reading specialist, and classroom teacher representatives. This team makes suggestions for interventions, discusses any potential need for further collection of data, and formulates individual behavior plans. The team sets goals and has follow-up meetings to monitor progress. This team will be our PBS Tier 2 Team for the 2014-15 school year.
- **Targeted Interventions Groups.** Counselors developed curriculum for and implemented four different intervention groups this year:
  - **Heat Wave** – an anger management group for boys. Goals included identification of body signals, triggers and hot spots at school, and ways to manage flare-ups. Three different groups met throughout the year, and each group met once a week for 6-8 weeks.
  - **Sugar & Spice** – a relational aggression group for girls. Goals included understanding relational aggression (“mean girl” behavior), and development of strategies for maintaining healthy friendships. Three different groups met throughout the year, and each group met once a week for 6-8 weeks.
  - **Puzzle “Peace”** – a social skills group for boys and girls. Goals included understanding body language, respecting personal space, active listening, and development of cooperative skills. Two different groups met throughout this year, and each group met once a week for 6-8 weeks.
  - **Stepping Stones** – a grief group for students who have lost a parent. Two groups were run concurrently, one for 5<sup>th</sup> grade and one for 6<sup>th</sup> grade. Students started meeting on November 15 and met weekly throughout the school year.
- **“The Lighthouse” Clothes Closet.** Oak Ridge started a clothes closet after Christmas, taking donations of gently used clothing. Teachers refer students on an as-needed basis, plus we held two open houses for students which were well received. A local church helped us to provide new shoes for students, and Laclede Electric continues to provide hygiene items as requested. Big Surf donated clothing racks, and our custodial staff helped with laundry. Teachers have been enthusiastic and helpful. It has been a building-wide team effort. The name for The Lighthouse fits with our building PBS theme.
- **Project PASS lessons.** Counselors worked with PASS students once a week after school, focusing on character education, social skills, and self-esteem. Students were placed in small groups and participated in a variety of educational games and activities.

**2013-2014 Camdenon R-III Schools Guidance Report**

Building:     Middle School     Counselor:     Pat McWhirter and Becki Long-Ruggles    

<b>Guidance Curriculum</b> <b>15-25 %)</b>	<b>Time &amp; Task Analysis: 15.00 % (Ideal</b>
<p><b>Classroom Presentations</b></p> <ul style="list-style-type: none"> <li>• Missouri Connections – Career Cluster Inventory/Interest Profiler</li> <li>• Career Clusters; Career Research</li> <li>• Guest Speakers: Various Career Presentations</li> <li>• Alcohol and Drug Use Lessons</li> <li>• Cyber Bullying Lessons</li> </ul> <p><b>Planned Special Events</b></p> <ul style="list-style-type: none"> <li>• Student Voice Team Events</li> <li>• Sixth Grade Orientation</li> <li>• Seventh Grade Orientation</li> <li>• Eighth Grade Orientation</li> <li>• BACK UP Pledge night</li> <li>• National Junior Honor Society Ceremony</li> <li>• Assembly on Bullying (Make A Difference. . . Stop Bullying)</li> <li>• Capstone Parent/Student Meeting</li> </ul>	
<b>Individual Planning</b> <b>25-35 %)</b>	<b>Time &amp; Task Analysis: 25.00% (Ideal</b>
<p><b>Appraisal</b></p> <ul style="list-style-type: none"> <li>• Reviewed Assessment Data for Classroom Placement</li> <li>• Reviewed IEP/504/Capstone for Classroom Placement</li> <li>• Advised 6-Year Plans of Study</li> <li>• Resolved Schedule Conflicts</li> <li>• F Lists/Advise Students/Interventions</li> <li>• Coordinate Homebound Instruction/Paperwork</li> <li>• Coordinate Odyssey Online Coursework for Homebound and At-Risk Students</li> <li>• Review and Interpret Test Scores: Parent Meetings/Team Meetings</li> <li>• Recruit Students for After School Tutoring</li> <li>• Recruit Students for project PASS</li> <li>• Recruit Students for Camden County Youth Excel – Leadership Training Program</li> <li>• Recruit Students for Dogwood Mentoring Program</li> </ul> <p><b>Educational &amp; Career Planning</b></p> <ul style="list-style-type: none"> <li>• Advised and Completed 6-year Plans of Study</li> <li>• Created 6-Year Plans of Study</li> <li>• Developed Student Schedules 7<sup>th</sup> and 8<sup>th</sup> Grade Years</li> </ul>	
<b>Responsive Services</b> <b>25-35 %)</b>	<b>Time &amp; Task Analysis: 35.00% (Ideal</b>
<ul style="list-style-type: none"> <li>• A+ Tutoring Building Coordinator</li> </ul>	

- Anti-Bullying-Club Group Meetings
- Individual Counseling-Assisted students with peer relationships, emotional problems, family problems, health issues, grade issues, etc.
- Group Counseling: Social Skills, Peer Interaction, Study Skills, Anti-Bullying
- Reporting Child Abuse and Neglect Concerns to Missouri hotline
- Made Referrals to the School Nurse
- Made Community Based Agency Referrals to Parents
- Maintained and Coordinated an Attendance Club for Students with Chronic Attendance Problems
- Christmas is Sharing Project
- Canned Food Collection for Pantry
- Make and Distribute Buddy Packs
- Serve on Committee for Grade Acceleration
- Lakers' Closet – Clothing/School Supplies/Food Closet for Student Use
- Childrens' Division Interviews
- Acceleration/Retention Meetings
- Tries for Eyes Money Collection

**System Support  
15-20 %)**

**Time & Task Analysis: 15.00% (Ideal**

**Communication**

- Communication with faculty and students through bulletin items, email, newsletters and bulletin board.
- District Guidance Meetings
- District Professional Development Sessions
- Program Evaluation: Worked on Internal Improvement Review (IIR)
- Attend Interdisciplinary Team Meetings

**Committee & Team Involvement**

- Building Leadership Team
- Transition Focus Team
- Vertical Support Services Team
- LCTC Guidance Advisory Team
- Attendance Focus Team
- A+ Advisory Team
- Careers Readiness Focus Team
- Making Middle Schools Work Team
- Standard Based Grading Focus Team

**Professional Development – In-District**

- MAP Manuals Training
- EOC Manuals Training

**Professional Development – Conferences Attended (Out of District)**

- Missouri School Counselor Association Fall Conference
- International Baccalaureate Training

**Non Guidance Activities  
(Ideal 0%)**

**Time & Task Analysis: 10.00%**

- Build Master Schedule
- Grade Reporting Coordinator
- MAP Test Coordinator
- EOC Test Coordinator
- Case Manager for 504 Students
- IQ Testing and Interpreting
- Screening for President's Academic Excellence Awards
- Junior Future Farmers of America Sponsor
- National Junior Honor Society Sponsor
- BACK –UP Sponsor
- PASS Teacher
- The Voice Sponsor

**New Activity Highlights for 2013-2014:**

- **Junior Future Farmers of America Sponsor**
- **National Junior Honor Society Sponsor**
- **BACK –UP Sponsor**
- **PASS Teacher**
- **The Voice Sponsor**
- **International Baccalaureate Training**
- **Careers Readiness Focus Team**
- **Making Middle Schools Work Team**
- **Standard Based Grading Focus Team**

## 2013-2014 Camdenon R-III Schools Guidance Report

Building: Lake Career & Technical Center

Counselor: Liz Pogue

Guidance Curriculum	Time & Task Analysis: 10.6 %	(Ideal 15-25 %)
<b>Classroom Presentations</b>		
<ul style="list-style-type: none"> <li>• Freshman Orientation/Mock Schedule &amp; CHS Grade Level Orientation Nights</li> <li>• 7<sup>th</sup> Grade FACS Classes – Teambuilding Activity</li> <li>• Beginning of school year counselor introduction &amp; orientation - introduction of services provided &amp; materials available in the Guidance &amp; Counseling Center, discuss Embedded Credit option, financial assistance for CTSO membership, discuss Free &amp; Reduced Lunch option &amp; hygiene products available.</li> <li>• Beginning of year teambuilding activities for all LCTC classes/programs</li> <li>• Preparation and Information sharing for college and career-related fieldtrips</li> <li>• Study Skills for Medical Terminology Students</li> </ul>		
<b>Planned Special Events</b>		
<ul style="list-style-type: none"> <li>• HDE &amp; OBE – Career Center Tours for after school – “SLICK” Clubs</li> <li>• 5<sup>th</sup> Grade Career Center Tours</li> <li>• Camdenon 7<sup>th</sup> Grade FACS Classes -- Career Center Tours</li> <li>• 8<sup>th</sup> Grade CTE Career Guidance Activity, Presentation &amp; Career Center Tours – Camdenon, Climax Springs, Macks Creek &amp; Osage</li> <li>• 9<sup>th</sup> Grade CTE Career Guidance Activity, Presentation &amp; Career Center Tour – Camdenon R-III</li> <li>• 10<sup>th</sup> Grade CTE Career Guidance Activity, Presentation &amp; Career Center Tours – Climax Springs, Macks Creek &amp; Osage</li> <li>• Financial Aid Assistance (FAFSA completion) Nights – 1 @ LCTC, 1 @ CHS, 1 @ Climax Springs</li> <li>• College Night @ CHS</li> <li>• Project Health Living Expo @ home football game - CHS</li> <li>• Senior Scholarship Meeting w/ Parents</li> <li>• CTSO Car/Cycle Show at LCTC</li> <li>• Open House at LCTC</li> <li>• Career Exploration Activities with 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade sending school and Camdenon students</li> <li>• Dogwood Elementary Career Fair Participants</li> </ul>		

Individual Planning	Time & Task Analysis: 32.5%	(Ideal 25-35 %)
<b>Appraisal</b>		
<ul style="list-style-type: none"> <li>• Conducting and reviewing career cluster inventories</li> <li>• Grade checks @ each grade reporting cycle – working with students @ LCTC who are failing core academic classes</li> </ul>		
<b>Educational &amp; Career Planning</b>		
<ul style="list-style-type: none"> <li>• Coordinate CTE enrollment for Camdenon, Climax Springs, Macks Creek &amp; School of the Osage students attending LCTC</li> <li>• Coordinate “Shadow A Tech” program for prospective students to complete CTE program observations prior to pre-enrollment</li> <li>• Coordinate pre-enrollment activities during LEAD Time for CHS 10<sup>th</sup> &amp; 11<sup>th</sup> graders at LCTC</li> <li>• Resolve schedule changes/conflicts based upon Personal Plan of Study/student interests</li> <li>• Schedule representatives from community colleges, trade &amp; technical schools &amp; military for individual visits</li> <li>• Review, interpret and analyze COMPASS test results for students/parents</li> <li>• Provide individual assistance with FAFSA completion</li> <li>• Provide individual assistance with post-secondary education applications</li> <li>• Discuss scholarship opportunities with students/parents</li> <li>• Collaborate with Interventions Department during individual student IEP meetings</li> </ul>		

Responsive Services	Time & Task Analysis: 35.6%	(Ideal 25-35 %)
<ul style="list-style-type: none"> <li>• Refer students with significant mental health needs</li> <li>• Provide individual counseling for students as needed (academic, personal, social)</li> <li>• Assist students with securing personal hygiene supplies &amp; clothing, as well as weekend food resources, completing application for Free/Reduced Lunch, locating housing, securing medical assistance</li> <li>• Recruit tutors and coordinate LCTC Tutorial groups</li> <li>• Science Tutorial Instructor</li> <li>• Intervention Team -- maintain Cycle of Interventions chart, policies and procedures; complete individual interventions with identified students &amp; complete parent contact</li> </ul>		

- Student/teacher mediation

<b>System Support</b>	<b>Time &amp; Task Analysis: 18.1%</b>	<b>(Ideal 15-20 %)</b>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• Communicate with students, parents &amp; alumni through the LCTC website, bulletin boards, classroom visits, individual appointments, phone calls and emails.</li> <li>• LCTC Annual Awards Assembly</li> <li>• Conduct LCTC Parent Poll at Open House</li> </ul>		
<b>Committee &amp; Team Involvement</b>		
<ul style="list-style-type: none"> <li>• LCTC Student Services Advisory Team leader</li> <li>• A+, Guidance &amp; CTE Advisory Committees for Climax Springs, Macks Creek &amp; School of the Osage</li> <li>• Camdenton R-III District Guidance Team member</li> <li>• Coordinate &amp; host DESE System of Support meetings in Fall &amp; Spring for K-12 counselors in our consortium</li> <li>• Areas of Career Interest at CMS Committee Member</li> <li>• Restructuring of LEAD time committee member</li> </ul>		
<b>Professional Development – In-District</b>		
<ul style="list-style-type: none"> <li>• SISK12 Training – Embedded Credit Gradebook Setup, Pulse, New Year Setup</li> <li>• Sexual Harassment Training</li> <li>• Professional Collaboration Sessions – District Guidance Team</li> <li>• New Teacher In District Trainings</li> <li>• HSTW/TCTW/MMGW Trainings</li> <li>• Special Education Tracking/Documentation Training</li> </ul>		
<b>Professional Development – Conferences Attended (Out of District)</b>		
<ul style="list-style-type: none"> <li>• Missouri School Counselors Association (MSCA) Fall Conference</li> <li>• Missouri Association of Career Services (MACS) – Fall Conference</li> <li>• Missouri Association for Career &amp; Technical Education (MOACTE) Summer Conference</li> <li>• FAFSA Frenzy Training</li> <li>• State Mentor Program for New Counselors Training</li> </ul>		
<b>“Fair Share” Duties</b>		
<ul style="list-style-type: none"> <li>• Chaperoning school functions</li> <li>• Hall duty/occasional transportation supervision</li> <li>• Occasional substitute teaching</li> </ul>		

<b>Non Guidance Activities</b>	<b>Time &amp; Task Analysis: 3.1%</b>	<b>(Ideal 0%)</b>
<ul style="list-style-type: none"> <li>• Proctor COMPASS Test and complete data compilation &amp; analysis.</li> <li>• Proctor Industry Recognized Credentials (IRCs) &amp; Technical Skill Assessments (TSAs) for CTE instructors.</li> <li>• Set up LCTC subjects &amp; sections in SISK12 for both CHS &amp; LCTC sites.</li> <li>• MOSIS Data Coordination for secondary &amp; post-secondary CTE , Perkins &amp; Tech Prep coding, &amp; 180-Day Graduate Follow Up.</li> <li>• Maintain Articulation Agreements for CTE classes with State Fair Community College, Linn State Technical College &amp; Universal Technical Institute, Ozarks Technical Community College, complete articulation documentation for qualifying students.</li> </ul>		

**New Activity Highlights for 2013-2014:**

- 5<sup>th</sup> Grade Career Center Tours
- FAFSA Frenzy Host Site
- Dogwood Elementary Career Fair Participants
-

## 2013-2014 Camdenon R-III Schools Guidance Report

Building: Horizons Laker Educational Center

Counselor: Jeannie Miller

<b>Guidance Curriculum</b>	<b>Time &amp; Task Analysis: 3.75%</b>	<b>(Ideal 15-25 %)</b>
<b>Classroom Presentations</b> <ul style="list-style-type: none"> <li>• Career Paths – How Interests and Skills are Related</li> <li>• Managing Conflicts &amp; Communication Styles</li> <li>• Trust &amp; Team Building</li> <li>• Post-Secondary Plans</li> <li>• Creating Resumes with all Life Skills classes</li> <li>• MO Connections – Career Cluster Inventory with all Life Skills classes</li> <li>• MO Connections – Interest Inventory with all Life Skills classes</li> <li>• MO Connections – Reality Check with all Life Skills Classes</li> </ul> <b>Planned Special Events</b> <ul style="list-style-type: none"> <li>• Financial Aid Assistance (FAFSA completion) Nights – at LCTC</li> <li>• Open House at Horizons</li> </ul>		
<hr/>		
<b>Individual Planning</b>	<b>Time &amp; Task Analysis: 38.13%</b>	<b>(Ideal 25-35 %)</b>
<ul style="list-style-type: none"> <li>• Assists Director in interviewing all students who are admitted to Horizons.</li> <li>• Grade checks @ each grade reporting cycle – working with students @ Horizons who are failing core academic classes at HS or LCTC</li> <li>• Coordinate pre-enrollment activities for all Horizons students</li> <li>• Resolve schedule changes/conflicts based upon Personal Plan of Study/student interests</li> <li>• Schedule representatives from community colleges, trade &amp; technical schools &amp; military for individual visits</li> <li>• Provide FAFSA assistance for all seniors who are interested.</li> <li>• Provide individual assistance with post-secondary education applications</li> <li>• Discuss scholarship opportunities with students/parents</li> <li>• Took students to State Fair Community College in Sedalia for tour.</li> <li>• Helped students complete ASVAB demographics.</li> <li>• Transition Fair at State Fair Community College – Osage Beach.</li> </ul>		
<hr/>		
<b>Responsive Services</b>	<b>Time &amp; Task Analysis: 15.00%</b>	<b>(Ideal 25-35 %)</b>
<ul style="list-style-type: none"> <li>• Provide individual counseling for students as needed (academic, personal, social)</li> <li>• Assist students with securing personal hygiene supplies &amp; clothing, as well as, locating housing and securing medical assistance and food.</li> <li>• Reaching out to community resources to acquire funds for utilities and rent for needy students/help with holiday meals.</li> <li>• Student/teacher mediation</li> <li>• Help plan Girls Day Out (promotes positive self-esteem) – responsible for decorations</li> </ul>		
<hr/>		
<b>System Support</b>	<b>Time &amp; Task Analysis: 22.5%</b>	<b>(Ideal 15-20 %)</b>
<b>Communication</b> <ul style="list-style-type: none"> <li>• Communicate with students, parents &amp; alumni through bulletin boards, classroom visits, individual appointments, phone calls and emails.</li> <li>• Communicate with teachers and administrators about effective methods of helping students become successful.</li> <li>• Participated in Parent Teacher conferences</li> <li>• Participated in IEP meetings</li> <li>• Lead 504 meetings with parents and teachers, as well as made necessary changes to 504 plans.</li> <li>• Work with Vocational Rehab representative about students needing post-secondary training.</li> </ul> <b>Committee &amp; Team Involvement</b> <ul style="list-style-type: none"> <li>• LCTC Student Services Advisory Team member</li> <li>• District Transition Team member</li> <li>• Member of Lake Area Needs Initiative team – weekly meetings in community regarding needs of students and parents.</li> <li>• Tri-Lake Resources Connections</li> </ul> <b>Professional Development – In-District</b> <ul style="list-style-type: none"> <li>• Common Core State Standards Curriculum activity w/ MCCE</li> <li>• Professional Collaboration Sessions – District Guidance Team</li> </ul>		



- 504 training
- MO Connections training at LCTC

**Professional Development – Conferences Attended (Out of District)**

- Missouri School Counselors Association (MSCA) Fall Conference
- Missouri Alternative Education Network (MAEN) Summer Conference
- Mental Trauma Training – Mid County Fire Department
- Southwest Missouri School Counselors Association Fall Workshop (SMSCA)
- Linn State Technical College Counselor Forum

**“Fair Share” Duties**

- Chaperoning school functions
- Occasional transportation of students
- Occasional substitute teaching
- Spring Tea involvement
- Graduation Party

**Non Guidance Activities**

**Time & Task Analysis: 19.38%**

**(Ideal 0%)**

- Helped build Horizons Master Schedule
- Complete 180-Day Graduate Follow Up information
- PLAN assessment given to sophomores
- EOC testing – track EOC student lists, reading tests to students with accommodations.
- Secretarial work regarding guidance department.
- Meetings with Mentors for Camdenton and for DESE – Counselor requirements
- New Counselor Training – Vatterott College
- Coordinated and administered MO and US Constitution tests to students not in a government class.

**New Activity Highlights for 2013-2014:**

Increased number of students who took ACT to seven.

Increased number of students who applied and received scholarships from 1 to 5 from last school year.

Increased number of students with definite plans to attend college from last year.

## 2013-2014 Camdenon R-III Schools Guidance Report

Building: High School

Counselor: Burns, Roettgen, Roam, Sweatt

<b>Guidance Curriculum</b>	<b>Time &amp; Task Analysis: 2.18 %</b>	<b>(Ideal 15-25 %)</b>
<p><b>Classroom Presentations</b></p> <ul style="list-style-type: none"> <li>• AP informational presentations (Jrs. And Srs.)</li> <li>• Dual Credit informational presentations (Jrs. And Srs.)</li> <li>• Pre-enrollment Presentations (grades 8, 9, 10, and 11)</li> <li>• LEAD Time Lessons</li> </ul> <p><b>Planned Special Events</b></p> <ul style="list-style-type: none"> <li>• Freshman orientation parent meeting</li> <li>• ACT Prep Day (130 students participated)</li> <li>• College Planning evening presentation for students and parents</li> <li>• College Fair</li> <li>• 8<sup>th</sup> grade evening pre-enrollment meeting for parents</li> <li>• Financial Aid evening presentation for students and parents</li> <li>• Senior Scholarship process presentation for students and parents</li> </ul>		
<p><b>Individual Planning</b></p> <p style="text-align: right;"><b>Time &amp; Task Analysis: 37.7%</b>      <b>(Ideal 25-35 %)</b></p> <ul style="list-style-type: none"> <li>• Summer individual senior students meetings</li> <li>• Analysis of transcripts and scheduling new students</li> <li>• Classroom visits to finalize pre-enrollment</li> <li>• Student / Parent advisement meetings regarding course selection</li> <li>• Student / Parent advisement regarding post-secondary planning</li> <li>• All student completion of annual personal plan of study</li> <li>• Update of course selection based on summer school credits earned</li> <li>• Resolution of scheduling conflicts</li> <li>• Determination of individual homebound student process</li> <li>• Coordination of college / military representative visits</li> <li>• Monitor graduation requirements</li> <li>• Parent / Teacher Conferences</li> <li>• IEP consultations</li> <li>• 504 consultations</li> <li>• Missouri Connections – Student Education and Career Planning program access</li> </ul>		
<p><b>Responsive Services</b></p> <p style="text-align: right;"><b>Time &amp; Task Analysis: 28.97%</b>      <b>(Ideal 25-35 %)</b></p> <ul style="list-style-type: none"> <li>• Student Intervention team meetings after each 3 week grading period</li> <li>• Student Mediation</li> <li>• Individual student counseling</li> <li>• Student / Parent / Teacher conferences</li> </ul> <p><b>REFERRALS</b></p> <ul style="list-style-type: none"> <li>• Zero Homework Lab</li> <li>• Tutorials</li> <li>• Guided Study Hall</li> <li>• Computer Assisted Instruction</li> <li>• Project Pass</li> <li>• Summer School</li> <li>• Horizons</li> <li>• MO Options</li> <li>• 504</li> <li>• IEP</li> <li>• Health Services (school nurse)</li> <li>• Hotline</li> </ul>		

- Missouri Scholars Academy
- Boys State / Girls State

**LIAISON**

- Kids Harbor
- Pathways
- Children's Services
- Residential Care Facilities
- Juvenile Detention

SMALL GROUP: Grief Group Counseling

**System Support**

**Time & Task Analysis: 15.08%**

**(Ideal 15-20 %)**

**Communication (with students and parents)**

- District website, emails, senior newsletter, letters bulletin board displays, school reach calls, personal phone calls, individual appointments, and postcard reminders

**Planned Events**

- Graduation practice
- Graduation
- Grade Level orientation
- Open House
- Project Graduation
- Senior Scholarship Presentation
- All School Awards
- Senior Honors Presentation
- National Honor Society

**Professional Development – Conferences Attended (Out of District)**

- MSCA Conference
- ACT Conference

**Team and Committee Participation**

- LCTC Advisory Committee
- A+ Advisory Committee
- Professional Learning Community Team
- LEAD Time Advisory Committee
- Building Leadership Team
- Attendance Advisory Committee
- Project Lead the Way
- Business Advisory Team
- High Schools That Work Leadership Team

**Non Guidance Activities**

**Time & Task Analysis 16.07%**

**(Ideal 0%)**

- Master Schedule Development and Maintenance
- Building-wide assessment administration
- Staff trainings related to assessments
- Cognitive testing
- Updating Pre-enrollment book
- Clerical Maintenance – 504 plans, gather data for special programs (MO Scholars Academy, Boys State and Girls State, MO Fine Arts Academy, MO Scholars 100, Local Scholarship Committees, etc)
- Compilation of grade follow-up survey information

**Continued Activities for 2013-2014:**

- Computerized Student Course requests
- ASVAB testing
- Complete online EOC testing
- Summer Academy for at-risk students entering 9<sup>th</sup> grade

**Goals for 2014-2015:**

- ~ Place Pre-enrollment book online
- ~ Increase Career Planning with students
- ~ Individual Planning in transition

DRAFT

Balanced Building Scorecard Spring 2014

		Key Indicators		Measures		SCORING CRITERIA										Raw Score (%)		
						Target		Stretch		Goal		Moderate			Risk			
						%	%	%	%	%	%	%	%	%	%			
Missouri Comprehensive Guidance Program	Dogwood	Curriculum	2	32	30	28		12	10	8	6	4	2	25.9				
		Individual Planning	3	42	40	38	25-35	22	20	18	16	14		3				
		Responsive	4	42	40	38	25-35	22	20	18	16	14	12	40.6				
		System Support	5	28	24	22		12	10	8	6	4	2	15.85				
		Non Guidance Activity	6	0	0	0	0	5	10	15	20	25	30	14.75				
Missouri Comprehensive Guidance Program	Hawthorn	Curriculum	2	32	30	28	15-25	12	10	8	6	4	2	13				
		Individual Planning	3	42	40	38	25-35	22	20	18	16	14		5				
		Responsive	4	42	40	38	25-35	22	20	18	16	14	12	22				
		System Support	5	28	24	22		12	10	8	6	4	2	16				
		Non Guidance Activity	6	0	0	0	0	5	10	15	20	25		44				
Missouri Comprehensive Guidance Program	OBE/HID	Curriculum	2	32	30	28		12	10	8	6	4	2	25.62				
		Individual Planning	3	42	40	38	25-35	22	20	18	16	14		0				
		Responsive	4	42	40	38		22	20	18	16	14	12	29.17				
		System Support	5	28	24	22	15-20	12	10	8	6	4	2	30.73				
		Non Guidance Activity	6	0	0	0	0	5	10	15	20	25	30	14.58				
Missouri Comprehensive Guidance Program	Oak Ridge	Curriculum	2	32	30	28		12	10	8	6	4	2	15				
		Individual Planning	3	42	40	38	25-35	22	20	18	16	14	12	5				
		Responsive	4	42	40	38	25-35	22	20	18	16	14	12	56				
		System Support	5	28	24	22		12	10	8	6	4	2	15				
		Non Guidance Activity	6	0	0	0	0	5	10	15	20	25	30	8				
Missouri Comprehensive Guidance Program	Middle School	Curriculum	2	32	30	28		12	10	8	6	4	2	15				
		Individual Planning	3	42	40	38		22	20	18	16	14	12	25				
		Responsive	4	42	40	38		22	20	18	16	14	12	35				
		System Support	5	28	24	22		12	10	8	6	4	2	15				
		Non Guidance Activity	6	0	0	0	0	5	10	15	20	25	30	10				
Missouri Comprehensive Guidance Program	Curriculum	2	32	30	28	15-25	12	10	8	6	4		2.18					

Balanced Building Scorecard Spring 2014

		Key Indicators		Measures		SCORING CRITERIA										Raw Score (%)		
						Target		Stretch		Goal		Moderate			Risk			
						%	%	%	%	%	%	%	%	%	%			
Missouri Comprehensive Guidance Program	High School	Individual Planning	3	42	40	38		22	20	18	16	14	12	38.91				
		Responsive	4	42	40	38		22	20	18	16	14	12	25.96				
		System Support	5	28	24	22		12	10	8	6	4	2	17.78				
		Non Guidance Activity	6	0	0	0	0	5	10	15	20	25	30	18.72				
		Curriculum	2	32	30	28	15-25	12	10	8	6	4	2	10.8				
Missouri Comprehensive Guidance Program	LCTC	Individual Planning	3	42	40	38		22	20	18	16	14	12	32.5				
		Responsive	4	42	40	38		22	20	18	16	14	12	35.8				
		System Support	5	28	24	22		12	10	8	6	4	2	18.1				
		Non Guidance Activity	6	0	0	0	0	5	10	15	20	25	30	3.1				
		Curriculum	2	32	30	28		12	10	8	6	4	2	15				

Counselors : Student Ratio			175:1	200:1	225:1	250:1	300:1	325:1	350:1	375:1	400:1	Raw Score (%)
Dogwood	17	175:1	200:1	225:1	250:1	300:1	325:1	350:1	375:1	400:1		432/1 *
Hawthorn	18	175:1	200:1	225:1	250:1	300:1	325:1	350:1	375:1	400:1		513/1 #
Oak Ridge	19	175:1	200:1	225:1	250:1	300:1	325:1	350:1	375:1	400:1	425:1	306/1
Osage Beach / Hurricane Deck	20	175:1	200:1	225:1	250:1	300:1	325:1	350:1	375:1	400:1	425:1	282/1 \$
Middle School	22	175:1	200:1	225:1	250:1	300:1	325:1	350:1	375:1	400:1	425:1	328/1
High School	23	175:1	200:1	225:1	250:1	300:1	325:1	350:1	375:1	400:1	425:1	252/1 &
LCTC	24	175:1	200:1	225:1	250:1	300:1	325:1	350:1	375:1	400:1		531/1
TOTAL SCORE												

Legend: \* The Dogwood building serves more than two grade levels Pre-K through Second grade.  
 # The Hawthorn building will be getting a second counselor next school year.  
 \$ Osage Beach and Hurricane Deck are served by 12 counselors  
 & The high school and Horizons numbers have been combined

**2013-2014 Dogwood Elementary Guidance Report**

Counselors: *Kira Miller and Jessi Kivik*

Guidance Curriculum (20%)	Time & Task Analysis: 25.90%	(Building 10%)
<p><b>Classroom Lessons</b></p> <p>The Guidance Curriculum provides benefits to all students by addressing their emotional, intellectual, social and psychological needs. The curriculum is split into 3 major categories designed to meet the needs of the students.</p> <p><b>Personal and Social Development</b></p> <ul style="list-style-type: none"> <li>Kindergarten - Character Education, Feelings, Drug Awareness, Bullying, Safety</li> <li>1<sup>st</sup> Grade - Making and Maintaining Friendships, Safety, Drug Awareness, Bullying, Character Education,</li> <li>2<sup>nd</sup> Grade - Maintaining Friendships, Conflict Resolution, Character Education, Bullying, Anger Management, Self-Defense, Drug Awareness, Safety</li> </ul> <p><b>Academic Development</b></p> <ul style="list-style-type: none"> <li>Kindergarten - Learning Skills, Testwork</li> <li>1<sup>st</sup> Grade - Learning Skills, Cooperation, Following rules</li> <li>2<sup>nd</sup> Grade - Study Skills, Cooperation, Transition to 3<sup>rd</sup> grade</li> </ul> <p><b>Career Development</b></p> <ul style="list-style-type: none"> <li>Kindergarten - Career Awareness</li> <li>1<sup>st</sup> Grade - Career Awareness and Exploration</li> <li>2<sup>nd</sup> Grade - Career Awareness and Exploration</li> </ul> <p><b>Planned Special Events</b></p> <ul style="list-style-type: none"> <li>Drug-Free Red Ribbon Week</li> <li>Career Fair</li> </ul>		

<ul style="list-style-type: none"> <li>Mental Health Workshop</li> <li>CPE Workshop</li> <li>Team Building</li> <li>Other professional meetings and workshops</li> </ul>
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Non Guidance Activities (20%)	Time & Task Analysis: 14.75%
<ul style="list-style-type: none"> <li>IQ Testing, reports and referrals for Special Services Meetings</li> <li>Scheduled Education referrals</li> <li>Reserve, review and transfer records</li> <li>Interpret test data</li> <li>Referral placement</li> <li>Create and manage 504 plans</li> <li>Facilitate referrals</li> <li>MAP testing help at Iowatone</li> <li>Term, Nov, Testing Related Duties</li> <li>Team security</li> <li>Sorting and distributing test to teachers</li> <li>Collecting tests</li> <li>Making-up testing</li> <li>Rescoring tests for alignment</li> </ul>	

**New Activity Highlights for 2013-2014**

- Three group interventions were evaluated daily by both counselors during classroom intervention classes.
- Middle School Dogwood First Steps Program - All students learning and meeting Dogwood students.

<ul style="list-style-type: none"> <li>Know-Your-Performance</li> <li>IQ testing, reports, and interpretation</li> <li>Rescoring</li> <li>New Student Orientation</li> <li>MAP Testing</li> <li>MAP testing procedures:             <ul style="list-style-type: none"> <li>Scheduling and security</li> <li>Answering questions before and after</li> <li>Test kit distribution (see daily, which is not daily)</li> <li>Make-up testing and packaging for alignment (see handbook, Iowatone, Place and Meeting)</li> </ul> </li> <li>Test Interpretation</li> <li>Making-up students</li> <li>PSB Lunch Involve</li> <li>Alumni's Club</li> <li>Coordinating and implementing school assemblies</li> <li>Interactions with students when principals are out of the building</li> <li>AP testing, Coordinating</li> <li>Annual district meetings when principals are unable to attend</li> </ul>
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**New Activity Highlights for 2013-2014**

- PSB The II Team:** Mr. Boyd is a team leader in this team, which meets to assist in behavioral interventions. The team consists of counselor, an administrator, an interventionist, and grade level classroom teacher representatives. This team makes suggestions for interventions, discusses any potential need for further collection of data, and formulates individual behavior plans. The team sets goals and has follow-up meetings to monitor progress.
- Targeted Interventions Groups:** Counselors developed curriculum for and implemented four different intervention groups this year:
  - The Wolves** (students in group created the group) is an anger management group for boys. Goals included identification of body signals, emotions behind the anger, and ways to calm down when emotions are escalating. The group met once a week for 8 weeks.
  - Three social skills** group for boys and girls. Goals included Following Directions, Paying Attention to Your Work, Expressing Feelings, Doing Nice Things for Others, Crying Along with Others, Staying Calm When Criticized, Staying Calm When Disagreeing, and Staying Calm When Pushed or Hit. Groups met throughout this year, and each group met three times a week for 6 weeks.

Individual Planning	Time & Task Analysis: 3.0%	(Building 10%)
<ul style="list-style-type: none"> <li>SPED Team Meetings</li> <li>504 Meetings</li> </ul>		
Response Services	Time & Task Analysis: 40.50%	(Building 30%)
<p>Response Services are the activities that meet the immediate needs and concerns of the students</p> <ul style="list-style-type: none"> <li>Small Group counseling</li> <li>Individual counseling</li> <li>Attendance Club</li> <li>Community Outreach Activities such as, Christmas Dinner, Cappers, Christmas presents from Elk Club, Hygiene Drive</li> <li>Buddy Pack update and reports</li> <li>Conflict Resolution groups</li> <li>Referrals to Childcare Division (i.e. Hotline calls)</li> <li>Big Laborer's Home Learning Program</li> <li>Crisis Team Member</li> <li>Referrals to outside agencies</li> <li>Completion of Social/Emotions and Behavior Assessment for outside provider</li> <li>Districts asked expertise and continue to students in need</li> <li>Collaborate and make referrals with school nurse</li> <li>Communicate with parents about student needs</li> <li>Consult with staff</li> <li>SPED Team member</li> <li>Student Intervention Team - Consulting with teachers about students At-Risk and providing resources</li> <li>Attendance phone calls to parents</li> </ul>		

System Support (Building 30%)	Time & Task Analysis: 15.60%
<p>System Support consists of management activities that establish, maintain, and enhance the total Guidance Program.</p> <ul style="list-style-type: none"> <li>Attend District Guidance meetings</li> <li>Coordinate 1<sup>st</sup> and 2<sup>nd</sup> grade Achievement tests</li> <li>Collaborate with Teachers and Staff</li> <li>Coordinate Red Ribbon Week activities</li> <li>Maintained a Professional Library for Parents and Teachers</li> <li>Participate on Building Leadership Team</li> <li>Participate on Positive Behavior Support Team</li> <li>Communicate with other districts on incoming and outgoing students</li> <li>Participate in Transition meetings for student placement</li> <li>Traditional roles in other buildings</li> <li>Coordinate tutoring with an advisor</li> <li>Coordinate Middle School Peer Mentors with Teachers and Middle School Counselors</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>Illness School Educators Association</li> <li>Illness Staff Teachers Association</li> <li>ELL Workshops</li> </ul>	

**2013-2014 Camdenton R-III Schools Guidance Report**

Counselor: *Steph Ryzel*

Guidance Curriculum (20%)	Time & Task Analysis: 13.00%	(Building 15-25%)
<p>The focus of the guidance curriculum on the developmental needs of all students. It provides benefits to individual students by addressing their intellectual, emotional, social and psychological needs. It is developmental and includes age-appropriate activities designed to address the needs of all students by helping them acquire competencies in three major areas, Personal &amp; Social Development, Academic Development, and Career Development (see Individual Plan tool). This report will look at the state OLE (grade-level expectations) and how they align with "your standards." The standards are listed below:</p>		

<p><b>Classroom Presentations</b></p> <ul style="list-style-type: none"> <li>Discusses the personal characteristics to maintain a positive self-concept and become a contributing member of the school community</li> <li>Review and implement strategies to resolve problems and resolve peacefully</li> <li>Identify problem-solving, decision-making, and social skills needed to make informed healthy choices.</li> <li>Identify coping skills for managing life change or stress.</li> <li>Identify and apply positive communication skills.</li> </ul> <p><b>Planned Special Events</b></p> <ul style="list-style-type: none"> <li>Red Ribbon Week Assembly</li> <li>Drug Awareness Month</li> <li>Bully Awareness Month</li> </ul>
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Individual & Career Planning	Time & Task Analysis: 25.00%	(Building 25-35%)
<ul style="list-style-type: none"> <li>Academic Goal Setting</li> <li>Supporting One-Step School Planning</li> </ul>		

Response Services	Time & Task Analysis: 24.00%	(Building 15-35%)
<ul style="list-style-type: none"> <li>Class Counseling</li> <li>Peer Mediation</li> <li>Anger Management Group</li> <li>Social Skills Building through art</li> <li>Individual Counseling</li> <li>Referrals</li> </ul>		

System Support	Time & Task Analysis: 1.00%	(Building 15-35%)
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Parent, Teacher, and Community Agency Communications</li> <li>Guidance and counseling program evaluation activities</li> <li>School Issues with Classroom Teachers</li> <li>Communicate with local parent health professional and organizations</li> </ul> <p><b>Committee &amp; Team Involvement</b></p> <ul style="list-style-type: none"> <li>Positive Behavior Support Tier III Team</li> <li>Building Leadership Team</li> <li>Interventionist Team</li> </ul> <p><b>Professional Development - In District</b></p> <ul style="list-style-type: none"> <li>New Teacher Training</li> <li>Professionals Development - Conference on Alternative (Out of District)</li> <li>Positive Behavior Support and Intervention Tier Planning</li> </ul> <p><b>Partners' Events</b></p> <ul style="list-style-type: none"> <li>MAP Testing</li> <li>Health Presenting</li> </ul>		

Non Guidance Activities	Time & Task Analysis: 40.00%	(Building 25%)
<ul style="list-style-type: none"> <li>Off and On Campus Activity Supervision</li> </ul>		

**2013-2014 Hurricane Deck and Ossage Beach Elementary Schools**  
Counselors: *Kathleen Oelschlaeger & Rick Pop*

Guidance Curriculum (20%)	Time & Task Analysis: 25.50%	(Building Goal: 20%)
<p>The purpose of the guidance curriculum is to facilitate student personal growth and development, provide academic achievement and positive mental health, and assist students in acquiring and using life career skills. The counselors, Kathy Oelschlaeger and Rick Pop, instructed the guidance lessons per week in every classroom. The weekly guidance lesson plans were obtained from a variety of resources: Missouri Comprehensive Guidance Program (national), ABE 3 Quick Character Program, Tenor Research Series, Charlotte-Mecklenburg Schools, Clatsop County School's 4 Pillars Manual, Council STIP Curriculum Domains designed to reduce aggressive behavior and increase social competence), Lesson Plans, Leader in Me resources, and several others.</p>		

- Areas covered in guidance lessons include the following:
- understanding feelings
  - ways to express feelings appropriately
  - problem solving steps and practice
  - ways to say no to drugs
  - effects of drugs
  - peer pressure (good and bad)
  - dealing with life-changing events
  - identifying positive and negative character traits
  - understanding self and social situations
  - setting rules in general and on buses
  - knowing individual responsibility/cooperation/volunteering
  - goal setting and achievement of goals
  - social learning skills/decision-making strategies
  - cause and effect
  - relationships between our purpose and our accident
  - and using accident statistics
  - meal
  - ways to effectively discuss in a group
  - bullying - What is it? Are you a bully?
  - how to deal with bullying
  - causes
  - character education
  - intentionality
  - knowing STIP lessons
  - reporting vs. tattling
  - distraction making
  - good looks that teach
  - understanding and accepting disabilities

A wide variety of activities were used to engage all students in having fun while learning and developing new skills. Additional goals of the guidance curriculum focused on supporting the academic areas and a major emphasis on anti-bullying. A Guidance curriculum focused on supporting the academic areas and a major emphasis on anti-bullying. A Guidance curriculum focused on supporting the academic areas and a major emphasis on anti-bullying. A Guidance curriculum focused on supporting the academic areas and a major emphasis on anti-bullying.

Individual Planning	Time & Task Analysis: 0%	(Building Goal: 10%)
<p>Individual Planning activities in the classroom setting help all students to plan, monitor, and manage their own learning, as well</p>		

<p>in personal and career development. The focus is on individualized and personalized learning planning. * Reference not applicable to grade level.</p>	
<p><b>Response Services</b></p> <p><b>Time &amp; Task Analysis: 23.1% (Building Goal: 13%)</b></p> <p>Response Services are activities that meet the needs of students with unique learning needs, including, but not limited to, students with disabilities, gifted, and other students, and/or students with unique learning needs within the community.</p> <ul style="list-style-type: none"> <li>• Conduct numerous individual sessions with students, staff, and parents in response to a crisis</li> <li>• Organize and facilitate many small group sessions: conflict resolution, social skills, anger management, study skills, and flexibility plans</li> <li>• Coordinate and manage detailed records of student behaviors for documentation</li> <li>• Respond in a crisis with Helpline Calls</li> <li>• Refer to outside agencies: Pathways, Kids Helpline, etc.</li> <li>• Contact local agencies: Pathways, Kids Helpline, Rape Crisis, Big Brothers and Big Sisters, Missouri Alliance and various other agencies</li> <li>• Serve as the District Crisis Team</li> </ul>	

<p><b>System Support</b></p> <p><b>Time &amp; Task Analysis: 30.9% (Building Goal: 13%)</b></p> <p>System Support consists of management activities that establish, maintain, and enhance the total guidance program as well as other educational programs in the school and/or district.</p> <ul style="list-style-type: none"> <li>• Coordinate and implement the following activities:             <ul style="list-style-type: none"> <li>• Facilitate the Big Brother and Big Sister Program</li> <li>• Sponsor the after school program: CITIC-SERVICE LEARNING INTEREST CLASS FOR KIDS</li> <li>• Attend District Counselor Meetings</li> <li>• Liaison with Children's Division</li> <li>• Attend Lake Area Prevention Team meetings</li> <li>• Coordinate Student Intervention Team at Harrison Ditch School</li> <li>• Coordinate Student Intervention Team at Charge Ranch School</li> <li>• Coordinate study table program</li> <li>• Review Study Observations</li> <li>• Coordinate Leadership Program</li> </ul> </li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Missouri Comprehensive Guidance Program: Instructional Strategies that Work for the Guidance Counselor - A Guide for Professional and Student Counselors</li> <li>• Missouri School Counselor Association Conference</li> <li>• Member of ASCA</li> <li>• Member of MSTA</li> <li>• Member of CTA</li> <li>• Member NCA</li> <li>• District in-service Trainings</li> <li>• Data training</li> </ul>	
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<p><b>Job Guidance Activities</b></p> <p><b>Time &amp; Task Analysis: 14.8% (Building Goal: 8%)</b></p> <p>Job Guidance Activities are tasks that the counselor may currently be performing, but are not part of the Missouri Comprehensive Guidance Program.</p> <ul style="list-style-type: none"> <li>• Train staff for CTES Team News Training (grades 1 and 2)</li> <li>• Coordinate CTES Team News Training (grades 1 and 2) regularly, including the books, the whole-school and online.</li> </ul>	
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**2013-14 Oak Ridge Intermediate Guidance Report**

Counselors: Janin English and Deann L. Martin

<p><b>Guidance Curriculum (Building Goal: 10%)</b></p> <p><b>Time &amp; Task Analysis: 19% (Goal: 15-22%)</b></p> <p>The focus of the guidance curriculum is on the developmental needs of all students. It provides benefits to individual students by addressing their intellectual, emotional, social and psychological needs. It is developmental and includes sequential activities designed to address the needs of all students by helping them acquire competencies in three major areas: Personal &amp; Social Development, Academic Development, and Career Development (see Individual Planning). This year, we took the state OLEs (grade-level equivalents) and broke them down into "power standards." The standards are listed below:</p> <p><b>5th Grade Guidance &amp; Competencies</b></p> <ul style="list-style-type: none"> <li>• <b>Personal &amp; Social Development</b> <ul style="list-style-type: none"> <li>• Demonstrate the personal characteristics to maintain a positive self-concept and become a contributing member of the school community.</li> <li>• Establish and demonstrate respect for others.</li> <li>• Review and implement strategies to resolve problems and conflicts successfully.</li> <li>• Apply personal safety strategies to their relationships and interactions (including):</li> <li>• Identify coping skills for managing life changes or events.</li> </ul> </li> <li>• <b>Academic Development</b> <ul style="list-style-type: none"> <li>• Demonstrate study skills, test-taking strategies, and time management to enhance academic achievement.</li> </ul> </li> </ul> <p><b>6th Grade Guidance &amp; Competencies</b></p> <ul style="list-style-type: none"> <li>• <b>Personal &amp; Social Development</b> <ul style="list-style-type: none"> <li>• Identify individual strengths and develop strategies for personal growth.</li> <li>• Demonstrate skills needed to participate in teambuilding.</li> <li>• Identify interpersonal skills needed to maintain quality relationships.</li> <li>• Apply problem-solving and conflict-resolution skills to new challenges.</li> <li>• Identify problem-solving, decision-making, and refusal skills needed to make sound healthy choices in social situations, especially when personal safety of self and others may be compromised.</li> <li>• Identify coping skills to deal with life-changing events.</li> </ul> </li> <li>• <b>Academic Development</b> <ul style="list-style-type: none"> <li>• Develop and practice study skills and test-taking strategies, as well as time-management strategies.</li> <li>• Develop an understanding of educational tasks and skills necessary to make a smooth transition to middle school.</li> </ul> </li> </ul> <p><b>Planned Special Events</b></p> <ul style="list-style-type: none"> <li>• Anti-Bullying Week (first week of October)</li> </ul>	
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<p><b>Individual Planning (10%)</b></p> <p><b>Time &amp; Task Analysis: 46.0% (Building Goal: 10%)</b></p> <p><b>Approach: Educational &amp; Career Planning</b></p> <p><b>6th Grade Career Development</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the roles and responsibilities of workers within the six career paths.</li> <li>• Compare interests and strengths with those of students in the global community and recognize the training</li> </ul>	
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<p><b>Professional Development - Conference Attendee (One of 15 total)</b></p> <ul style="list-style-type: none"> <li>• Positive Behavior Support (PBA) Out Training</li> <li>• Missouri School Counselor Association state conference</li> </ul> <p><b>*Out of State* Dates</b></p> <ul style="list-style-type: none"> <li>• A+ training</li> <li>• Building lives and creating value</li> </ul>	
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<p><b>Professional Development - Conference Attendee (One of 15 total)</b></p> <ul style="list-style-type: none"> <li>• Positive Behavior Support (PBA) Out Training</li> <li>• Missouri School Counselor Association state conference</li> </ul> <p><b>*Out of State* Dates</b></p> <ul style="list-style-type: none"> <li>• A+ training</li> <li>• Building lives and creating value</li> </ul>	
<p><b>Job Guidance Activities</b></p> <p><b>Time &amp; Task Analysis: 19% (Goal: 8%)</b></p> <ul style="list-style-type: none"> <li>• IQ testing, reports and interpretation</li> <li>• Career counseling</li> <li>• Job Release, Evaluation, and Plans</li> <li>• Interventions with students when principals are out of the building</li> <li>• Announcements and how they were principal are out of the building</li> <li>• BAP meeting related duties</li> <li>• Scheduling and inventory</li> <li>• Annual training, tests, faculty and staff</li> <li>• Test and function tests held on a daily basis</li> <li>• Make speeches and speeches for assignments</li> </ul>	

**Oak Ridge Counselors - Highlights for 2013-14:**

- **SWAT (School-Wide Assistance Team)**: Mr. English heads up this team, which works to assist with both academic and behavioral interventions. The main concern of both counselors, an administrator, an special services person coordinate, a reading specialist, and American teacher representatives. The team makes suggestions for data collection, discuss any potential need for further collection of data and formulate individual behavior plans. The team was formed and has following meetings to monitor progress. The team will meet 10/13/13, 11/13/13, 12/13/13, 1/14/14, 2/14/14, 3/14/14.
- **Tutorial Intervention Groups**: Counselors developed curriculum for and implemented four different intervention groups this year:
  - **Head Start** - an anger management group for boys. Goals included identification of body signals, triggers and how to cope at school, and ways to manage them up. Three different groups were developed at the start, and each group met once a week for 6 weeks.
  - **Stages of Life** - a personal suggestion group for girls. Goals included understanding related and suggest on "choices" and understand, and development of strategies for understanding healthy relationships. They met on groups met throughout the year, and each group met once a week for 4 weeks.
  - **Positive Youth** - a health related group for boys and girls. Goals included understanding body language, respecting personal space, understanding and development of cooperation skills. Two different groups met throughout the year, and each group met once a week for 4 weeks.
  - **Strategic School** - a group group for students who have lost a parent. Two groups were run concurrently, one for 3rd grade and one for 6th grade. Students started meeting on November 13 and met weekly throughout the school year.
- **"The Lightshouse" (Crisis Unit)**: Oak Ridge started a Crisis Unit in the "Crisis Unit" taking donations of gently used clothing. Teachers and students on an on-going basis, plus we had two open houses for students which were well received. A local church helped us to provide our students and families with clothing donations to provide hygiene items as requested. Big thank yous to all who donated, and our community help helped with laundry. Teachers have been overwhelmed and helped. It has been a blessing. We have been blessed. The name for The Lightshouse is with our building 3753 done.
- **Project PASS Initiative**: Counselors worked with PASS members over a week-end retreat. Details on career education, social skills, and self-esteem. Students were placed in small groups and participated in a variety of career and general activities.

<p><b>IP (10%)</b></p> <ul style="list-style-type: none"> <li>• Attend RPD/SLAP training at School Trauma Conference</li> <li>• Provide math testing for staff</li> <li>• Coordinate MAP/College, Achievement, reading test books, test administration, and math-o-rama</li> <li>• Administer cognitive testing: CBT-1, Special Education</li> <li>• Attend 5th training</li> <li>• Coordinate 5th Plans</li> <li>• Coordinate Student Intervention Teams</li> <li>• Coordinate meetings</li> <li>• Review PASS materials</li> <li>• Review and transfer records</li> <li>• Lunch Duty</li> <li>• Tardies Duty</li> </ul>	
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<p><b>System Support (Building Goal: 13%)</b></p> <p><b>Time &amp; Task Analysis: 30.9% (Building Goal: 13%)</b></p> <p>System Support consists of management activities that establish, maintain, and enhance the total guidance program as well as other educational programs in the school and/or district.</p> <ul style="list-style-type: none"> <li>• Coordinate and implement the following activities:             <ul style="list-style-type: none"> <li>• Facilitate the Big Brother and Big Sister Program</li> <li>• Sponsor the after school program: CITIC-SERVICE LEARNING INTEREST CLASS FOR KIDS</li> <li>• Attend District Counselor Meetings</li> <li>• Liaison with Children's Division</li> <li>• Attend Lake Area Prevention Team meetings</li> <li>• Coordinate Student Intervention Team at Harrison Ditch School</li> <li>• Coordinate Student Intervention Team at Charge Ranch School</li> <li>• Coordinate study table program</li> <li>• Review Study Observations</li> <li>• Coordinate Leadership Program</li> </ul> </li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Missouri Comprehensive Guidance Program: Instructional Strategies that Work for the Guidance Counselor - A Guide for Professional and Student Counselors</li> <li>• Missouri School Counselor Association Conference</li> <li>• Member of ASCA</li> <li>• Member of MSTA</li> <li>• Member of CTA</li> <li>• Member NCA</li> <li>• District in-service Trainings</li> <li>• Data training</li> </ul>	
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<p><b>6th Grade Career Development</b></p> <ul style="list-style-type: none"> <li>• Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.</li> <li>• Identify roles and functions in non-technical work roles.</li> <li>• Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.</li> </ul> <p><b>Special Services (see notes)</b></p>	
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<p><b>Response Services (Building Goal: 10%)</b></p> <p><b>Time &amp; Task Analysis: 30% (Goal: 25-34%)</b></p> <ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Tutorial Intervention Groups (see highlights at end of report)</li> <li>• Attendance Club</li> <li>• Check-In/Check-Out Individual Behavior Plans (daily rings)</li> <li>• Study table</li> <li>• Clothes Closet ("The Lightshouse")</li> <li>• Distribution of School Supplies</li> <li>• Referrals to Children's Division (i.e. Helpline Calls)</li> <li>• Referrals to Outside Agencies</li> <li>• Collaboration with Outside Agencies</li> <li>• Conflict Resolution</li> <li>• Collaboration with School Nurse, Faculty, Staff, Parents</li> </ul>	
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<p><b>System Support (Building Goal: 13%)</b></p> <p><b>Time &amp; Task Analysis: 19% (Goal: 15-20%)</b></p> <p><b>Commissioning</b></p> <ul style="list-style-type: none"> <li>• Provide orientation to staff detailing guidance and counseling highlights</li> <li>• Monday meeting meetings with principal</li> <li>• Lunch team with Children's Division</li> <li>• Parent orientation</li> <li>• Orientation with local mental health professionals and organizations</li> <li>• Seeking volunteer organizations regarding the Study Table program</li> </ul> <p><b>Committee &amp; Team Involvement</b></p> <ul style="list-style-type: none"> <li>• Positive Behavior Support Team</li> <li>• SWAT (School-Wide Assistance Team)</li> <li>• Building Leadership Team</li> <li>• District Guidance Team</li> <li>• Special Services Team</li> </ul> <p><b>Professional Development - In District</b></p> <ul style="list-style-type: none"> <li>• Missouri Counselor training</li> <li>• 5th training</li> <li>• IQ testing training</li> </ul>	
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<p><b>Professional Development - Conference Attendee (One of 15 total)</b></p> <ul style="list-style-type: none"> <li>• Positive Behavior Support (PBA) Out Training</li> <li>• Missouri School Counselor Association state conference</li> </ul> <p><b>*Out of State* Dates</b></p> <ul style="list-style-type: none"> <li>• A+ training</li> <li>• Building lives and creating value</li> </ul>	
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**2013-2014 Completion R-III Schools Guidance Report**

Building: Middle School Counselor: Pat McWhirter and Becki Leno-Rovinsky

<p><b>Guidance Curriculum</b></p> <p><b>Time &amp; Task Analysis: 15.00% (Goal: 15-25%)</b></p> <p><b>Classroom Presentations</b></p> <ul style="list-style-type: none"> <li>• Missouri Connections - Career Choice Inventory/Intrinsic Profiler</li> <li>• Career Choices, Career Research</li> <li>• Guest Speakers: Various Career Presentations</li> <li>• Alcohol and Drug Use Lessons</li> <li>• Cyber Bullying Lessons</li> </ul> <p><b>Planned Special Events</b></p> <ul style="list-style-type: none"> <li>• Student Voice Team Events</li> <li>• Sixth Grade Orientation</li> <li>• Seventh Grade Orientation</li> <li>• Eighth Grade Orientation</li> <li>• BACK UP Pledge Night</li> <li>• National Junior Honor Society Ceremony</li> <li>• Assembly on Bullying (Make A Difference... Stop Bullying)</li> <li>• Capstone Parent/Student Meeting</li> </ul>	
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<p><b>Individual Planning</b></p> <p><b>Time &amp; Task Analysis: 25.00% (Goal: 25-35%)</b></p> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>• Reviewed Assessment Data for Classroom Placement</li> <li>• Reviewed NEW/SLAP Capstone for Classroom Placement</li> <li>• Advised 6-Year Plans of Study</li> <li>• Revised Schedule Checklist</li> <li>• F Lists/Advised Student/Intervention</li> <li>• Coordinate Homebound Instruction/Paperwork</li> <li>• Coordinate Odyssey Online Coursework for Homebound and At-Risk Students</li> <li>• Review and Interpret Test Scores: Parent Meetings/Team Meetings</li> <li>• Recruit Students for After School Tutoring</li> <li>• Recruit Students for project PASS</li> <li>• Recruit Students for Capstone County Youth Excel - Leadership Training Program</li> <li>• Recruit Students for Diagnostic Monitoring Program</li> </ul> <p><b>Educational &amp; Career Planning</b></p> <ul style="list-style-type: none"> <li>• Advised and Completed 6-year Plans of Study</li> <li>• Created 6-Year Plans of Study</li> <li>• Developed Student Schedules 7th and 8th Grade Years</li> </ul> <p><b>Response Services</b></p> <p><b>Time &amp; Task Analysis: 35.00% (Goal: 25-35%)</b></p> <ul style="list-style-type: none"> <li>• A+ Training Building Coordinator</li> </ul>	
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<ul style="list-style-type: none"> <li>• Anti-Bullying-Club Group Meetings</li> <li>• Individual Counseling-Assisted students with peer relationships, emotional problems, family problems, health issues, grade issues, etc.</li> <li>• Group Counseling: Social Skills, Peer Interaction, Study Skills, Anti-Bullying</li> <li>• Reporting Child Abuse and Neglect Concerns to Missouri hotline</li> <li>• Make Referrals to the School Nurse</li> <li>• Make Community Based Agency Referrals to Parents</li> <li>• Maintained and Coordinated an Attendance Club for Students with Chronic Attendance Problems</li> <li>• Christmas in Sharing Project</li> <li>• Central Food Collection for the Family</li> <li>• Make and Distribute Buddy Parks</li> <li>• Serve on Committee for Grade Association</li> <li>• Lakes' Closet - Clothing School Supplies/Food Closet for Student Use</li> <li>• Children's Division Interviews</li> <li>• Acceleration/Retention Meetings</li> <li>• Ties for Even Money Collection</li> </ul>
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<b>System Support</b> Time & Task Analysis: 15.00% (Item 15-20%)
<b>Communication</b> <ul style="list-style-type: none"> <li>• Communication with faculty and students through bulletin items, email, newsletters and bulletin board.</li> <li>• District Guidance Meetings</li> <li>• District Professional Development Sessions</li> <li>• Program Evaluation: Worked on Internal Improvement Review (IIR)</li> <li>• Aligned Interdisciplinary Team Meetings</li> </ul>
<b>Committee &amp; Team Involvement</b> <ul style="list-style-type: none"> <li>• Building Leadership Team</li> <li>• Transition Focus Team</li> <li>• Vertical Support Services Team</li> <li>• LCTC Guidance Advisory Team</li> <li>• Attendance Focus Team</li> <li>• A+ Advisory Team</li> <li>• Career Readiness Focus Team</li> <li>• Making Middle Schools Work Team</li> <li>• Standard Based Grading Focus Team</li> </ul>
<b>Professional Development - In-District</b> <ul style="list-style-type: none"> <li>• MAP Manual Training</li> <li>• EOC Manual Training</li> </ul>
<b>Professional Development - Conferences Attended (Out of District)</b> <ul style="list-style-type: none"> <li>• Missouri School Counselor Association Fall Conference</li> <li>• International Baccalaureate Training</li> </ul>

<b>Non Guidance Activities (Total 9%)</b> Time & Task Analysis: 10.00%
<ul style="list-style-type: none"> <li>• Build Master Schedule</li> <li>• Grade Reporting Coordinator</li> <li>• MAP Test Coordinator</li> <li>• EOC Test Coordinator</li> <li>• Case Manager for 504 Students</li> <li>• IQ Testing and Interpreting</li> <li>• Sponsoring for President's Academic Excellence Awards</li> <li>• Junior Future Farmers of America Sponsor</li> <li>• National Junior Honor Society Sponsor</li> <li>• BACK - UP Sponsor</li> <li>• PASS Teacher</li> <li>• The Voice Sponsor</li> </ul>

- New Activity Highlights for 2013-2014:**
- Junior Future Farmers of America Sponsor
  - National Junior Honor Society Sponsor
  - BACK - UP Sponsor
  - PASS Teacher
  - The Voice Sponsor
  - International Baccalaureate Training
  - Career Readiness Focus Team
  - Making Middle Schools Work Team
  - Standard Based Grading Focus Team

**2013-2014 Camdenon R-III Schools Guidance Report**

Building: Lake Center & Technical Center  
 Coordinator: Liz Tapp

<b>Guidance Conference</b> Time & Task Analysis: 16.4% (Item 15-21%)
<b>Classroom Presentation</b> <ul style="list-style-type: none"> <li>• Facilitate Orientation/Workshop Schedule &amp; CTE Grade Level Orientation Night</li> <li>• 9<sup>th</sup> Grade FACES Classes - Transitioning Advisory</li> <li>• Beginning of school year orientation/transition &amp; orientation &amp; transition services provided &amp; materials available in the Guidance &amp; Counseling Center, Career &amp; Technical Center, open, financial assistance for CTE membership, Success First &amp; Student Leadership options &amp; program products available</li> <li>• Beginning of year orientation/transition for all LCTC classes/programs</li> <li>• Preparation and information sharing for college and career related activities</li> <li>• Study skills for Medical Technology students</li> </ul>
<b>Shared Special Events</b> <ul style="list-style-type: none"> <li>• WCC &amp; CTE - Career Center Tours for other school - "I-LETC" visits</li> <li>• 9<sup>th</sup> Grade Career Center Tours</li> <li>• Camdenon 9<sup>th</sup> Grade FACES Classes - Career Center Tours</li> <li>• 9<sup>th</sup> Grade CTE Career Guidance Activity Presentation &amp; Career Center Tours - Camdenon, Clinton Springs, Marks Creek &amp; Osgood</li> <li>• 9<sup>th</sup> Grade CTE Career Guidance Activity Presentation &amp; Career Center Tours - Camdenon, R-III</li> <li>• 10<sup>th</sup> Grade CTE Career Guidance Activity Presentation &amp; Career Center Tours - Clinton Springs, Marks Creek &amp; Osgood</li> <li>• Financial Aid Assistance (FAFSA completion) Nights - @ LCTC, 1 @ CHS, 1 @ Clinton Springs</li> <li>• College Night @ CHS</li> <li>• Project Month Living Expo @ home Social game - CHS</li> <li>• Senior Leadership Meeting w/ Parents</li> <li>• CTE/Career Show at LCTC</li> <li>• Open House at LCTC</li> <li>• Career Exploration Activities with 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade sending school and Camdenon students</li> <li>• Dogwood Elementary Career Fair Participants</li> </ul>

<b>Individual Guidance</b> Time & Task Analysis: 31.5% (Item 15-21%)
<b>Advisory</b> <ul style="list-style-type: none"> <li>• Coaching and mentoring open class intervention</li> <li>• Daily check in with grade reporting cycle - working with students @ LCTC who are falling over academic classes</li> </ul>
<b>Transition &amp; Career Planning</b> <ul style="list-style-type: none"> <li>• Coordinate CTE enrollment for Camdenon, Clinton Springs, Marks Creek &amp; School of the Ozarks orientation meeting LCTC</li> <li>• Coordinate "Master A Tech" program for prospective students to complete CTE program observation prior to enrollment</li> <li>• Coordinate pre-enrollment activities during LEAD Time for CHS 10<sup>th</sup> &amp; 11<sup>th</sup> grades @ LCTC</li> <li>• Provide academic change/transition from open program Plan of Completion (POC)</li> <li>• Schedule representation from community colleges, state technical schools &amp; military for individual visit</li> <li>• Review, interpret and analyze COMPASS test results for students/parents</li> <li>• Provide individual assistance with POC completion</li> <li>• Provide individual assistance with post-secondary education applications</li> <li>• Discuss scholarship opportunities with students/parents</li> <li>• Collaborate with Intervention/Placement, Student Services and SP contact</li> </ul>
<b>Response Services</b> Time & Task Analysis: 25.0% (Item 15-21%)
<ul style="list-style-type: none"> <li>• Refer students with signs for mental health needs</li> <li>• Provide individual counseling for students as needed (academic, personal, social)</li> <li>• Assist students with meeting personal hygiene supplies &amp; clothing, as well as financial need resources, completing applications for transitional, work learning housing, meeting medical assistance</li> <li>• Reach out and coordinate LCTC referral groups</li> <li>• Student Health Initiative</li> <li>• Intervention Team - establish Cycle of Intervention chart, policies and procedures, complete individual interventions, with identified student &amp; complete parent contact</li> </ul>

**2013-2014 Camdenon R-III Schools Guidance Report**

Building: Western Lakes Educational Center  
 Coordinator: Jamie Miller

<b>Guidance Conference</b> Time & Task Analysis: 15.0% (Item 15-21%)
<b>Classroom Presentation</b> <ul style="list-style-type: none"> <li>• Career Fair - New Interest and Skills are Relevant</li> <li>• Managing Conflict &amp; Communication Styles</li> <li>• Time &amp; Team Building</li> <li>• Peer Academy Plans</li> <li>• Creating Resumes with all Life Skills classes</li> <li>• MO Connections - Career Center Inventory with all Life Skills classes</li> <li>• MO Connections - Career Center Inventory with all Life Skills classes</li> <li>• MO Connections - Family Check with all Life Skills classes</li> </ul>
<b>Shared Special Events</b> <ul style="list-style-type: none"> <li>• Financial Aid Assistance (FAFSA completion) Nights - @ LCTC</li> <li>• Open House at Western</li> </ul>
<b>Individual Guidance</b> Time & Task Analysis: 36.3% (Item 15-21%)
<ul style="list-style-type: none"> <li>• Assist students in understanding all classes who are identified as students</li> <li>• Daily check in with grade reporting cycle - working with students @ Western who are falling over academic classes at LCTC</li> <li>• Coordinate pre-enrollment activities for all Western students</li> <li>• Provide academic change/transition from open program Plan of Completion (POC)</li> <li>• Schedule representation from community colleges, state technical schools &amp; military for individual visit</li> <li>• Provide FAFSA assistance for all students who are interested</li> <li>• Provide individual assistance with post-secondary education applications</li> <li>• Discuss scholarship opportunities with students/parents</li> <li>• Talk students to college &amp; military colleges in models for you</li> <li>• Helped students complete ASVAB assessment</li> <li>• Transition Fair at State Fair Community College - Osgood Branch</li> </ul>
<b>Response Services</b> Time & Task Analysis: 19.0% (Item 15-21%)
<ul style="list-style-type: none"> <li>• Provide individual counseling for students as needed (academic, personal, social)</li> <li>• Assist students with meeting personal hygiene supplies &amp; clothing, as well as financial need resources, completing applications for transitional, work learning housing, meeting medical assistance</li> <li>• Reaching out to community resources to provide funds for utilities and rent for needy students with family needs</li> <li>• Student Health Initiative</li> <li>• Help plan for the future, complete positive self-esteem - responsible for decisions</li> </ul>
<b>System Support</b> Time & Task Analysis: 31.0% (Item 15-21%)
<b>Communication</b> <ul style="list-style-type: none"> <li>• Communicate with students, parents &amp; alumni through bulletin boards, classroom visits, individual appointments, phone calls and email.</li> <li>• Communicate with teachers and administrators about effective methods of helping students become successful.</li> <li>• Participated in Parent Training Conference</li> <li>• Participated in IEP meetings</li> <li>• Lead Self Learning with parents and teachers, as well as reach community changes to 504 plans</li> <li>• Work with Vocational Rehab representative about students needing post-secondary training.</li> </ul>
<b>Committee &amp; Team Involvement</b> <ul style="list-style-type: none"> <li>• LCTC Student Services Advisory Team member</li> <li>• Student Leadership Team member</li> <li>• Member of Lake Area Career Initiative team - weekly meetings to community regarding needs of students and parents.</li> <li>• The Lake Resources Committee</li> </ul>
<b>Professional Development - In-District</b> <ul style="list-style-type: none"> <li>• Missouri Core State Standards Curriculum activity at MOCC</li> <li>• Professional Collaboration Session - District Guidance Team</li> </ul>

**2013-2014 Camdenon R-III Schools Guidance Report**

Building: Lake Center & Technical Center  
 Coordinator: Liz Tapp

<b>System Support</b> Time & Task Analysis: 14.1% (Item 15-20%)
<b>Communication</b> <ul style="list-style-type: none"> <li>• Communication with students, parents &amp; alumni through the LCTC website, bulletin boards, classroom visits, individual appointments, phone calls and email.</li> <li>• LCTC Annual Awards Assembly</li> <li>• Student LCTC Parent Fall or Open House</li> </ul>
<b>Committee &amp; Team Involvement</b> <ul style="list-style-type: none"> <li>• LCTC Student Services Advisory Team member</li> <li>• A+ Guidance &amp; CTE Advisory Committee for Clinton Springs, Marks Creek &amp; School of the Ozarks</li> <li>• Camdenon R-III District Guidance Team member</li> <li>• Coordinator &amp; Lead EOC System of Support meeting in Fall &amp; Spring for 6-12 connection in our community.</li> <li>• Areas of Career Interest at CHS - Camdenon 10 member</li> <li>• Interacting with MOCC from committee member</li> </ul>
<b>Professional Development - In-District</b> <ul style="list-style-type: none"> <li>• SIS 11 Training - Guided Case, Outreach, Setup, Public View &amp; Setup</li> <li>• Social Investment Training</li> <li>• Professional Collaboration Session - District Guidance Team</li> <li>• New Teacher Orientation Training</li> <li>• HSPT/CTC/CHS/CHS/CHS Training</li> <li>• State &amp; National Training/Conferences Training</li> </ul>
<b>Professional Development - Out of District</b> <ul style="list-style-type: none"> <li>• Missouri School Counselor Association (MSCA) Fall Conference</li> <li>• Missouri Association of Career Services (MACS) - Fall Conference</li> <li>• Missouri Association for Career &amp; Technical Education (MOCCTE) Summer Conference</li> <li>• FAFSA Family Training</li> <li>• State Mentor Program for New Counselor Training</li> </ul>
<b>Other Activities</b> <ul style="list-style-type: none"> <li>• Chaperoning school functions</li> <li>• Help plan occasional, temporary, expansion</li> <li>• Occasional substitute teaching</li> </ul>

<b>Non Guidance Activities</b> Time & Task Analysis: 3.3% (Item 9%)
<ul style="list-style-type: none"> <li>• Proctor COMPASS Test and complete data compilation &amp; analysis</li> <li>• Proctor Advanced Placement (AP) or Pre-AP Skill Assessments (PSA) for CTE Initiatives</li> <li>• Set up CTE night and welcome to SIS 12 for both CHS &amp; LCTC sites</li> <li>• MOCC Career Assessment for secondary to post-secondary CTE, Practice &amp; Tech Prep coding, &amp; 10-Step Guidance Follow-Up</li> <li>• Missouri Association of Career &amp; Technical Education (MOCCTE) Summer Conference</li> <li>• FAFSA Family Training</li> <li>• State Mentor Program for New Counselor Training</li> </ul>

- New Activity Highlights for 2013-2014:**
- 9<sup>th</sup> Grade Career Center Tours
  - FAFSA Family Show
  - Dogwood Elementary Career Fair Participants

**2013-2014 Camdenon R-III Schools Guidance Report**

Building: Western Lakes Educational Center  
 Coordinator: Jamie Miller

<b>Guidance Conference</b> Time & Task Analysis: 15.00% (Item 15-21%)
<b>Classroom Presentation</b> <ul style="list-style-type: none"> <li>• Career Fair - New Interest and Skills are Relevant</li> <li>• Managing Conflict &amp; Communication Styles</li> <li>• Time &amp; Team Building</li> <li>• Peer Academy Plans</li> <li>• Creating Resumes with all Life Skills classes</li> <li>• MO Connections - Career Center Inventory with all Life Skills classes</li> <li>• MO Connections - Career Center Inventory with all Life Skills classes</li> <li>• MO Connections - Family Check with all Life Skills classes</li> </ul>
<b>Shared Special Events</b> <ul style="list-style-type: none"> <li>• Financial Aid Assistance (FAFSA completion) Nights - @ LCTC</li> <li>• Open House at Western</li> </ul>
<b>Individual Guidance</b> Time & Task Analysis: 36.3% (Item 15-21%)
<ul style="list-style-type: none"> <li>• Assist students in understanding all classes who are identified as students</li> <li>• Daily check in with grade reporting cycle - working with students @ Western who are falling over academic classes at LCTC</li> <li>• Coordinate pre-enrollment activities for all Western students</li> <li>• Provide academic change/transition from open program Plan of Completion (POC)</li> <li>• Schedule representation from community colleges, state technical schools &amp; military for individual visit</li> <li>• Provide FAFSA assistance for all students who are interested</li> <li>• Provide individual assistance with post-secondary education applications</li> <li>• Discuss scholarship opportunities with students/parents</li> <li>• Talk students to college &amp; military colleges in models for you</li> <li>• Helped students complete ASVAB assessment</li> <li>• Transition Fair at State Fair Community College - Osgood Branch</li> </ul>
<b>Response Services</b> Time & Task Analysis: 19.0% (Item 15-21%)
<ul style="list-style-type: none"> <li>• Provide individual counseling for students as needed (academic, personal, social)</li> <li>• Assist students with meeting personal hygiene supplies &amp; clothing, as well as financial need resources, completing applications for transitional, work learning housing, meeting medical assistance</li> <li>• Reaching out to community resources to provide funds for utilities and rent for needy students with family needs</li> <li>• Student Health Initiative</li> <li>• Help plan for the future, complete positive self-esteem - responsible for decisions</li> </ul>
<b>System Support</b> Time & Task Analysis: 31.0% (Item 15-21%)
<b>Communication</b> <ul style="list-style-type: none"> <li>• Communicate with students, parents &amp; alumni through bulletin boards, classroom visits, individual appointments, phone calls and email.</li> <li>• Communicate with teachers and administrators about effective methods of helping students become successful.</li> <li>• Participated in Parent Training Conference</li> <li>• Participated in IEP meetings</li> <li>• Lead Self Learning with parents and teachers, as well as reach community changes to 504 plans</li> <li>• Work with Vocational Rehab representative about students needing post-secondary training.</li> </ul>
<b>Committee &amp; Team Involvement</b> <ul style="list-style-type: none"> <li>• LCTC Student Services Advisory Team member</li> <li>• Student Leadership Team member</li> <li>• Member of Lake Area Career Initiative team - weekly meetings to community regarding needs of students and parents.</li> <li>• The Lake Resources Committee</li> </ul>
<b>Professional Development - In-District</b> <ul style="list-style-type: none"> <li>• Missouri Core State Standards Curriculum activity at MOCC</li> <li>• Professional Collaboration Session - District Guidance Team</li> </ul>

- New Activity Highlights for 2013-2014:**
- 9<sup>th</sup> Grade Career Center Tours
  - FAFSA Family Show
  - Dogwood Elementary Career Fair Participants

Increased number of students who took ACT to assess  
 Increased number of students who applied and received scholarships from 1 to 5 from last school year.  
 Increased number of students with definite plans to attend college from last year.



**2013-2014 Camdenon R-III Schools Guidance Report**

Building: High School Counselor: Brian, Scott, Ryan, Brent

Guidance Curriculum	Time & Task Analysis: 1.18%	(Total 15.33%)
<b>Classroom Presentation</b> <ul style="list-style-type: none"> <li>All information presentation (in And On)</li> <li>Dual Credit Informational presentation (in And On)</li> <li>Presentations/Presentations (grades 9, 10, and 11)</li> <li>LEAD Time Course</li> </ul>		
<b>Present Special Events</b> <ul style="list-style-type: none"> <li>Financial education parent meeting</li> <li>ACT Prep Day (100 students participated)</li> <li>College Planning evening presentation for students and parents</li> <li>College Fair</li> <li>9<sup>th</sup> grade evening presentation meeting for parents</li> <li>Financial Aid evening presentation for students and parents</li> <li>Senior Scholarship process presentation for students and parents</li> </ul>		

Individual Meeting	Time & Task Analysis: 27.2%	(Total 35.25%)
<ul style="list-style-type: none"> <li>Summer individual senior student meetings</li> <li>Activities of counseling and school support student</li> <li>Classroom visits to facilitate presentation</li> <li>Student / Parent advisor meeting regarding college selection</li> <li>Student / Parent advisor meeting regarding post-secondary planning</li> <li>Assistant completion of senior personal plan of study</li> <li>Update of course selection based on summer school or its result</li> <li>Resolution of scheduling conflicts</li> <li>Documentation of individual student and student process</li> <li>Coordination of college / military representative visits</li> <li>Active graduation applications</li> <li>Parent / Teacher Conferences</li> <li>IEP consultations</li> <li>504 consultations</li> <li>Manitou Conferences - Student Education and Career Planning program sector</li> </ul>		

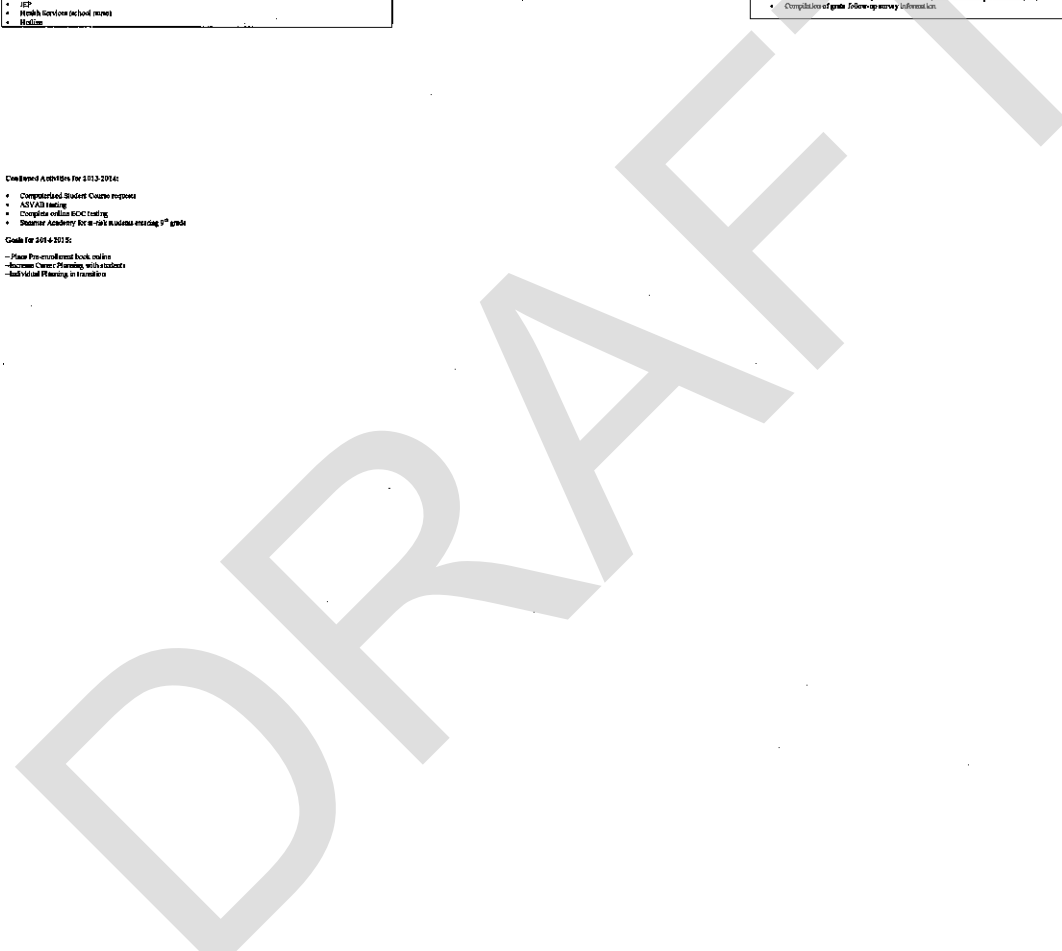
Support Services	Time & Task Analysis: 24.2%	(Total 35.35%)
<ul style="list-style-type: none"> <li>Student intervention team meetings for each 3 work grading period</li> <li>Student Schedule</li> <li>Individual student counseling</li> <li>Student / Parent / Teacher conference</li> </ul>		
<b>REFERENCES</b> <ul style="list-style-type: none"> <li>Zeta Homecoming Lab</li> <li>The Coach</li> <li>College Study Hall</li> <li>Computer Assisted Instruction</li> <li>Project Team</li> <li>Summer School</li> <li>Horizon</li> <li>MOE program</li> <li>504</li> <li>IEP</li> <li>Health Services (school nurse)</li> <li>Health</li> </ul>		

- Completed Activities for 2013-2014:**
- Computerized Student Course request
  - ASVAB testing
  - College online EOC testing
  - Senior Academy for 9-10-11 students entering 9<sup>th</sup> grade
- Goals for 2014-2015:**
- Have Pre-enrollment book online
  - Increase Career Planning with students
  - Individual Planning in transition

<ul style="list-style-type: none"> <li>Manitou Student Academy</li> <li>Boys State / Girls State</li> </ul>
<b>LIAISON</b> <ul style="list-style-type: none"> <li>State Liaison</li> <li>Pathways</li> <li>Children's Services</li> <li>Residential Care Facilities</li> <li>Parental Detention</li> </ul>
<b>SMALL GROUPS: One-Group Counseling</b>

Program Support	Time & Task Analysis: 1.18%	(Total 35.30%)
<b>Communication with students and parents</b> <ul style="list-style-type: none"> <li>Direct visits, emails, online presentation, local &amp; national board display, school music video, personal phone calls, individual appointments, and power presentations</li> </ul>		
<b>Present Events</b> <ul style="list-style-type: none"> <li>Orientation program</li> <li>Orientation</li> <li>Oral and electronic</li> <li>Open House</li> <li>Project Orientation</li> <li>Senior Scholarship Presentation</li> <li>All School Assembly</li> <li>Senior/Student Presentation</li> <li>National Honor Society</li> </ul>		
<b>Professional Development - Conference Attendee (Out of District)</b> <ul style="list-style-type: none"> <li>MSA Conference</li> <li>ACT Conference</li> </ul>		
<b>Teams and Committee Part of Job</b> <ul style="list-style-type: none"> <li>LCTC Advisory Committee</li> <li>AP Advisory Committee</li> <li>Professional Learning Community Team</li> <li>LEAD Time Advisory Committee</li> <li>Building Leadership Team</li> <li>Attendance Advisory Committee</li> <li>Project Lead the Way</li> <li>Business Advisory Team</li> <li>High Schools Time Work Leadership Team</li> </ul>		

New Guidance Activities	Time & Task Analysis: 1.07%	(Total 35%)
<ul style="list-style-type: none"> <li>Senior Skills Development and Maintenance</li> <li>Building-wide assessment administration</li> <li>Self-Image related to assessment</li> <li>College testing</li> <li>Updating Pre-enrollment book</li> <li>Classical and modern - 504 plans, career data for special programs (MO Student Academy, Boys State and Girls State, MO State Academy, MO Scholars 100, Local Scholarship Committee, etc)</li> <li>Completion of senior follow-up survey information</li> </ul>		



EXPLANATION: BOARD MEETINGS

This policy was amended for clarity and to incorporate changes made to the Sunshine Law by Senate Bill 170 (2013).

School Board members may legally participate in meetings electronically. However, § 610.015, RSMo, of the Sunshine Law previously prohibited Board members from casting roll call votes electronically, which meant that Board members could not cast any vote in closed session (where all votes are held by roll call) or in any open-session vote held by roll call. There was no limitation, however, on casting other votes. There is an emergency exception to the prohibition on roll call votes, but it rarely applies.

Senate Bill 170 has amended the law to allow Board members who participate in the meeting using videoconferencing to fully participate in all discussion and votes, regardless of how the vote is taken. The law still limits other electronic participation, such as conference calls. MSBA has revised this policy to incorporate the new law regarding videoconferencing.

In addition, MSBA has revised this policy to state that Board members "will," as opposed to "may," be allowed to participate in Board meetings electronically. MSBA recommends that all Board members who are unable to attend have this option. However, this is not legally required, and the district may revise this language.

MSBA recommends that copies of this document be posted in the following areas because the content is of particular importance to them. The sites are sites that may not match those used by the district. Please forward copies to the district equivalent of the site to discuss.

X	Board Secretary	Business Office	Counsel/Attorney	
	Facility Maintenance	Food Service	Gifted	
	Human Resources	Intelligence	Library/Media Center	
	IT/Network Services	Lawyer	Special Education	
	Transportation	Public Input/Communications	X	Technology

REFERENCE COPY

BOARD MEETINGS

General

A quorum must be present, whether physically or electronically, in order to conduct an official meeting. A quorum shall consist of four members of the Board of Education.

Meetings may be held in person or by means of communication equipment including, but not limited to, conference calls, video conferences, Internet chats or Internet message boards.

Meetings of the Board of Education shall be open to the public and the press unless closed as authorized by law.

All Board meetings shall be held at a place of sufficient size to accommodate the anticipated number of the public and at a time that is reasonably convenient. In addition, reasonable efforts shall be made to make the meeting accessible to individuals with disabilities. If any of these statutory requirements are not met, the nature of the cause for non-compliance for the meeting should always be stated in the Board minutes.

Audio, video and other electronic recordings of open meetings by outside parties, videoconferencing or other electronic means shall be allowed by law; however, the Board may establish guidelines regarding the manner in which such recordings are conducted to minimize disruption in the meeting. Recording a closed meeting is prohibited unless permission has been granted by the Board by resolution. By passing this policy the Board grants permission to the Board secretary to record closed meetings as necessary to fulfill his or her duties.

The Board may, from time to time, hold public hearings and invite participation of the public in the discussion of school matters.

The Board may, from time to time, ask advisory groups consisting of representative citizens of the district to meet with the Board and discuss major changes that may be anticipated in the school program.

Community organizations should convey in writing any request or suggestion to the Board in order that such request or suggestion will not be misinterpreted nor misunderstood through oral relay to the Board.

Meeting Notice

Public notice of all meetings shall be given in accordance with Board policy and law.

REFERENCE COPY

Regular Board Meetings

The Board of Education shall hold regular meetings throughout the year to transact such business as deemed necessary for the smooth operation of the school district.

The Board will hold its regular meeting on the second Monday of each month at 5:00 p.m. in the Board of Education office unless otherwise specified in the published notice of the meeting.

Special Board Meetings

Special Board meetings may be held from time to time as circumstances may demand. Special meetings of the Board may be held at a time fixed by the Board or on the call of the president. A special meeting may also be called by at least four members of the Board. Each member shall be notified of the time, place and purpose of the meeting a reasonable amount of time in advance of the meeting.

Electronic Participation

The Board may allow members to participate electronically in meetings where other Board members are physically present, and the Board may hold meetings where all Board members participate electronically. This participation may occur by telephone, videoconferencing or other electronic means. Board members may not simply vote electronically, but must: 1) be connected with the meeting throughout the discussion of business; 2) be able to hear or receive the same information as Board members physically present; and 3) participate in the discussion. If a Board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate until the next item of business is opened.

If the Board allows a member to participate electronically, the member may not be counted present and without his or her actual physical presence excused. The member shall be counted present for the purpose of convening or holding a quorum. If a Board member participates in a meeting electronically, the Board secretary will document which part in the minutes when members participate in the meeting electronically. In addition to this law, Board members participating electronically may not speak by roll call votes if they are participating by videoconferencing or another legal exception applies.

Board members participating electronically cannot cast roll call votes unless a district emergency exists and a quorum of the Board is physically present. If such an emergency exists, the nature of the district emergency shall be stated in the minutes. Board members participating electronically may cast votes other than roll call votes.

REFERENCE COPY

Any Board member who wishes to participate in a meeting electronically will initially notify the Board president and superintendent as early as possible. The superintendent will arrange for the meeting to take place in a location with the appropriate equipment so that Board members participating in the meeting electronically may interact and the public may observe or hear the comments made in open session. The superintendent will take measures to verify the identity of any remotely located participants if necessary. Board members participating electronically in a closed session meeting must take measures to protect the confidentiality of the meeting and ensure that other persons will not overhear the discussion and votes. If the Board is not confident that appropriate measures have been or will be taken, the Board may refuse to allow a Board member to participate electronically in closed session.

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

Adopted: 08/08/1994  
Revised: 06/14/1999; 09/13/2004; 08/13/2007;  
Cross Ref: NKB, Audio and Visual Recording  
Legal Ref: §§ 162.301, 303, 511, 610.010 - 028, RSMo.  
Candenton R-III School District, Candenton, Missouri

EXPLANATION: **CLOSED MEETINGS, RECORDS AND VOTES**

House Bill 255 (2013) modified provisions of the Sunshine Law allowing certain security-related information to be kept from public disclosure. It also removed the sunset provision that had previously applied to §§ 610.021 (18) and (19).

The section permitting the closing of operation guidelines and response plans to critical security disasters is not new, but has been allowed to expire under a previously applicable sunset provision. This section is now the law again. The section allowing the district to close portions of records that contain authorization or access codes to district security systems is new.

At the request of districts, MSRA has also strengthened the section on confidentiality.

MSRA recommends that copies of this document be retained in the following areas because the contents of particular importance to them. The files on this list may not reach those used by the district. Please forward copies to the district equivalent of the file indicated.

File Name	Business Office	Classroom/Spouses
X Board Secretary	Board Office	Office
Facility Maintenance	Facilities	Library/Media Center
Human Resources	Human Resources	Special Education
Health Services	Health Services	Technology
Transportation	Public Information/Communications	

REFERENCE COPY

**Regarding Confidential Information:** District employees who fail to keep closed information or closed meetings confidential may be disciplined or terminated. The Board may publicly admonish Board members who fail to keep closed records and meetings confidential in violation of this policy. Board members are required to report to their superiors when they accidentally disclose confidential information or reasonably believe another person is disclosing confidential information in violation of law, Board policy or district procedures.

**Board members who violate the law, Board policy or district procedures regarding confidentiality may be removed from all district committees and publicly reprimanded by the Board. The Board may also take legal action against the member by seeking injunctive or monetary damages. The Board will use thoughtful public measures as a last resort after the Board has made reasonable efforts to educate Board members on this topic and discipline them privately from continuing this behavior.**

**The Board may also seek legal action from the local prosecutor or the Missouri Attorney General's Office. In addition, it is a crime, punishable by a fine of up to \$5000 or a year in jail, for any school Board member or employee of a school district to willfully neglect or refuse to perform a duty imposed by certain state statutes applicable to school districts, some of which contain confidentiality requirements.**

Closed Topics

Pursuant to the Missouri Sunshine Law, the Board of Education hereby closes all meetings, records and votes pertaining to:

- Legal actions, causes of action or litigation involving the district and any confidential or privileged communication between the district or its representatives and its attorneys. Any minutes, vote or settlement agreement relating to legal actions, causes of action or litigation involving the district or an agent or entity representing the district, including any insurance company acting on the district's behalf, shall become available to the public upon final disposition of the matter unless upon or upon the signing of a settlement agreement by the parties. A settlement agreement may be ordered closed by a court, however, the amount of any monetary award paid by or on behalf of the school district, pursuant to the settlement agreement, must be available to the public. When the district makes a decision involving the exercise of eminent domain, the vote shall become public immediately following the meeting in which the vote was taken to authorize initiation of such legal matter. Legal work product is considered a closed record. § 610.021(1)(1); RSMo.
- The lease, purchase or sale of real estate by the district where public knowledge of the transaction might adversely affect the amount to be received or spent by the district. Any minutes, vote or public record regarding such a contract shall become available to the public upon execution of the lease, purchase or sale of the real estate. § 610.021(7); RSMo.

REFERENCE COPY

- Records protected from disclosure by law. § 610.021(16); RSMo.
- Scientific and technological innovations in which the owner has a proprietary interest. § 610.021(15); RSMo.
- Records relating to municipal utilities established for reporting abuse and wrongdoing. § 610.021(16); RSMo.
- Confidential or privileged communications between the Board and its auditor, including all auditor work product. However, all final audit reports issued by the auditor are to be considered open records. § 610.021(7); RSMo.
- Operational guidelines and policies and specific response plans developed, adopted or maintained by the district for use in responding to or preventing any critical incident that is or appears to be terrorist in nature and that has the potential to endanger individuals or public health or safety. When working in close cooperation with law enforcement, the Board shall determine whether it is in the public interest to disclose information that may impact the health or safety of persons and that the public interest in nondisclosure outweighs the public interest in disclosure of the records. Information regarding financial records related to § 610.021(15) expenditures on counterterrorism implementation, these policies, and their operational guidelines, policies or plans shall be open records. § 610.021(18); RSMo.
- Existing or proposed security systems and structural plans of real property owned or leased by the district where public disclosure would threaten public safety. Preparation records or expenditures relating to security systems purchased with public funds shall be open. When the district is seeking to close this information, it must file the Board affirmatively stating in writing that disclosure would impair the district's ability to protect the security or safety of persons or real property and that the public interest in nondisclosure outweighs the public interest in disclosure of the records. § 610.021(19); RSMo.
- The contents of a record that identifies security systems, access codes or authorization codes for security systems of real property. § 610.021(20); RSMo.
- Records that identify and would allow unauthorized access to or unlawful disruption of the configuration of components on the operation of a computer, computer system, computer network or telecommunications network of the district if released. This exception shall not be used to limit or deny access to otherwise public records in a file, document, data file or database containing public records. Records related to the procurement of or expenditures for such computer, computer system, computer network or telecommunications network shall be open. § 610.021(21); RSMo.

CLOSED MEETINGS, RECORDS AND VOTES

The Board will conduct closed meetings, maintain records and hold votes in accordance with the Missouri Sunshine Law.

Closed Meeting Notice

Public notice of closed meetings shall be given in accordance with Board policy and law. The motion and the vote to authorize closed sessions must occur in open session. The motion must include the specific reason for closing the meeting with reference to a specific section of the statute, and the vote on the motion must be taken by roll call and entered into the minutes. The motion will pass if a majority votes in the affirmative.

Public notice of a closed meeting will include the time, date and place of the closed meeting and the reasons for holding the meeting with reference to the specific statutory exemption under which the meeting will be closed. Only business directly related to the specific statutory exemption provided may be discussed or voted upon at a closed meeting.

Objectives

In the event a motion is made to close a meeting, record or vote, and a Board member believes that the motion would violate the Missouri Sunshine Law if passed, the Board member may state his or her objection to the motion before or at the time the vote is taken. The Board secretary will enter the objection in the minutes. Once the objection has been made, the Board member shall be allowed to fully participate in the meeting, record or vote even if it is closed over the member's objection. If the Board member voted against the motion to close the meeting, record or vote, the recorded objection and the vote constitutes an absolute defense to any claim filed against the Board member pursuant to the Missouri Sunshine Law.

Meeting Location

The Board shall only close that portion of the meeting facility needed to house the Board in closed session. Members of the public must be allowed to remain in the meeting facility so that they may attend any open meeting that follows the closed meeting.

Confidentiality

The Board members, employees and others in attendance are honor bound not to disclose the details or discussions of the closed meetings, records or votes or any other information that is deemed confidential by law, Board policy or district procedures. It is an essential job function of every employee of the district to follow confidentiality laws and the district's policies and procedures.

REFERENCE COPY

- Hiring, firing, disciplining or promoting of particular employees by the district when personal information about the employee is discussed or recorded. Any vote as a final decision to hire, fire, promote or discipline an employee must be made available, with a record of how each member voted, to the public within 72 hours of the close of the meeting where the action occurred. The district will attempt to notify the affected employee during the 72-hour period before the decision is made available to the public. The term "personal information" means information relating to the performance or merit of individual employees. § 610.021(3); RSMo.
- Proceedings involving the mental or physical health of an identifiable individual. § 610.021(9); RSMo.
- Scholarship probation, expulsion or graduation of identifiable persons, including records of individual tests or examination scores. However, personally identifiable student records maintained by public educational institutions shall be open for inspection by the parents, guardians or other custodian of students under the age of 18 and by the parents, guardian or other custodian and the student if the student is over 18. § 610.021(4); RSMo.
- Testing and examination materials until the test or examination is given for the final time. § 610.021(7); RSMo.
- Welfare cases of identifiable individuals. § 610.021(5); RSMo.
- Preparations on behalf of the district or its representatives for negotiations with employee groups, including any discussion or work product. § 610.021(9); RSMo.
- Software codes for electronic data processing and documentation thereof. § 610.021(10); RSMo.
- Competitive bidding specifications until officially approved or published. § 610.021(11); RSMo.
- Sealed bids and related documents until the bids are opened; sealed proposals and related documents until all proposals are rejected; or any documents related to a negotiated contract until a contract is executed. § 610.021(12); RSMo.
- Individually identifiable personnel records, performance ratings or records pertaining to employees or applicants for employment. However, the names, positions, salaries and lengths of service of district officers and employees shall be available to the public. § 610.021(13); RSMo.

REFERENCE COPY

- Credit card numbers, personal identification numbers, digital certificates, physical and virtual keys, access codes or authorization codes that are used to protect the security of electronic transactions between the district and a person or entity doing business with the district. However, the record of a person or entity using a district credit card or any record of a transaction that is reimbursed by the district will be open. § 610.021(22); RSMo.

Notes: 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 forms for related information.

Adopted: 08/09/1994  
 Revised: 08/11/2003; 09/13/2004; 10/11/2010

Cross Ref: BCA, Building and Grounds Security  
 ETHC, Privacy Protection  
 GBS, References  
 KDA, Public's Right to Know  
 KDA, Custodial and Noncustodial Parents  
 KKB, Audio and Visual Recording

Legal Ref: §§ 62.001; 610.010 - .029; RSMo.

Camdenet R-III School District, Camdenon, Missouri

EXPLANATION: VOTING METHOD

This policy was amended for clarity and to incorporate changes made to the Sunshine Law by Senate Bill 170 (2013).

School Board members may legally participate in meetings electronically. However, § 610.015, RSMo., of the Sunshine Law previously prohibited Board members from casting roll call votes electronically, which meant that Board members could not cast any vote in closed session (where all votes are held by roll call) or in any open-session vote held by roll call. There was no limitation, however, on casting other votes. There is an emergency exception to the prohibition on roll call votes, but it rarely applies.

Senate Bill 170 has amended the law to allow Board members who participate in the meeting using videoconferencing to fully participate in all discussion and votes, regardless of the method of voting. The law still limits other electronic participation. MSBA has revised this policy to clarify the new status of the law.

In addition, MSBA has revised this policy to state that Board members "will," as opposed to "may," be allowed to participate in Board meetings electronically. MSBA recommends that all Board members who are unable to attend have this option. However, this is not legally required, and the district may revise this language.

MSBA has also revised this policy to clarify that the Board itself may, by policy, prescribe a greater number of votes to pass a motion than a majority of a quorum. For example, policy BBE sets out the process for appointing a new Board member when there is a vacancy. While the law does not address the issue, that policy requires a majority of the Board to vote affirmatively to appoint a person to the Board.

MSBA has also made some changes at the direction of MSBA's parliamentarian, Dr. Leon and Young, to conform the policy to language commonly used in Robert's Rules of Order. While districts are not required to use Robert's Rules of Order, many do, and the changes will make the policy clearer. Please note that any MSBA member district may utilize Dr. Young's services at no cost. He is not an attorney, but he is very knowledgeable about meeting protocol. It is best to contact him by e-mail at [drleonandyoung@yahoo.com](mailto:drleonandyoung@yahoo.com).

VOTING METHOD

All motions and votes will be recorded in the minutes, including the name of the person seconding any motion and the record of the vote. Minutely, the number of "yes" and "no" votes and the number of abstentions shall be recorded in the minutes unless a roll call vote is required by law. When a member abstains from voting, such abstention shall not be counted as a vote either for or against the proposal, but shall be entered in the minutes as an abstention. The provision shall however apply to all questions.

Any member upon request may have a brief explanation of his or her vote recorded on any question that will be attached to the minutes or record with the minutes. Any member may also change his or her vote if such request is made prior to consideration of the next order of business to the time the result of the vote is announced.

Motions pass with an affirmative vote from the majority of the quorum present at the meeting. A motion shall pass if a majority of those members present vote in favor of the motion, provided that a quorum is present, unless otherwise prescribed by law or policy. An affirmative vote of the majority of the whole Board is not required to enter into a contract, employ a person, approve a bill or issue a warrant.

Voting In Open Session

Voting in open sessions must be conducted in a manner that allows the public attending the meeting to observe how each person voted and in a manner that allows the Board secretary to accurately discern and record the number of persons voting for or against the motion as well as the persons abstaining from the motion.

The Board may decide to vote by roll call in open session. When an open public vote is not to be taken by roll call, any member may request that the Board be polled on any issue requiring a vote. When voting in adjourned closed session, the specific reasons for closing the meeting must be announced publicly by reference to a specific section of the law, and the vote must be taken by roll call.

In the event a motion is made to close a meeting, record or vote and a Board member believes that the motion, if passed, would violate the Missouri Sunshine Law, the Board member may state his or her objection to the motion before or at the time the vote is taken. The Board secretary will enter the objection in the minutes. Once the objection has been made the Board member shall be allowed to fully participate in the meeting, record or vote even if it is closed over the member's objection. If the Board member voted against the motion to close the meeting, record or vote, the recorded objection and the vote is an absolute defense to any claim filed against the Board member pursuant to the Missouri Sunshine Law.

Legal Ref: §§ 162.301, 303, 610.010(7), 015, 020, 022, RSMo.

Candemora R-III School District, Candemora, Missouri

MSBA recommends that copies of this document be posted in the following areas because the content is of particular importance to them. The sites on this list may not include those used by the district. Please forward copies to the district secretary of the site indicated.

X Board Secretary	Business Office	Counsel/Spokane
Facility Maintenance	Food Service	Office
Human Resources	IT/Network	Library/Media Center
Health Services	Construction	Special Education
Transportation	Public Information/Communication	Technology

Voting in Closed Session

All votes taken in closed session shall be taken by roll call, including the vote to adjourn. The minutes shall reflect how each individual Board member voted on the Board member appointed.

Voting Electronically

The Board may allow members to participate electronically in meetings where (a) all Board members are physically present, and the Board may hold meetings where all Board members participate electronically. The participation may occur by telephone, videoconferencing or other electronic means. Board members may not simply vote electronically, but must be connected with the meeting through the discussion of business and must be able to both hear and participate in the discussion. If a Board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate until the next item of business is opened.

Board members participating electronically cannot cast roll call votes unless a district emergency exists and a quorum of the Board is physically present at the meeting. If such an emergency exists, the nature of the district emergency shall be stated in the minutes. Board members participating electronically may cast their roll call votes in accordance with the Board secretary's participation in a meeting by videoconferencing, telephone and vote on issues in both open and closed sessions, regardless of the method by which the vote is taken. Board members participating electronically by other means, such as by telephone, may discuss issues and vote as long as the vote is cast made by roll call. Board members participating electronically by using networked polling devices may not cast roll call votes, regardless of whether those votes occur in open or closed sessions, unless a district emergency exists and a quorum of the Board is physically present at the meeting. If such an emergency exists, the nature of the district emergency shall be stated in the minutes.

Notes: The reader is encouraged to check the links located on the beginning of this section for further personnel policies and to review administrative procedures and to forms for related information.

Adopted: 06/08/1994  
Revised: 05/14/1999; 09/13/2004;  
Cross Ref: GCPF, Nonmember of Professional Staff Members

EXPLANATION: ANNUAL BUDGET

This policy has been revised for clarity. Information regarding tax rates was removed because it was confusing and is covered in more detail in policy DC.

Based on feedback from Board members, MSBA has also established a June 1 deadline for the superintendent to create a tentative budget and submit it to the Board. This deadline is not required by law and may be deleted or changed by the district. The deadline is designed to ensure that the Board has enough time to review the budget before adoption.

MSBA recommends that copies of this document be retained in the following areas because the content is of particular importance to them. The idea is this list may not match those used by the district. Please forward copies to the district members of the following offices:

X Board Secretary	X Business Office	Coaches/Support
Facility Maintenance	Food Service	Office
Human Resources	Friends	Library/Media Center
Health Services	Counselor	Special Education
Transportation	Public Info/Communications	Technology

ANNUAL BUDGET

One of the primary responsibilities of the Board of Education is to secure adequate funds to conduct a quality program of education in the school district. The annual school budget represents a written document presenting the Board's plan for allocation of these available financial resources into an explicit expenditure plan to sustain and improve the educational function of the school district. It is a legal document describing the programs to be conducted during the fiscal year and is the basis for the establishment of tax rates for the district.

Budget Planning and Adoption

The planning and preparation of the budget is a continuing process. It must involve a number of people who have knowledge of the educational needs of the community and who can provide accurate data in regard to the financial potential of the district. Members of the Board, citizens, students and professional and support staff members should be involved in the planning process, which culminates in the preparation of the budget document. The superintendent will establish procedures that seek input from the appropriate people on budgetary needs and that consider the priorities established by the Board.

The Board designates the superintendent to serve as the budget officer of the district. As budget officer, the superintendent will direct the planning and preparation of the budget and will submit it to the Board for approval. Before creating the budget, the superintendent will consider the priorities established by the Board and seek input from appropriate persons regarding the needs of the district. The superintendent will present to the Board a tentative budget proposal for the following year not later than June 1 unless sufficient financial information is not available at that time to propose a tentative budget. The superintendent will make available all district data to the Board and will present the final budget proposal before the new fiscal year begins, as provided by law.

The Board may revise the items contained therein with sufficient notice to the budget officer to make any necessary, appropriate changes. Should the adopted budget require an increase in the tax levy above the authorized level that the Board may levy, the tax levy increase shall be presented to the voters for approval. The budget shall be appropriately adjusted if the voters fail to pass the tax levy increase. The Board will conduct at least one public hearing regarding the proposed budget and taxation rate.

Budget Components

The annual budget document shall present a completed financial plan for the ensuing fiscal year and shall include at least the following statutory requirements:

- 1) A budget message describing the important features of the budget and major changes from the preceding year.
- 2) Estimated revenues to be received from all sources for the fiscal year, with a comparative statement of actual or estimated revenues for the two years immediately preceding, itemized by year, fund and source.
- 3) Proposed expenditures for each department, office and other classification for the fiscal year, together with a comparative statement of actual or estimated expenditures for the two years immediately preceding, itemized by year, fund, activity and object.
- 4) The amount required for the payment of interest, amortization and redemption charges on the debt of the school district.
- 5) A general budget summary.

Budget Expenditure

In no event shall the total proposed expenditures from any fund exceed the estimated revenues to be received plus any unencumbered balance or less any deficit estimated for the beginning of the fiscal year. Upon the recommendation of the superintendent, the Board will approve a system of internal accounting to ensure proper financial accounting of revenues and expenditures.

The adopted budget of the Camden R-III School District serves as the control to direct and limit expenditures in the district. Overall responsibility for accounting control rests with the superintendent, who will establish procedures for budget control and reporting throughout the district. All checks received by the school district shall be distributed only for the purposes for which they are levied, collected or received.

The total amounts that may be expended during the fiscal year for the operation of the school district are set forth in the budget. The total budgeted expenditure for each program is the maximum amount that may be expended for that classification of expenditures during the school year unless a budget transfer is recommended by the superintendent and is approved by the Board. The Board may, at its discretion, transfer any unencumbered balance or portion thereof from the expenditures classification of one account to another, subject to limitations provided by law and approved by the Board.

The Board will review the financial condition of the district monthly and shall require the superintendent to prepare a monthly reconciliation statement. This statement will show the amount expended during the month, total (to date) for the fiscal year, receipts and remaining balances in each

Aud. This statement will be used as a guide for projected purchasing and as a guide for budget transfers.

During the fiscal year the superintendent may transfer any unencumbered balance or portion thereof from the expenditures authorization of one account to another, subject to limitations provided by state law and approval by the Board.

All moneys received by the school district shall be distributed only for the purposes for which they are levied, collected or received.

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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: 08/02/1994

Revised: 08/11/2003

Cross Ref: CGC, State and Federal Programs Administration  
EUB, Building and Grounds Maintenance

Legal Ref: Mo. Const., art. VI, § 26  
§§ 67.010 - 110, 163-016, 021, 051, 091, 131, RSMo.  
Missouri State Bar v. State  
Mercentric Bank of Illinois v. School District of O'Fallon, 834 S.W.2d 737 (Mo. 1992)

Camden R-III School District, Camden, Missouri

EXPLANATION: REVENUES FROM INVESTMENT/SALE OF SURPLUS FUNDS  
(District Utilizes a Third Party to Manage Some or All of Its Investments)

NOTE: MSBA offers two versions of policy, DFA. Revenue from Investment of Surplus Funds. The short version is designed for districts that manage all of their own investments. This longer version is for districts that utilize a third party in managing their investments, including local banks. Many districts find the short version more attractive. However, a district that manages its own investments is still subject to state law governing those investments and must develop its own investment policy or use the model policy created by the Missouri State Treasurer. The short version is only about because the details have not been included.

NOTE: The district formerly had a totally custom version of this policy. As stated above, the version we are presenting is based on the model policy of the Missouri State Treasurer's Office. If the district decides to retain its custom version, it should be presented to its private attorney for review as some of the custom provisions are out of date and no longer accurate.

The Government Finance Officers Association (GFOA) best practice guidance on "Collateralizing Public Deposits" indicates that governmental entities/depositors should take all possible actions to comply with state and federal regulations in order to ensure that their security interest in collateral pledged to secure deposits is enforceable against the creditor of a failed financial institution.

The section on collateralization requires the security agreement be approved by the Board. However, the Federal Deposit Insurance Corporation (FDIC) does not require every transaction to be reviewed by the Board of Directors. The Board may fulfill this function by setting parameters and authorizing a particular officer to carry out its wishes. The officer would be performing ministerial acts on behalf of the Board.

Similarly the Board may, by resolution, list specific officers who are authorized by the Board to execute agreements securing public deposits to meet this requirement.

MSBA recommends that copies of this document be mailed to the following areas because the content is of particular importance to them. The office will take the necessary action to ensure that the district receives a copy of this document.

X	Board Secretary	X	Business Office	X	Communications
	Facility Maintenance		Food Service		Gifts
	Finance Resources		Friends		Library/Media Center
	Health Services		Lawyer		Special Education
	Transportation		Public		Technology
			Public Communications		

REVENUES FROM INVESTMENT/SALE OF DISTRICT SURPLUS FUNDS  
(District Utilizes a Third Party to Manage Some or All of Its Investments)

The Board has an obligation to the citizens of the district to direct the management of district funds. The primary objective of the district's investment plan will be legality, safety, liquidity, yield and the provision of a capital base for future needs. In the management of such funds, the district acts as the prudent investor. Investments will be made with judgment and care under the circumstances, which person of prudence, discretion and intelligence exercise in the management of their own investments. Funds will be managed for investment, not for speculation considering the safety of the funds invested and the probable income to be derived.

District personnel, including Board members, who are involved in the investment of district funds, will not engage in any personal business activity which could:

- 1. Impair their ability to make impartial decisions concerning investment of district funds;
- 2. Conflict with proper execution of the district's investment program; or
- 3. Create an appearance of impropriety.

District employees and directors involved in investment of district funds will disclose any material interests in financial institutions for which they conduct business. Such disclosure will include, but not be limited to, any personal financial investment positions that would be related to the performance of the district's investment portfolio. Similarly, district employees and directors involved in investment of district funds will not engage in personal investment transactions with the same individual with whom business is conducted on behalf of the district.

Investments will be made through banks or securities dealers who have been approved by the Investment Committee of the State Treasurer's Office. Such banks and securities dealers will have been subject to an appropriate investigation by the staff of the State Treasurer's Office. This investigation will include reviewing whether the dealer or bank is a member of the National Automated Clearing House Association (NACHA) and the background of the sales representatives. All approved dealers must be fully licensed and registered NASD Broker/Dealers or exempt firms. Criteria used to select securities dealers include:

- 1. Financial strength and capital adequacy of the firm;
- 2. Services provided by firm;
- 3. Record of business activities;
- 4. References and qualifications of sales representatives;
- 5. Due diligence and firm references; and
- 6. State government expertise.

The performance goal of the district's investment program is to maximize investment returns, thereby producing bond yields which are greater than yields from low-risk government investments. In analyzing

the results of the district's investment program, the district will calculate the book yield and total rate of return on district funds compared to the appropriate security market indexes.

The superintendent/manager will direct the preparation of quarterly investment reports providing a summary of the district's current investment portfolio and all transactions executed since the last report.

Such investment reports will be prepared by the appropriate banks or securities dealers for review by the Board and the superintendent. Investment reports are considered to be public records and will be made accessible to the public.

Criteria used in selecting an investment manager to implement the district's investment policy have been approved by the Board and are contained in regulation 3166.

The Board members and appointees of the superintendent (or business officer or treasurer) to advise the investment officer of the school district (or district) in investment of school district monies that are not considered to be being immediately needed for the operation of the district. The superintendent shall follow procedures adopted by the Board in making investments and obtaining the necessary collateral. Collateralized investments will comply with the requirements of the Financial Institutions Reform, Recovery and Enforcement Act (FIRREA) of 1989.

II. SCOPE  
This policy applies to the investment of all operating funds of the district.

1. Pooling of Funds  
Except to the extent prohibited and specified herein, the district will combine bond cash balances from all funds to maximize investment earnings. Investment income will be allocated to the various funds based on their respective participation and in accordance with the generally accepted accounting principles.

2. External Management of Funds  
Investment through external programs, facilities and professionals operating in a manner consistent with this policy will constitute compliance.

III. GENERAL OBJECTIVES  
1. SAFETY

Safety of principal is the dominant objective of the investment program. Investments should be made in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to minimize credit risk and interest rate risk.

A. Credit Risk  
The district will minimize credit risk through low-risk investments in the form of the security issues of banks, by:

- 1. Pre-qualifying the top financial institutions, brokers/dealers, intermediaries and advisors with whom the district will do business;
- 2. Diversifying the portfolio to limit potential losses on individual securities will be minimized;

B. Interest Rate Risk  
The district will minimize the risk that the market value of securities in this portfolio will fall due to changes in general interest rates by:

- 1. Structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations, thereby reducing the need to sell securities on the open market prior to maturity;
- 2. Investing operating funds primarily in short-term securities;

2. Liquidity  
The investment portfolio shall remain sufficiently liquid to meet all operating requirements that may be seasonally anticipated. This is accomplished by structuring the portfolio so that securities mature to meet cash needs to meet anticipated demands (such as liquidity). Furthermore, since all possible cash demands cannot be anticipated, the portfolio should consist largely of securities with active secondary or resale markets (illiquid liquidity). A portion of the portfolio may be placed in bank deposits or repurchase agreements that offer immediate liquidity for short-term funds.

3. Yield  
The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the

investment risk constraints and liquidity needs. Return on investment is of secondary importance to the safety and liquidity objectives described above. The core of investments are limited to relatively low-risk securities in anticipation of attaining a risk return relative to the risk being assumed. Securities shall not be sold prior to maturity, except when:

B. The early selling of a security with declining credit (maturity) loss of principal.

A. A security swap would improve the quality, yield or target duration in the portfolio.

A. The liquidity needs of the portfolio require that the security be sold.

III. STANDARDS OF CARE  
1. Prudence

The standard of care to be used by investment officials shall be the "prudent person" standard and shall be applied in the context of managing all district portfolio. Investment officials acting in accordance with written procedures and this investment policy and, exercising due diligence shall be relieved of personal liability for an individual portfolio's credit risk or market price changes, provided that such investments are reported in a timely fashion to the governing body and the liability for the sale of securities are carried out in accordance with the terms of the policy.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and judgment exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.

2. Ethical and Conflicts of Interest

Conflicts and impediments of the district involved in the investment program shall result from personal business activity that could conflict with the proper execution and management of the investment program or that could impair the ability to make impartial decisions. Employees and investment officials shall disclose any material conflicts or financial limitations to which they are subject. They shall further disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. Employees and officials shall refrain from undertaking personal investment transactions with the same individuals with whom

business is conducted on behalf of the district)

**X Delegation of Authority**

Authority and responsibility for management of the day-to-day operations of the investment program may be granted to the appropriate or designated member or members of the governing body, including Missouri Securities Investment Program (MSOIP). The investment officer shall ensure that the investment program operations act in accordance with the established written procedures and internal controls for the operation of the investment program consistent with this investment policy. Procedures should include, but not be limited to, the following: (a) periodic investments; (b) accountings; (c) agreements; (d) wire transfer agreements; and (e) collateral/depositary agreements. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the investment officer.

**IV Investment Transactions**

**1) Authorized Financial Institutions and Institutional**

A list will be maintained of financial institutions authorized to provide investment transactions. In addition, a list also will be maintained of approved security brokers (others selected by the investment officer). These may include primary, dealer or regional dealers that qualify under Securities and Exchange Commission (SEC) Rule 15c3-1 (qualify net capital rule).

All financial institutions and broker/dealers who desire to become qualified for investment transactions must supply the following as appropriate:

- Aided financial statements;
- Proof of Financial Industry Regulatory Authority (FINRA) certification;
- Completed broker/dealer questionnaire;
- Certification of having read, understood and agreed to comply with the district's investment policy.

An annual review of the financial condition and registration of qualified financial institutions and broker/dealers will be conducted by the superintendent or designee and/or the designated external professional organization.

(Optional: From time to time, the investment officer may elect to invest in cash or permit investments to be made in increments offered by emerging or minority firms and community financial institutions. In such instances, a waiver to the criteria under Paragraph 1 may be granted by the governing body. All terms and relationships will be fully disclosed prior to purchase and will be reported to the governing body of the district on a consistent basis. The governing body of the district should approve the types of investment purchases in advance.)

**2) Internal Control**

The investment officer is responsible for establishing and maintaining an internal control structure that will be reviewed annually with the district's independent auditor. The internal control structure shall be designed to ensure that the needs of the district are protected from loss, theft or misuse and to provide responsible investment that these objectives are met. The concept of investment services recognizes that 1) the cost of control should not exceed the benefits likely to be derived and 2) the valuation of costs and benefits requires estimates and judgments by management.

The internal controls shall address the following points:

- Control of collection;
- Separation of transaction authority from accounting and recordkeeping;
- Custodial independence;
- Allocation of physical delivery responsibilities;
- Clear delegation of authority to subordinates staff members;
- Written confirmation of transactions for investments and wire transfers;
- Development of a wire transfer agreement with the lead bank and third party custodian;
- Delivery of Payment.

All orders where applicable will be executed by delivery vs. payment (DVP) to ensure that securities are deposited in eligible financial institutions prior to the release of funds. All securities shall be recorded in the name of, or for the benefit of,

of the district, MSNP or another designated external professional organization and shall be held by a third-party custodian as evidenced by appropriate following receipts:

**VI Bonds and Authorized Investments**

**1) Investment Types**

In accordance with and subject to restrictions imposed by certain sections of the following list regarding the entire range of investments that the district will consider and that shall be authorized for the investments of funds by the district:

- a) Securities issued by State of Missouri: The district may invest in obligations of the Missouri government for which the full faith and credit of the State of Missouri are pledged for the payment of principal and interest.
- b) United States Treasury Securities: The district may invest in obligations of the United States government for which the full faith and credit of the United States are pledged for the payment of principal and interest.
- c) United States Agency Securities: The district may invest in obligations issued or guaranteed by any agency or any wholly owned corporation of the United States Government as described in section V (2) of this policy.
- d) Repurchase Agreements: The district may invest in contractual agreements between the district and commercial banks or primary government securities dealers, (i.e., bank/broker, in a repurchase agreement (repo) where the district enters into a contractual agreement to purchase U.S. Treasury and government agency securities, while simultaneously agreeing to resell them, respectively, at predetermined dates and price.
- e) Collateralized Public Deposits (Certificates of Deposit): Certificates issued by financial institutions that state that specified assets have been deposited for specified periods of time and at specified annual interest. The performance of deposits are required to be backed by acceptable collateral securities as described in §§ 110.010 & 020, RSMo.
- f) Bankers' Acceptances: Time drafts drawn on and accepted by a commercial bank, whether issued as banker's acceptances. The district may invest in bankers' acceptances issued by domestic commercial banks possessing the highest rating issued by Moody's Investor Services, Inc. or Standard and

Foreign Corporations

- a) Commercial Paper: The district may invest in commercial paper issued by domestic corporations that have received the highest rating issued by Moody's Investor Services Inc., Standard and Poor's Corporation or another nationally recognized commercial rating organization. This paper is limited to issuing corporations that have a commercial paper program in the amount of \$250,000,000.
- 2) Security Selection: The following list represents the entire range of United States Agency Securities that the district will consider and that shall be authorized for the investments of funds by the district. Additionally, the following definitions and guidelines should be used in purchasing the investments:

  - a) U.S. Govt. Agency Coupon and Zero Coupon Securities: Bullet coupon bonds with no embedded options.
  - b) U.S. Govt. Agency Discount Notes: Purchased at a discount with maximum maturities of one year.
  - c) U.S. Govt. Agency Callable Securities: Restricted to securities callable at par only with final maturities of five years.
  - d) U.S. Govt. Agency Step-Up Securities: The coupon rate is fixed for an initial term; at coupon date, the coupon rate rises to a new, higher, fixed term. Restricted to securities with final maturities of five years.
  - e) U.S. Govt. Agency Floating Rate Securities: The coupon rate floats off one index related to coupon rate (the floating rate) that reset at least quarterly.
  - f) U.S. Govt. Mortgage-Backed Securities: Restricted to securities with final maturities of five years.

**3) Investment Restrictions and Prohibited Transactions**

To provide for the safety and liquidity of the district funds, the investment portfolio will be subject to the following restrictions:

- a) Borrowing for investment purposes ("Leverage") is prohibited;
- b) Investments known as Structured Note (e.g., Inverse Floaters), leveraged

investments not equity-linked derivatives are not permitted. Investments in any instrument that is commonly considered a "derivative" investment (e.g., options, futures, swaps, forwards and others) is prohibited.

- c) Contracting to sell securities not yet required in order to purchase other securities for purposes of speculation or development or resale is the market is prohibited.
- d) No more than five percent of the total market value of the portfolio may be invested in bankier acceptances issued by any one commercial bank, and no more than five percent of the total market value of the portfolio may be invested in commercial paper of any one issuer.

**4) Collateralization**

Collateralization will comply with the requirements of FINRA. Collateralization will be required on the types of investments:

- a) Certificate of Deposit: In order to purchase market discounts and provide a level of security for all funds, the market value (including accrued interest) of the collateral shall be at least 102 percent (except for a Federal Home Loan Bank letter of credit, which shall be at 100 percent) of the greater of the amount of certificates of deposit, less the amount, if any, due to be turned by the Federal Deposit Insurance Corporation (FDIC) or the National Credit Union Share Insurance Fund. Market value shall be calculated using industry consensus (voluntary submission may be granted).

All securities that serve as collateral against the deposits of a depository institution will be held in a trust administered by a qualified custodian. Depository institutions holding collateral against deposits must, in compliance with the custodian agent, furnish the necessary custodial receipts within five business days from the latest date.

Federal law provides that a depository security agreement that tends to diminish or defeat the interest of the FDIC in an asset deposited by it as receiver of a failed depository shall not be valid against the FDIC unless the agreement:

- Is in writing;
- Was approved by the Board of Directors of the depository or its duly authorized agent.

- b) Has been cosigned, from the time of its execution, an official record of the depository institution;
- c) Repurchase Agreements.

The securities for which repurchase agreements will be purchased will be limited to Treasury and government agency securities that are eligible to be delivered via the Federal Reserve's Fedwire book entry system. In addition to the collateral requirements above, a public entity shall also have in place a Master Repurchase Agreement and Custodian Bank Agreement to both such securities.

**VI Investment Parameters**

**1) Diversification**

The investments shall be diversified to minimize the risk of loss resulting from investments of funds in specific industry sectors, issues, or individual issues of securities. Diversification strategies shall be established and periodically reviewed. As a minimum, diversification standards by security type and issuer shall be:

- a) U.S. Treasury securities having principal value for interest guaranteed by the U.S. government: 100 percent;
- b) Collateralized time and demand deposits: 100 percent;
- c) U.S. government agencies and government-sponsored enterprises: No more than 50 percent;
- d) Collateralized repurchase agreements: 40 percent;
- e) U.S. government agency callable securities: No more than 30 percent;
- f) Commercial paper and bankers' acceptances: No more than 75 percent.

**2) Maximum Maturity**

To the extent possible, the district shall attempt to match the investments' with anticipated cash flow requirements. Investments in bankers' acceptances and commercial paper shall mature and become payable no more than 180 days from the date of purchase. All other investments shall mature and become payable not more

than five years from the date of purchase. The effect of such changes on the investment objectives and the investment strategy should be reviewed and approved by the investment committee.

Because of the risks of fluctuations in commodity prices, the investment committee should periodically review the investment strategy and the investment objectives and the investment strategy should be periodically reviewed and approved by the investment committee.

VII Reporting

H Methods

The investment officer shall prepare or cause to be prepared an investment report at least quarterly, including a management summary that provides an analysis of the status of the current investment portfolio and investment strategy for the last quarter. This management summary will be prepared in a manner that will allow the committee to address whether investment goals during the reporting period have been achieved in accordance with the investment policy. The report should be provided to the governing body of the district. The report will include the following:

- 1. Listing of individual securities held at the end of the reporting period;
- 2. Realized and unrealized gains or losses resulting from appreciation or depreciation by listing the cost and market value of securities over a one-year period (in accordance with the Government Accounting Standards Board (GASB) 31 requirements); (Notes: This is only required annually.)
- 3. Average weighted yield in maturity of portfolio investments as compared to applicable benchmarks;
- 4. Listing of investments by maturity date;
- 5. Percentage of the total portfolio each type of investment represents.

2. Performance Evaluation

The investment portfolio will be managed in accordance with the parameters specified within the policy. The portfolio should obtain a market-average rate of return during a market economic environment or under adverse rates. A series of appropriate benchmarks may be established against which portfolio performance

Mo. Code, Art. IV, § 16  
12 U.S.C. § 1821(c)

Canterton R-III School District, Canterton, Missouri

shall be compared on a regular basis.

Commercial paper and bankers' acceptance notes to review at least once this monthly by the investment officer to determine if the rating level has changed. This commercial paper and bankers' acceptance notes to be reviewed for possible sale if the securities are downgraded below the minimum acceptable rating levels.

3) Marking to Market

The market value of the portfolio shall be calculated at least quarterly and a statement of the market value of the portfolio shall be issued at least monthly to the Board. This will ensure that review of the investment portfolio, in terms of value and price volatility, has been performed.

VIII Policy Considerations

1) Disposition

Any investment currently held that does not meet the guidelines of this policy shall be disposed of in accordance with the policy. At maturity or liquidation, cash proceeds shall be reinvested only as provided by this policy.

2) Adoption

This policy shall be reviewed annually by the investment officer, and recommendations changes will be presented to the Board for consideration.

Note: This policy is intended to comply with the guidelines of the policy and to provide the necessary procedures and forms for related information.

Adopted: 08/05/1994  
Revised: 01/10/2002  
Legal Ref: Mo. Code, Art. IV, § 16  
§§ 30.260, 118.010-1003, 165.051, 465.091, 440.040-040.050, RSMo.



EXPLANATION: EMERGENCY DRILLS (District Not Required to Hold Earthquake Drills)

This policy has been modified to include emergency drills for active shooters. Senate Bill 75 (S.B. 75), effective established the Active Shooter and Intruder Response Training for Schools Program (ASIRT). Participation in ASIRT is optional, not mandatory.

Districts that want to implement the optional components of ASIRT will need to include in employee training a component on how to properly respond to students who provide employees with information about a threatening situation and how to address situations in which there is a potentially dangerous or armed intruder in the school. The district must have incorporated a plan to provide active shooter training by July 1, 2014. Training should be provided as soon as possible and may be repeated as needed. The statute suggests eight hours of initial training and four hours for continuing training. All instruction must be certified by the Department of Public Safety's Peace Officer Standards Training Commission (the POST Commission).

Once again, participation in ASIRT is optional. Given the commitment and potential cost, MSBA has not indicated in this policy that the district will follow the ASIRT program, leaving the decision to do so up to the district.

However, there is a section in the new law that is required, in MSBA's opinion. The section (S 170.315.3, RSMc) states that "all school personnel shall participate in a simulated active shooter and intruder response drill conducted and led by law enforcement professionals." While there is an argument that this provision only applies if the district chooses to adopt the ASIRT program, MSBA has assumed this section is legally required and has included armed intruder active shooter drills in the list of drills to be developed by the superintendent or designee. The number of times each drill would be conducted is up to the district.

MSBA has also removed elements of this policy not specifically related to emergency drills and reworded much of it to EBCA, Crisis Intervention Plan.

Districts can visit the State Emergency Management Agency (SEMA) website at <http://www.sema.ga.gov> (S.E.M.A. 2010) to determine whether they need version one (which does not require earthquake drills) or version two (which does require earthquake drills) of this policy. A rating of VII or above on the map requires earthquake drills per § 160.451, RSMc.

EMERGENCY PLANS/SAFETY DRILLS (District Not Required to Hold Earthquake Drills)

As part of the implementation of the district's adopted crisis intervention plan, the superintendent or designee has the responsibility for developing and maintaining the district's emergency preparedness plans and emergency drill schedules. The district will supply the schools with necessary equipment and train staff on emergency preparedness and violence prevention.

Emergency Drills

The superintendent or designee, in cooperation with the building principals, will develop emergency preparedness drills for fire, severe weather, tornado, bus evacuation, active shooter, bomb threat, lockdown, shelter-in-place and evacuation will be developed by the superintendent or designee in cooperation with the building principals and school administrators. Additional emergency drills will be developed and practiced at the discretion of the superintendent. Instruction on all emergency drills shall be given only at the school year, and emergency drills shall be held regularly throughout the year. At the district will conduct emergency drills as required by law and policy and will ensure that the number of emergency drills conducted in sufficient number of schools will be consistent with building give instruction and practice in proper actions by staff and students during lockdown, shelter-in-place and evacuation. Emergency exit procedures will be posted near the door in each instructional area building. Instruction in fire drills shall be given early in the school year.

Drills will be conducted monthly for fire evacuation, and the date, time to evacuate, weather conditions and time of drill will be recorded on a form provided by the superintendent's office. (Drills may be postponed in part or in whole.) Two tornado drills will be conducted each year, one in the early fall and the other in connection with the state-wide tornado drill in the spring. Reports of all drills will be submitted to the superintendent in May.

The district will establish and maintain drills will be the responsibility of the superintendent and/or the building principal will be the responsibility of the principal. Principals who schedule emergency drills will provide the superintendent advance notice of the drills. The district will cooperate and coordinate emergency drills with other community agencies such as the fire department, law enforcement officials, emergency medical services and local emergency planning committees. Plans for law, armed intruder/active shooter drills will be conducted and led by law enforcement professionals.

Emergency evacuation drills for school buses will be conducted for all districts in grades kindergarten through sixth grade once per semester with the first drill completed prior to October 31 annually.

Legal Ref: §§ 160.400-170.315, 320.010, 610.021-RSMc, 5 C.S.R. 30 - 261.010

Camdenton R-III School District, Camdenton, Missouri

MSBA recommends that copies of this document be posted in the following areas because of particular importance to them. The sites on this map may not match those used by the district. Please forward copies to the district supervisor of the site indicated.

Board Secretary	Business Office	Coaches/Sponsors
Facility Maintenance	Food Service	Cafeteria
Health Services	IT/Network	Library/Media Center
Transportation	Counselor	Special Education
	Public Information/Outreach	Technology

District Emergency Plans

It shall be the responsibility of the building principal, in cooperation with the appropriate emergency personnel, to determine whether areas for the school building or outside site are best suited for the protection of students from severe weather, tornadoes or other emergencies, as well as determine the safest routes to reach those areas. In addition, the district will work with emergency preparedness officials to address off-site emergencies that may occur such as accidents involving school transportation or emergencies on field trips.

Students and staff members may be excused for safety reasons from the school building or another safe place during severe emergency conditions. The district plan will include information on communicating with parents and instructions on how parents will locate their students in an emergency.

During school emergency conditions, emergency personnel and emergency vehicles will have priority near the schools.

Community Emergency Plan

The Board directs the superintendent or designee to recommend an emergency preparedness plan, subject to Board adoption to address the use of school resources, including school facilities, community funds, school transportation and equipment in a natural disaster or other community emergency response. The plan will authorize the superintendent or other designated school official to approve the use of school resources to provide relief for the community if an emergency occurs. The use of school resources under this section shall be subject to review by the Board within 90 days of authorization or as soon as reasonably possible.

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 forms for related information.

Adopted: 08/09/1994  
Revised: 09/19/2003; 12/12/2005  
Cross Ref: IC, Academic Calendar Year/Day

REFERENCE COPY

FILE: BRCA  
Banc/Crisis

EXPLANATION: CRISIS INTERVENTION PLAN

MSBA moved the legally-mandated section "Community Emergency Plan" from policy EBC. In addition, this policy has been modified in cooperation with the Missouri Center for Education Safety and other experts in emergency crisis management. The two biggest changes are: 1) the addition of language regarding the district's responsibility to provide special populations of students, such as those with disabilities or other circumstances, and 2) the addition of language that the district will assume a potential after-school period of up to 72 hours. These changes are not required by law, but they are highly recommended.

MSBA recommends that copies of this document be retained in all of following areas because the content is of critical importance to the district's emergency response plan. The following table indicates which copies are to be retained in the district's emergency response plan.

Area	Retention
Board Secretary	<input checked="" type="checkbox"/>
Business Office	<input checked="" type="checkbox"/>
Communications	<input checked="" type="checkbox"/>
Facilities	<input checked="" type="checkbox"/>
Food Service	<input checked="" type="checkbox"/>
Human Resources	<input checked="" type="checkbox"/>
Legal	<input checked="" type="checkbox"/>
Library	<input checked="" type="checkbox"/>
Physical Education	<input checked="" type="checkbox"/>
Public Health/Community Health	<input checked="" type="checkbox"/>
School Nurse	<input checked="" type="checkbox"/>
Transportation	<input checked="" type="checkbox"/>

REFERENCE COPY

FILE: BRCA  
Banc/Crisis

CRISIS INTERVENTION PLAN

The Candorino R-III School District has a crisis intervention plan to help school district administrators and faculty deal effectively with crises that could interfere with the normal daily operation of the district. This plan outlines and describes the district's guidelines for responding to most crises. All crises are handled in a consistent manner. This plan is a guide for the district's crisis intervention team. Specific information regarding the crisis intervention plan is available in various publications. Specific information regarding the crisis intervention plan is available in various publications. Specific information regarding the crisis intervention plan is available in various publications.

The district is committed to providing a safe and secure environment for all students and staff. This plan is designed to provide a clear and concise outline of the district's crisis intervention procedures. The plan is designed to provide a clear and concise outline of the district's crisis intervention procedures. The plan is designed to provide a clear and concise outline of the district's crisis intervention procedures. The plan is designed to provide a clear and concise outline of the district's crisis intervention procedures.

All district staff are required to read this plan and understand its contents. This plan is designed to provide a clear and concise outline of the district's crisis intervention procedures. The plan is designed to provide a clear and concise outline of the district's crisis intervention procedures. The plan is designed to provide a clear and concise outline of the district's crisis intervention procedures.

The Board reserves the right to amend this plan at any time. This plan is designed to provide a clear and concise outline of the district's crisis intervention procedures. The plan is designed to provide a clear and concise outline of the district's crisis intervention procedures. The plan is designed to provide a clear and concise outline of the district's crisis intervention procedures.

CRISIS INTERVENTION PLAN

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Adopted: 10/13/1997  
Revised: 09/19/2005  
Cross-Refer: BDC-Crisis Management, Board and Staff  
JHD-Student Guidance and Counseling  
MS-Staff-Student Guidance and Counseling  
Emergency Plan for Schools  
Legal Ref: §§ 166.040-166.042, RSMo  
Candorino R-III School District, Candorino, Missouri

EXPLANATION: BUILDING AND GROUNDS SECURITY

MSBA has revised this policy for clarity and effectiveness. MSBA has removed detailed information about closed property not only since these concepts are already discussed in policy BDC, and added a general section titled "Security Records."

MSBA has also added a section titled "Security Personnel" that authorizes the district to employ or contract for security services. Many districts have become interested in employing security guards, contracting for security at public events (such as a football game) contracting with local law enforcement jurisdictions for school resource officers in some or all of the buildings, or even subcontracting their own security forces.

Because the arrangement in each district is different, MSBA has not gone into great detail in this standard policy. Districts may wish to further elaborate on requirements for district security personnel in this policy. Likewise, if your district does not employ or contract for school security, the district may remove this section.

In 2013 the Missouri legislature passed several bills that impact school security personnel. For example, House Bill 128 (2013), § 162.115, RSMo., authorizes any school district in the state to commission officers (presumably employed directly by the district) to enforce laws relating to crimes committed on school premises, at school activities and on school buses by enacting a memorandum of understanding with each law enforcement agency with jurisdiction over the school's premises.

House Bill 122 and House Bill 675, § 168.450, RSMo., require school resource officers to complete 40 hours of basic training, including training on legal operations within an educational environment, later training and planning, and training on juvenile law and other relevant topics.

Senate Bill 76, § 170.315, RSMo., requires all school personnel to participate in a simulated active shooter anti-intruder response drill conducted and led by law enforcement professionals. These professionals could be part of the district's security staff.

House Bill 436 (2013) created the concept of the "school protection officer." Under this bill, school districts could designate a district teacher or administrator who volunteers, and who holds a concealed carry weapon endorsement, to receive training. After training, the school protection officer could carry a concealed weapon to school. This bill was VETOED by the governor and is not law. However, Senate Bill 42 (2013), § 590.125, RSMo., authorizes the Peace Officer Standards Training (POST) Commission to establish minimum standards for school protection officer training instructors, training centers and training programs. This

Bill was signed into law, so the concept of a school protection officer is still mentioned in state statute, even if the statute that provided the details was vetoed. It is unclear whether the concept of a "school protection officer" is still legally alive.

Current law allows school boards to authorize employees (or others) to carry concealed weapons onto school property already. However, if a school district decides to allow employees to do so for security purposes, there is now an argument that employees will need to first comply with the POST training mandated in Senate Bill 42. This is not clear, though. Because of the lack of clarity in the law and because business companies have indicated that they will not hire school employees (other than unlicensed law enforcement officers) carrying weapons, MSBA has chosen not to address school protection officers in this policy.

As written, the policy only allows for law enforcement to bring weapons to school. If your district is considering allowing licensed employees to bring concealed weapons to school, please contact your district's private attorney first. MSBA does not recommend this practice because, unlike law enforcement, most persons with a permit to carry a concealed weapon have not received extensive training on maintaining control of the weapons. That said, this is a district choice. MSBA is glad to assist the district in modifying the policy as directed.

Custom language regarding key access has been moved to section on property access.

MSBA recommends that copies of this document be posted in the following areas because the content is of particular importance to them. The items in this list may not match those used by the district. Please forward copies to the district operations@msba.org.

	Business Office	Counselor/Operations
X Board Secretary		
X Facility Maintenance	Food Service	Office
Human Resources	X Principals	Physical Education Center
Health Services	Communicator	Special Education
Transportation	X Public Info/Communications	Technology

BUILDING AND GROUNDS SECURITY

The purpose of the school district has provided the district with facilities for the education of their youth through the support of their tax dollars. It is the responsibility of the Board of Education, administration, professional and support staff members, and students to see that these facilities are cared for, used properly and treated with respect. The superintendent, with the consent of the administrative staff, shall develop procedures for the use and care of school property and the damage-free loss of school property by theft, vandalism or misuse. These procedures will include preventive measures or will set a clear step to follow when school property has been taken or damaged.

The superintendent and the administrative staff will see that all professional and support staff know and respond to the proper procedures for the use and care of school property and report correctly when property has been taken or damaged.

Access to school buildings and grounds outside regular school hours will be granted only to authorized personnel. Each staff member shall have a key to those areas of the building for which he or she is responsible. Keys to those areas shall be given to those members of the staff when a critical need is demonstrated to the principal. At no time should staff members loan their keys to students or parents without the consent of the principal.

All records of existing or proposed security systems and structural plans for property owned or leased by the district will be considered closed to the extent that disclosure would compromise safety, as allowed by law. The public interest in non-disclosure outweighs the public interest in disclosure because the disclosure of these records would impair the district's ability to protect the security and safety of persons and property.

When special events or activities are scheduled, the principal may request permission from the superintendent to employ special law enforcement services to give extra help in protecting school property in the goal of the Camden R-III School District to provide a safe learning environment for students and a safe working environment for employees. The Board directs the superintendent or designee to regularly inspect the district's property and being prepared for improving security in the District.

Property Access

In general, district buildings and property are not open to the public unless the district has specifically opened a building or property for public use or for an event in which the public is invited. The superintendent or designee will establish regular business hours and locations where members of the general public may contact the district and interact with district employees.

The superintendent or designee will set hours when parents/guardians may drop off and pick up their children. The district is not responsible for the supervision of students except during regular school hours or other times designated by the district.

The superintendent or designee will determine which district employees need access to district buildings or grounds outside regular building hours. Each staff member shall have a key to those areas of the building for which he or she is responsible. Keys to critical areas shall be given to members of the staff when a critical need is demonstrated to the principal. At no time should staff members loan their keys to students or parents without the consent of the principal. The district will maintain a list of employees with access and will routinely monitor the list to ensure that only district employees continue to have access. All employees' access may be revoked at any time.

All district employees and volunteers are required to maintain facility in district buildings, enclosed building grounds rules and take action when doors are left unsecured or district security is otherwise compromised.

Security Personnel

The district may employ or contract for trained and appropriately licensed personnel or independent contractors to provide security during the regular school day, after regular business hours or during events or activities where additional security is determined necessary.

Surveillance Cameras

The district utilizes surveillance equipment on district property and in district facilities for security purposes.

Firearms and Other Weapons

No person shall possess a firearm, a concealed weapon or any other weapon readily capable of lethal use on school property, onto any school transportation or onto the premises of any facility or activity sponsored or sanctioned by the district, except for authorized law enforcement officials. Adults and students may possess weapons on school property for the limited purpose of facilitating or participating in a school-sanctioned firearm-related event, as long as the weapons are properly concealed and the weapons are not carried onto school transportation or onto the premises of any other school or school-sponsored activity. School officials are prohibited from authorizing any person to bring weapons on school property or to school activities, including concealed weapons, beyond the exceptions stated in this policy. District employees who are aware of a violation of this policy must report the violation to their supervisor.

Any person who possesses a weapon in violation of this policy will be asked to leave. In addition, district administrators may report the incident to law enforcement officials, file the person's name on school property or school events in accordance with policy KK or seek other legal remedies. Possession of weapons by students is governed by policy JFCI and regulation regulations JG-R1, JG-R2 and JG-R3.

Vandalism

The Board shall seek all legal redress against persons found to have committed incidents of willful or malicious abuse, destruction, defacing and/or theft of the property of the Camden R-III School District.

District patrons, students and members of the staff are urged by the Board to cooperate in reporting incidents of vandalism to property belonging to the district, as well as the name(s) of the person or persons believed to be responsible.

The superintendent and/or principal shall be authorized to sign a complaint, press charges and pursue civil action against perpetrators of vandalism to school district property. Restitution for the damages caused will be sought from such persons—where, in the case of minors, both their parents/guardians—under the laws of this state. Students found guilty of willfully defacing or injuring any school district property shall pay for the damages caused thereby and may be suspended or expelled as provided by law.

Security Records

In accordance with law and district policy, the district has closed records pertaining to district security incidents, profiles and response plans, personnel files of non-property security personnel and access and authorization codes for security systems. Other security-related records will only be provided to members of the public upon request when required by law.

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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: 08/08/1994  
Revised: 11/10/2002; 06/10/2009;

Cross Ref: BDC, Closed Meetings, Records and Votes  
JFCI, Weapons in School  
JCD, Student Suspension and Expulsion  
KK, Community Use of District Facilities  
KK, Visitors in District Property/Facilities  
KKD, Audio and Visual Recording

Legal Ref: §§ 162.215(1)(68.201, 171.011, 172.031, 211.181, 185, 188, 597.045, 571.030, 694.001, 574.005, 610.001, RSMo.

Camden R-III School District, Camden, Missouri

EXPLANATION: FAMILY AND MEDICAL LEAVE

This policy has been revised to conform with new 2013 regulations implementing the Family and Medical Leave Act (FMLA). Most of the revisions were prompted by legislative changes to the FMLA in 2010, which changed provisions relating to 1) the qualifying exigency leave used by family members of military members being deployed overseas, and 2) the military caregiver leave used by family members of military members or veterans with a serious injury or illness. While MSBA previously incorporated the 2010 legislative changes into this policy, the new regulations did provide additional rules, many of which are addressed in the policy:

- 1. A new qualifying exigency leave category. If an employee's spouse, child or parent are called up for military service, the employee may use (a) leave to care for or arrange for care for the military member's parent who is incapable of self-care. Such care may include arranging for alternative care, providing care on an immediate-use basis, admitting or transferring the parent to a care facility or attending meetings with staff at a care facility.
2. A new definition of a covered veteran. Military caregiver leave may now be taken to care for a covered veteran with a serious injury or illness who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes the FMLA leave to care for the veteran. The new regulations exclude from the calculation of the five-year period of time between October 28, 2009, and March 8, 2013 (the time it took for the U.S. Department of Labor to create and finalize the regulation), so that the employee and veteran are not penalized for the delay in finalizing the regulation.
3. A more detailed definition of a "serious injury or illness" for which employees may take military caregiver leave to care for a family member. In particular, the regulations further defined a "serious injury or illness" for a covered veteran to include veterans with specific ratings by the U.S. Department of Veterans Affairs, conditions that substantially impair the veteran's ability to secure or maintain employment and injuries for which the veteran has been enrolled in the Department of Veterans Affairs' program of Comprehensive Assistance for Family Caregivers. Because the new definition is so detailed, MSBA has simply revised the policy to reference the specific regulation.
4. Clarification to the rules regarding the calculation of intermittent or reduced-schedule leave.

FAMILY AND MEDICAL LEAVE

The district will administer leave that qualifies for Family and Medical Leave Act (FMLA) protection in accordance with federal law. This policy is intended for guidance and shall not be interpreted to expand the district's responsibilities beyond the requirements of the law. For employees who are not eligible for FMLA leave, including employees who have exhausted available FMLA-protected leave, requests for leave shall proceed according to the district's established policies.

DEFINITIONS

The following definitions apply to FMLA leave:

Covered Active Duty - In the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country. In the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty in accordance with law.

Armed Forces - Army, Navy, Air Force, Marine Corps, and Coast Guard, including the National Guard and Reserves.

Child - A biological, adopted or foster child; a stepchild; a legal ward; or a child of a person acting as a parent if the child is under 18 or 18 or over but incapable of self-care due to mental or physical disability at the time that FMLA leave is to commence. For the qualifying exigency leave and military caregiver leave only, the age of the child does not matter.

Covered Servicemember (for qualifying exigency leave) - The employee's spouse, child or parent under a federal call or order to covered active duty.

Covered Servicemember (for military caregiver leave) - The employee's spouse, child, parent or next of kin who is 1) a member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or 2) a veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five years preceding the date on which the veteran undergoes that medical treatment, recuperation or therapy that eligible employees may take FMLA leave to care for the veteran.

Uniformed Services - The armed forces, the Commissioned Corps of the National Oceanic and Atmospheric Administration and the Commissioned Corps of the Public Health Service.

Veteran - A person who served in the active military, naval or air service and who was discharged or released therefrom under conditions other than dishonorable, and (A) individual who was a member of the Armed Forces (including a member of the National Guard or Reserves) and was discharged or released therefrom under conditions other than dishonorable at any time during the five-year period in which the employee takes FMLA leave to care for the veteran; or (B) a veteran who was discharged or released prior to March 8, 2013, the period between October 28, 2009, and March 8, 2013, does not count toward the determination of the five-year period mentioned in the previous sentence.

Eligibility

To be eligible for FMLA leave benefits, the employee must:

- 1. Have been employed in the district for at least 12 months (but not necessarily consecutively).
2. Have been employed for at least 1,250 hours of service during the 12-month period immediately preceding the leave.
3. Be employed at a worksite where 50 or more employees are employed by the district within 75 miles of that worksite.

An absence may qualify for FMLA protection if it is for one of the following reasons:

- 1. Birth and first-year care of the employee's child.
2. Adoption or foster placement of a child with the employee.
3. Serious health condition of the employee that makes the employee unable to perform one or more of the essential functions of his or her job or the serious health condition of the employee's spouse, child or parent.
4. Care of a spouse, child, parent or next of kin who is a covered servicemember (including some veterans) with a serious illness or injury (military caregiver leave).
5. A qualifying exigency arising out of the fact that the spouse, child or parent of the employee is on covered active duty, or has been notified of an impending call or order to covered active duty, in the Armed Forces.

- 5. An increase in the number of qualifying exigency leave days during rest and recuperation leave from a maximum of 7 to 15 days.

The newest version of the FMLA regulations can be accessed at:

http://www.eplaw.com/epi/epi\_text.cfm?refid=1782521&cid=1701&cid3=497&refid=1782521&cid=1701&cid3=497&refid=1782521&cid=1701&cid3=497

MSBA has also modified this policy for clarity:

MSBA recommends that copies of this document be posted in the following areas to ensure the greatest level of periodic awareness of the law. The sites on this list may not exactly match those used by the district. Please forward copies to the district equivalents of the sites listed.

Board Secretary	X	Business Office	Children's Services
Facility Maintenance		Food Service	Gifts
X Human Resources	X	Principal	Library/Media Center
Health Services		Counselor	Special Education
Transportation		Public Info/Communications	Technology

Instructional Employees - Employees whose principal function is to teach and instruct students in a class, a small group or an individual setting. This term includes academic coaches, driving instructors and special education assistants such as signers for the hearing impaired. It does not include teachers' assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists or curriculum specialists. It also does not include cafeteria workers, maintenance workers or bus drivers.

Next of Kin - For the purposes of military caregiver leave, the nearest blood relative other than a spouse, parent, son or daughter, in order of priority as established by 29 C.F.R. § 825.127.

Outpatient Status - Covered servicemember assigned to a military medical treatment facility or a unit established for the purpose of providing command and control of members of the Armed Forces as outpatients.

Parent - The biological, adoptive, stepparent or foster parent of a "child" as defined in this policy.

Qualifying Exigency - Issues that arise due to covered active duty or a call to covered active duty of an employee's spouse, child or parent, including issues involved with short-notice deployment, military events and related activities, childcare and school activities, the need for financial and legal arrangements, counseling, rest and recuperation, post-deployment activities, parental consent and other activities as defined by 29 C.F.R. § 825.126.

Serious Health Condition - Illness, injury, impairment or physical or mental condition that involves inpatient care in a hospital, hospice or residential medical facility or continuing treatment by a health care provider.

Serious Illness or Injury (for military caregiver leave) - 1) In the case of a member of the Armed Forces (including the National Guard or Reserves) or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty, that may render the member medically incapable of performing the duties of the member's office, grade, rank or rating; and 2) in the case of a veteran who was a member of the Armed Forces (including the National Guard or Reserves) at any time during the period of five years preceding the date on which the veteran undergoes medical treatment, recuperation or therapy, an injury or illness that manifested itself during the five-year period in which the veteran takes FMLA leave to care for the veteran and was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five years preceding the date on which the veteran undergoes that medical treatment, recuperation or therapy that eligible employees may take FMLA leave to care for the veteran.

Spouse - Husband or wife as defined or recognized under the state law in the state in which the employee resides.

Notice to Employees

General Notice

The district will post notice to employees explaining FMLA benefits in accordance with law. If the district employs 50 or more employees, it will include FMLA notice in an employee handbook or other written guidance to employees concerning employee benefits or leave rights; or by electronic mail distribution a copy of the general notice to each new employee upon hiring. Notice may be provided electronically in accordance with law.

Eligibility and Rights and Responsibilities Notice

Absent extenuating circumstances, the district will provide the employee notice of the employee's eligibility to take FMLA leave and the rights and responsibilities of the employee within five business days of the request for leave or receiving knowledge that an employee's leave may be for an FMLA-qualifying reason. Such notice will be provided at the commencement of the first instance of leave for each FMLA-qualifying reason in the applicable 12-month period, and no subsequent notice is required in the 12-month period unless leave is taken for a different qualifying reason or the employee's eligibility status has changed.

Designation Notice

When the district has enough information to determine whether the leave is being taken for an FMLA-qualifying reason, the district will notify the employee in writing within five business days, absent extenuating circumstances, regarding whether the leave will be counted as FMLA leave with five business days absent extenuating circumstances. The district will notify the employee whether a fitness-for-duty certification is required before returning to work and, if required, include a list of the essential functions of the employee's position. The district will notify the employee of the number of hours, days or weeks that will be counted against the employee's FMLA leave entitlement, if known. The district may designate leave as FMLA leave retroactively if the responsive designation will not cause harm or injury to the employee.

Employee Notice to the District

All employees must notify the district of the need for leave and explain the reasons for the leave so the district can determine whether the leave qualifies for FMLA. The leaves may be delayed or denied if the employee fails to give such notice.

In all cases of foreseeable leave, the employee must provide notice in the same manner that is required under the district's leave policies to the superintendent or designee of the reasons for the leave, the anticipated duration of the leave and the anticipated start of the leave at the same time as

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there is no other person available to provide the required notice, the district may delay or deny the FMLA-protected leave.

When the approximate timing of the need for leave is not foreseeable, an employee must provide notice to the district as soon as practicable under the facts and circumstances of the particular case, in the same manner that notice is required under the district's leave policies. The employee or the employee's spouse/parent, if necessary, shall provide sufficient information for the district to reasonably determine whether the FMLA may apply to the leave request.

If the leave is for a qualifying exigency, an employee must provide notice as soon as practicable, regardless of how far in advance the leave is foreseeable. For all other qualifying reasons, an employee must provide 30 days' notice of the need to take FMLA leave when the need for leave is foreseeable. When 30 days' notice is unreasonably or impractical, the employee must provide notice as soon as practicable. If fewer than 30 days' notice is given, the employee shall explain upon request why such notice was not practicable.

"As soon as practicable" means as soon as both possible and practical under all the facts and circumstances of the individual case.

Leave Use

For all FMLA purposes except military caregiver leave, the district adopts a 12-month leave year beginning on July 1 and ending the following June 30.

- All eligible employees are entitled to leave for a period not to exceed 12 workweeks per leave year for:
  - The birth and first-year care of the employee's child.
  - The adoption or foster placement of a child with the employee.
  - A serious health condition of the employee that makes the employee unable to perform one or more of the essential functions of his or her job or the serious health condition of the employee's spouse, child or parent.
  - A qualifying exigency arising out of the fact that the spouse, child or parent of the employee is on covered active duty, or has been notified of an impending call or order to covered active duty, in the Armed Forces. The amount of leave available for a particular type of qualifying exigency may be limited by law.

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reason for absence ceases, the resulting absence will continue to be protected FMLA leave until allowable FMLA leave has been used, but such absences will be unpaid.

- When an employee has an absence that meets the criteria to be an FMLA-qualified absence, the district will designate such absence as part of the employee's total annual FMLA entitlement, even if the employee has not requested FMLA leave and/or if absent under paid or unpaid leave in accordance with law or district policy. If an employee is on a Workers' Compensation absence due to an injury or illness that would also qualify as a serious health condition under the FMLA, the same absence will also be designated as an FMLA-qualifying absence and charged against the employee's FMLA-protected time entitlement.
- FMLA leave may be taken intermittently as required for the health of the employee or family member or as reduced-schedule leave in accordance with the employee's agreement with the district provided that it is not greater than one hour and provided that the FMLA entitlement is not reduced by more than the amount of leave actually taken. Instructional employees may take intermittent or reduced-schedule leave only with a healthy member only when the district and the employee have reached agreement for how the leave will be used.
- The district reserves the right to require adequate certification and recertification of any FMLA-qualifying event or condition of the employee or employee's spouse, child, parent or next of kin and authentication or clarification of such certification as the district deems necessary. Failure to provide such certification when requested will result in denial of the leave, and may result in discipline or termination of employment. Employees on FMLA-designated leave must periodically report on their status and intent to return to work. The district may also require that an employee present a certification of fitness to return to work.

Instructional Employees

If intermittent leave or reduced-schedule leave equals more than 20 percent of instructional time, the district may require instructional employees who take such leave due to medical reasons to take block leave or to find an alternative placement for the period of planned medical treatment. When an instructional employee on FMLA leave is scheduled to return close to the end of a school term, the district may elect to use a special rule to prolong the employee's leave until the beginning of the next school term, thus extending the leave beyond the period where an FMLA-qualifying reason exists. In such an instance, the prolonged leave time is required and is not charged against the employee's annual FMLA entitlement. In cases where the special rules for instructional employees apply, the superintendent may apply those special rules or the general FMLA rules as best serves the interest of the district.

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**Notes:** The reader is encouraged to check the index located at the beginning of this section for other pertinent policies used to develop the procedures and/or forms for related information.

Adopted: 08/10/2009  
Revised: 01/10/2011  
Cross Ref: DLR, Salary Deductions  
Legal Ref: 10 U.S.C. § 101(a)(13)  
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2611-2619  
29 C.F.R. §§ 825.100 - 825.702  
Candemore R-III School District, Candemore, Missouri

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2. The FMLA leave year for military caregiver leave begins on the first day that such leave is taken and runs for the following 12 months. All eligible employees are entitled to military caregiver leave for a period not to exceed 26 workweeks of leave per single 12-month period for the care of a spouse, child, parent or next of kin who is a covered servicemember. Twenty-six weeks of leave are available per covered servicemember, per injury/illness; however, no more than 26 weeks of leave may be used during each single 12-month period.

3. During the 12-month duration of military caregiver leave an employee is limited to a total of 26 weeks of leave for all combined FMLA reasons with 36 weeks of military caregiver leave and a 12-week limit for birth, adoption and serious health condition of the employee or the employee's spouse/child or parent/next eligible employee. It is limited to a total of 26 workweeks of leave for any FMLA-qualifying reason during a single 12-month period, provided that for employees entitled to no more than 12 workweeks of leave for one or more of the following: the birth of the employee's child or care for such child (birth, adoption or foster care) or a child with the employee for adoption or foster care; in order to care for the employee's spouse, child or parent with a serious health condition; or the caregiver's own serious health condition; or because of a qualifying exigency. For example, an employee could take 16 weeks of military caregiver leave and still have ten weeks available for the birth of a child. However, an employee who used ten weeks of military caregiver leave could not take 14 weeks for the birth of a child because that exceeds the 12 weeks allowed for such leave. Leave that qualifies as both military caregiver leave and leave for the serious health condition of a parent, spouse or child will be designated first as military caregiver leave.

4. When a husband and wife are both employed by the district and both wish to use FMLA leave for the same qualifying event, both employees will be limited to an aggregate total of 12 workweeks during a 12-month period. In cases where the leave is taken for the birth or first-year care of the employee's child, adoption or foster placement of a child with the employee, or to care for a parent with a serious health condition. However, where the husband and wife both use a portion of their 12-week FMLA leave entitlement for the same qualifying event, the husband and wife would each be entitled to the difference between the amount he or she has taken individually and 12 weeks for another qualifying purpose. When a husband and wife are both employed by the district and both wish to use military caregiver leave or a combination of military caregiver leave and leave for the birth or first-year care of their child, adoption or foster placement of a child with the employee, or to care for a parent with a serious health condition, both employees will be limited to an aggregate total of 26 workweeks of leave.

5. The district shall apply all appropriate paid leave in an FMLA absence to the extent allowed by law and policy, giving proper notice to the employee. If an employee's accrued paid leave is exhausted, but an FMLA-qualifying reason for absence exists for a new FMLA-qualifying

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Leave Protections

The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of the employee's leave. Eligible employees who are absent for an FMLA-qualifying reason generally may return to the same position or an equivalent position with equivalent pay, benefits and working conditions at the conclusion of the leave, in accordance with law. Eligible employees are entitled to continued participation in the district's health plan as long as they are entitled to FMLA leave protection; however, an employee who fails to return to work after the expiration of his or her allowed leave time will be expected to reimburse the district for those benefits paid, as required by law.

Eligible employees who are absent for an FMLA-qualifying reason generally may return to the same position or an equivalent position with equivalent pay, benefits and working conditions at the conclusion of the leave, in accordance with law. However, the district has the discretion to assign employees taking intermittent leave or returning from FMLA leave to a different position or a position in a different building, grade level or classroom as long as the employee has the appropriate qualifications to assume the position. Depending on the circumstances, instructional employees may be assigned to substitute another position, provided no prohibited supervisor, administrator or other district personnel for which they are certified, if the district determines that such placement is necessary to ensure consistency of instruction.

The FMLA makes it unlawful for any employer to interfere with, restrain or deny the exercise of any right provided under the FMLA. Additionally, it is unlawful for any employer to discharge or discriminate against any person for opposing any practice made unlawful by the FMLA or for involvement in any proceeding under or relating to the FMLA.

Recordkeeping

The superintendent or designee will ensure that personnel records regarding FMLA eligibility and leave are maintained in accordance with law and available for inspection, copying and transcription by representatives of the U.S. Department of Labor upon request.

Enforcement

The U.S. Department of Labor is authorized to investigate and resolve complaints of violation of the FMLA. An eligible employee may bring a civil action against an employer for violations. For additional information, contact the nearest office of the U.S. Department of Labor's Wage and Hour Division.

EXPLANATION: STAFF USE OF COMMUNICATION DEVICES

This policy was amended to conform to House Bill 103 (2013), § 304.820, RSMo., which makes it an infraction and a moving violation for a person to operate a commercial motor vehicle while using a hand-held mobile telephone or a wireless communication device to send, read or write a text message or other electronic message. Because most district vehicles are commercial motor vehicles, MSBA has revised the section titled "Use in Vehicles" to conform with the new law.

MSBA's policy actually goes further than the law in some respects. For example, the laws only apply to those driving commercial vehicles, but MSBA's policy applies to all district-provided vehicles as well as any vehicle in which an employee transports students as part of his or her job duties. The law does not apply when the vehicle is parked, but MSBA's policy imposes restrictions even when the vehicle is parked and the driver has responsibility for supervising students entering and exiting the vehicle. Districts that wish to modify this policy should ensure that the modifications do not allow for activity that is prohibited by the new law.

This policy was also amended for clarity and to address additional issues such as hands-free devices and global positioning systems (GPS).

MSBA recommends that copies of this document be retained in the following areas because the content is of particular importance to them. The list is not meant to be exhaustive. Please forward copies to the district equivalent of the sites indicated.

Board Secretary	Business Office	Charter Schools
Facility Maintenance	Food Service	Office
Human Resources	Principal	Library/Media Center
Health Services	Counselor	Special Education
Transportation	Public Info/Communications	Technology

STAFF USE OF COMMUNICATION DEVICES

The Camdenon R-III School District encourages district employees to use technology, including communication devices, to improve efficiency and safety. The district expects all employees to use communication devices in a responsible manner that does not interfere with the employee's job duties. Employees who violate district policies and procedures governing the use of communication devices may be disciplined, up to and including termination, and may be prohibited from possessing or using communication devices while at work. Communication devices may not be used in any manner that would violate the district's policies on student-staff relations.

Definitions

**Communication Device** - Any mobile telephone, personal digital assistant, pager, tablet, laptop or other portable device that sends or receives or initiates calls or text messages, allows the retrieval of e-mail, other electronic communications or data, or provides access to the Internet.

**Use/Usage** - Dialing, answering the phone or talking on the phone; sending, receiving or responding to a text, e-mail or other communication; opening and viewing a picture or digital recording; opening and listening to music or audio communications; continuously checking a communication device; or any activity with a communication device that interferes with the employee's job duties or appropriate supervision of students. An employee is considered to be using a device even when the user is hands-free.

General Use

The district prohibits employees from using any communication device that interrupts or disrupts the performance of duties by the employee or otherwise interferes with district operations, as determined by the employee's supervisor. This prohibition applies regardless of whether the communication device used is owned by the employee or provided by the district.

Employees are responsible for keeping communication devices secure and, if possible, password protected.

Supervision of students is a priority in the district, and employees who are responsible for supervising students must concentrate on that task at all times. Employees shall not use communication devices when they are responsible for supervising students unless any of the following conditions occurs:

1. The device is being used to instruct the students being supervised at the time.
2. The use is necessary to the performance of an employment-related duty.

3. The employee has received specific and direct permission from a supervisor.
4. There is an emergency.

Even when these conditions exist, the employee is responsible for obtaining assistance in adequately supervising students during the approved use so that students are supervised at all times.

Use in Vehicles

Regardless of other provisions of this policy and in accordance with law, whenever there is an emergency, employees shall not use communication devices when:

1. Driving district-provided vehicles, regardless of whether the vehicle is owned, leased or otherwise obtained for district use in a district activity.
2. Operating any vehicle in which a student is being transported when the transportation is provided as part of the employee's job.
3. Supervising students who are entering or exiting a vehicle, crossing thoroughfares or otherwise safely reaching their destination when such supervision is part of the employee's job.

The district will make no exception to the rules in this section when the communication device is used to:

1. Report illegal activity;
2. Summon medical or other emergency help;
3. Provide injury to a student or property;
4. Relay necessary time-sensitive information to a dispatcher with a device permanently affixed to the vehicle in the manner allowed by law;
5. Play music as long as the employee operating the vehicle does not turn on, select or otherwise manipulate the device while operating the vehicle or supervising students as described above;
6. Obtain directions from a global positioning or navigational system, so long as the system is being used in accordance with the employer's job task, and only if precautions are taken:

Even in emergency situations, employees should first take all possible safety precautions before using communication devices.

Use of District-Provided Communication Devices

The district may provide communication devices and service to some employees to assist them in carrying out their employment-related duties on and off district property. Use of a district-provided communication device is a privilege. The superintendent or designee has sole discretion as to which employees will be provided communication devices and may recall any previously issued communication device. Employees do not have any expectation of privacy in district-provided communication devices or any information stored on them, and such devices may be confiscated and searched at any time.

Employees are expected to exercise reasonable care to protect district-provided communication devices from damage or theft and must report any such incidents immediately. The district may require employees to reimburse the district for any damage or theft that was the result of the employee's negligence. Users of district-provided communication devices must abide by any use limitations included in the district's service contract.

Personal Use of District-Provided Communication Devices

Personal use of district-provided communication devices is permissible as long as the use does not exceed the limits of the applicable plan. An employee whose use exceeds plan limitations will be required to reimburse the district for all expenses beyond those covered by the plan and may have privileges suspended or revoked unless the employee can show that all use was for employment-related duties and the device was not used for personal reasons. The amount of personal use of a communication device or service paid for under B-Rate can be no greater than the cost allocation submitted in the request for the B-Rate discount.

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**Note:** The reader is encouraged to check the Index located at the beginning of this section for other policies related to and to review administrative procedures and the Board's job-related information.

Adopted: 01/10/2011

Revised: 04/08/2013

Cross Ref: AC, Prohibition against Discrimination, Harassment and Retaliation  
EHR, Technology Usage

Legal Ref: § 304.820, RSMo  
U.S. Const. amend. IV  
47 C.F.R. §§ 54.500, 513

Camdenon R-III School District, Camdenon, Missouri

EXPLANATION: REFERENCES

MSBA has revised this policy to reflect the changes brought about by House Bill 505 (2013). School districts are already statutorily required to meet the following obligations:

1. If the Children's Division (CD) of the Department of Social Services has substantiated a complaint against any former employee of the district involving sexual misconduct with a student, and another public school contacts the district for a reference, the district is required to disclose the results of the CD investigation.
2. If an employee "whose job involves contact with children" is dismissed or resigns due to allegations of sexual misconduct or as a result of allegations being substantiated, the district must disclose the allegations to a potential employing district.

House Bill 505 now requires school districts to also provide this information when the potential employer is a charter school. This policy change is important because the statute makes the district liable for harm due to subsequent misconduct if the district fails to provide the information as required by law.

MSBA has also made other clarifying changes.

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

Board Secretary	Business Office	Clerks/Spouses
Facility Maintenance	Food Service	Office
Human Resources	Principal	Library/Media Center
Health Services	Registrar	Special Education
Transportation	Public Info/Communications	Technology

REFERENCES

Definitions

**Employee** - Any staff member or student teacher of the Camden R-III School District.

**Former Employee** - An employee who was terminated or resigned or whose contract was nonrenewed; an employee who has been notified that his or her contract with the district will not be renewed or that the district is pursuing termination, even if the process has not been completed.

**Potential Employer** - Another school district, business or person seeking to hire a current or former employee or screening the current or former employee for a volunteer position, internship or other activity.

**Reference** - Information regarding the employment of, or services provided by, a current or former employee including, but not limited to, specific information regarding dates of employment or service, salary, job duties, performance or character.

**Sexual Misconduct** - Engaging in any conduct with a student, on or off district property, that constitutes the crime of sexual misconduct, illegal sexual harassment as defined in policy AC, as determined by the district, or child abuse involving sexual behavior, as determined by the Children's Division (CD) of the Department of Social Services.

General

The district will maintain information regarding current and former employees as confidential within the limits of the law. Only the superintendent or a person or persons specifically designated by the superintendent may respond on behalf of the district to a reference request for a current or former employee. District employees must direct reference requests to the superintendent or designee. Upon request, employees will assist the superintendent or designee with the preparation of accurate reference information.

Employees other than the superintendent or designee may provide personal references at the request of a current or former employee, but by doing so, they are acting outside of the scope of their employment. The individual responses and the responses of the district. Employees providing personal references may not use district letterhead or otherwise indicate that the reference is sponsored by the district, but may identify the working relationship they have or had with the current or former employee. The district will not endorse any reference provided outside the directives of this policy and is not responsible for providing legal advice or protection for unsolicited employees who provide references.

Disclosing Allegations of Sexual Misconduct to Other Public Schools

If a potential public school employer requests a reference regarding a former employee whose job involved contact with children, the district will, in accordance with state law, notify the potential public school employer if the employee was terminated, nonrenewed or allowed to resign in lieu of termination as a result of allegations of sexual misconduct with a student or as a result of such allegations being substantiated by the CD's child abuse and neglect review board.

If a potential public school employer contacts the district for a reference for any former employee about whom the CD has investigated allegations of sexual misconduct with a student and reached a finding of substantiated, the district will provide the results of the CD investigation to the potential public school employer, regardless of whether the employee's job involved contact with children.

The district must provide these notifications regardless of whether the former employee has authorized the release of information. The district will provide the process as required by law prior to releasing information in accordance with this section, if suitable. The superintendent or designee is authorized to contact the district's attorney for advice on implementing this policy in accordance with law.

Recontacting

When the district is contacted for a reference for a current or former employee, the superintendent or designee will document the date, the name of the person and entity requesting the information, the person responding to the request, the method of disclosure, the information provided and, when applicable, the consent received.

In accordance with law, if the district responds to any requests by letter, the district will forward a copy of the written reference letter to the current or former employee at the employee's last known address.

Notice

The district will notify all current employees of this policy. The superintendent or designee will provide notification of the existence of this policy to all potential employees who contact the district for a reference. The notification must also include a statement that the district's responses are limited to the scope of this policy. The district will also provide copies of the policy to former employees upon request.

Content

In accordance with law, the following information about employees will be provided to any member of the public upon request:

1. Name
2. Positions
3. Salary-Related
4. Length of service

Unless otherwise required under this policy or by law, before providing a reference for a current or former employee, the superintendent or designee will verify that the employee consents to the release of further information. The district may obtain a blanket consent from the employee when the employee leaves the district, provided that employee when a request is made or rely on written consent provided through the application process.

Employees, unless otherwise authorized by the Board or the district's attorney, the superintendent or designee may only provide the following factual information when requested, without offering opinions or commentary on job performance:

1. A description of the employee's job duties when employed.
2. Additional district-sponsored committees, activities or duties the employee volunteered for or was designated to perform.
3. Honors and awards received by the employee.
4. Documentation (factual information) on work performance.
5. Whether the employee resigned or was nonrenewed or terminated. Based on documentation in the personnel file, potential employers will be notified if the employment was ended due to the financial condition of the district, a decrease in enrollment or reorganization of the department, school or district.
6. When requested, a "yes" or "no" answer to a question about whether the district would re-employ the current or former employee if an appropriate position existed or whether the superintendent would recommend re-employment.
7. Allegations of sexual misconduct with a student as required below.

Immunity

Any district employee who is permitted under this policy to respond to requests for references regarding former employees and who communicates only the information authorized by this policy in good faith and without malice is entitled to immunity against any civil action for damages brought by the former employee arising out of the communication of such information, in accordance with law. District employees responding to requests for references in accordance with this policy may request the attorney general to defend them if used.

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: 06/28/2012

Revised:

Cross Ref: AC, Prohibition against Discrimination, Harassment and Retaliation  
DDE, Closed Meetings, Records and Votes  
DDEI, Release of Information  
JHG, Reporting and Investigating Child Abuse/Neglect

Legal Refs: §§ 162.068, 290.152, 610.031, RSMo  
Johnson v. State Dept. of Soc. Serv., 218 S.W.3d 399 (Mo. 2007)

Camden R-III School District, Camden, Missouri

EXPLANATION: ASSESSMENT PROGRAM

MSBA has revised this policy to remove outdated references to adequate yearly progress (AYP) and the Show-Me Standards and to otherwise clarify portions of the policy. MSBA has also changed the section that requires the Board to annually review student assessment data to have the Board review such data "regularly." MSBA encourages Boards to review student performance data several times per year, even monthly. School districts should be generating data through their own student performance assessments administered frequently throughout the year rather than waiting for state assessments. This will become especially important when new evaluation tools are implemented and current student performance is a part of those evaluations.

MSBA has also clarified that all students are required to participate in assessments.

MSBA recommends that copies of this document be mailed to the following areas for review and approval by the district superintendent of the city indicated.

X	Board Secretary	Business Office	Communications
	Facilities Maintenance	Food Service	Golf
	Human Resources	X Principals	Library/Media Center
	Health Services	X Chiropractic	Special Education
	Transportation	Public Information/Community	Technology

ASSESSMENT PROGRAM

The district will use assessments as one indicator of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will annually review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

In order to achieve the purpose of the student assessment program, the district requires all enrolled students to participate in all applicable aspects of the assessment program.

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the districtwide assessment plan are to facilitate and provide information for the following:

1. **Student Achievement** - To produce information about relative student achievement so that parents/guardians, students and teachers have a baseline against which to set academic program goals. Within the limitations of group testing, assessments of the information should be used to serve as a validation device for other measures of student progress.
2. **Student Guidance** - To serve as a tool for implementing the district's student guidance program.
3. **Instructional Change** - To provide data that will assist in the preparation of recommendations for instructional program changes to:
  - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the Show-Me Standards, as set forth in standards adopted by the Missouri State Board of Education.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent or designee will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an Individualized Education Program (IEP), the IEP team will make the determination.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

The district's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent/guardian or other person responsible for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public during business hours of the district office.

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Progress (NAEP) as required by law.

\*\*\*\*\*  
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: 08/05/1994

- b. Help the professional staff formulate and recommend instructional policy and curriculum.
  - c. Help the Board of Education adopt instructional policies.
4. **School and District Evaluation** - To provide indicators of the progress of the district and to identify areas toward established goals.
  5. **Adequate Yearly Progress** - To determine student progress toward meeting the goals established by the Missouri State Board of Education pursuant to the No Child Left Behind Act (NCLB).

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given initiative and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural biases not affect the accuracy of assessment. Efforts shall also be made to incorporate necessary culture-free and culture-fair items to assure that measurements are reasonably accurate.

Reading Assessment

The district will administer a reading assessment to students in kindergarten through sixth grade to determine whether additional reading instruction and remediation is needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method, or combination of methods, of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of English students with limited English proficiency.

Revised: 09/19/2003; 06/13/2005; 12/13/2005; 01/08/2011

Cross Ref: JHD, Student Guidance and Counseling  
JO, Student Records  
KB, Public Information Program

MSIP Ref: 6.2

Legal Ref: §§ 160.237, 518, 570, 167.645, RSMo.  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g  
No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 - 7941

Created by: R-III School District, Camden, Missouri



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**EXPLANATION: COMPLESORY AND PART-TIME ATTENDANCE**

This policy was modified to more accurately and clearly state the compulsory attendance age.

*MSIS recommends that copies of this document be stored in the MSIS online entry browser. The content of this document is subject to the district's retention policy and may vary without notice and by all districts. Please refer to the MSIS manual for more information.*

Board Secretary		Business Office	Child Development
Board Treasurer		Business Office	Child Development
Board Clerk	X	Board Office	Special Education
Board Services	X	Child Development	Special Education
Transportation	X	Public Information/Communications	Technology

REFERENCE COPY

FILE: JEA  
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**COMPLESORY AND PART-TIME ATTENDANCE**

The Commission R-II School District exists to improve lives through education. The district seeks to ensure that every child in the community is provided with a high-quality education.

**Section 101.010 - School Districts** shall provide educational programming for all students between the ages of six and 18 years of age. In addition, students as young as three may qualify for and receive special educational services. This policy shall not provide for school and child protective programs.

**Compulsory Attendance**

While the Board seeks to provide educational services beyond the state minimum requirements of the law, the law requires all children between 7 and 17 years of age to receive an education. The Board's educational programming shall be provided to all children between the ages of six and 18 years of age. The Board shall ensure that every child in the community is provided with a high-quality education. The Board shall ensure that every child in the community is provided with a high-quality education. The Board shall ensure that every child in the community is provided with a high-quality education.

Once enrolled in the district, the district expects the student to attend regularly and for the student's educational benefit. The district shall ensure that every child in the community is provided with a high-quality education. The Board shall ensure that every child in the community is provided with a high-quality education. The Board shall ensure that every child in the community is provided with a high-quality education.

**Part-Time Attendance**

Although the district believes that all students will benefit from attending the Commission R-II School District full-time, state law allows students to attend public school part-time, as long as that level educational experience meets the requirements of the state compulsory education law and the student is not already enrolled full-time in another public school. The superintendent or designee of educational respect to the Children's Division (CD) of the Department of Social Services.

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**Students Who are Dropping Out of School**

One method the student will be considered a drop-out student will be if the student withdraws the student or until multiple unsuccessful attempts have been made to contact the parent/guardian or student to confirm continued enrollment after several attempts. The district will encourage all families and students to contact with district staff prior to withdrawing a student.

Any student age 16 years or older who drops out of school for any reason other than to attend another school, college, or university, or to obtain in the armed services, shall be reported to the state juvenile justice office.

**Students Who are Dropping Out of School**

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EXPLANATION: SCHOOL ADMISSIONS

MSBA has updated this policy to address new legislation. In addition, the law requiring students to have a student registration prior to entering school has expired. MSBA has removed references to this law from its policies, procedures and forms.

House Bill 1577 (2013), § 160.190, RSMo, requires school districts to make certain exceptions when enrolling, placing and graduating students in foster care. This is the second such piece of legislation in the past few years, and MSBA anticipates that more will be forthcoming. For that reason, MSBA is moving most language about foster care students to policy IGBE, which is specific to foster care students.

MSBA has also modified the list of crimes for which students cannot be enrolled in the regular school program. House Bills 215 and 301 (2013), § 160.261, RSMo, have amended and renamed several crimes, including the crimes of forcible rape and sodomy.

MSBA recommends that copies of all documents be retained in the following areas because the content is of particular importance to them. Please use this list as a guide to determine which documents should be retained in the district's records.

Board Secretary	Business Office	Charter/Donor
Facility Maintenance	Food Service	Gifted
Human Resources	Principal	Learning Media Center
X Health Services	X Counselors	Special Education
Transportation	Public Info/Communications	Technology

REFERENCE COPY

needs, after consultation with the student's parent/guardian. Likewise, a student who demonstrates that he or she is not socially or academically ready to enter kindergarten or the grade in which he or she would otherwise be placed may be placed in a preschool or other appropriate class or program offered by the district, after consultation with the student's parent/guardian.

Students who are entering kindergarten or first grade are encouraged to present in the spring prior to the fall semester in which they are to begin attendance. Students entering the schools in the district will be required to present a birth certificate or other acceptable proof of age if necessary to determine whether the student is eligible to attend school.

Requests for Student Records

Within two business days of enrolling a student, the school official enrolling the student shall request those records required by district policy for student transfer, including discipline records, from all schools previously attended by the student within the last 12 months.

Within 48 hours of enrolling a nonresident student placed in the district pursuant to §§ 210.481 - 210.486, RSMo, via foster homes, residential care facilities or child placing agencies, the school official enrolling the student shall request those records required by district policy for student transfer, including discipline records, from all schools and facilities previously attended by the student; the Department of Social Services; the Department of Mental Health; the Department of Elementary and Secondary Education; and any entity involved with the placement of the student within the last 24 months.

The district will accept hand-carried or unstaffed records for the purpose of enrolling a student transferring from another state who is in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law, but will request official records in accordance with this policy.

Foster Children

The district designates the superintendent as the liaison for foster care children. The liaison will provide advisory assistance regarding all aspects of the enrollment, placement, transfer and withdrawal of children in foster care.

Statement of Prior Suspension, Expulsion or Criminal Offense

The Board of Education requires the parent, guardian or other person having control or charge of a child of school age to provide upon enrollment a signed statement indicating whether the student has been suspended or expelled from a public or private school in this state or any other state for an offense in violation of Board policies. In addition, the person enrolling the student must affirm that

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1. Felony sodomy (see H.R. 1601 prior to August 28, 2013) or sodomy in the first degree under § 566.060, RSMo.
2. Statutory rape under § 566.032, RSMo.
3. Statutory sodomy under § 566.062, RSMo.
4. Robbery in the first degree under § 569.020, RSMo.
5. Distribution of drugs to a minor under § 193.212, RSMo.
6. Arson in the first degree under § 569.040, RSMo.
7. Kidnapping, when classified as a class A felony under § 565.110, RSMo.

Nothing in this section shall prohibit the readmission or enrollment of any student if a charge has been dismissed or when a student has been acquitted of any of the above acts. This section does not apply to a student with a disability, as identified under state eligibility criteria, who is convicted as a result of an action related to the student's disability. If the district maintains an alternative education program, and the district determines that the placement is appropriate, a student subject to these admissions restrictions may be admitted to such an alternative education program.

A student who has graduated from a high school approved by the Department of Elementary and Secondary Education, or a student who has graduated from a high school in a foreign country is not eligible to enroll in Camdenton High School.

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: 06/08/1994  
Revised: 08/11/2003; 12/12/2005; 10/13/2008; 01/10/2011  
Cross Ref: IGBCA, Programs for Homeless Students  
IGBCB, Programs for Migrant Students  
IGBE, Students in Foster Care

SCHOOL ADMISSIONS

Student Admissions

The Board of Education shall provide free public education to all students who are residents of the school district and who are between the ages of five and 21 years and who otherwise qualify for admission under Missouri law unless otherwise required by federal law. Federal law also requires the district to provide services to resident students qualifying for special education services between the ages of three and 21. Any student qualifying for graduation at the end of the school semester and attaining age 21 during the course of the semester may complete that particular semester tuition free.

Persons seeking admission to the district and its instructional programs must satisfactorily meet all residency, academic, age, immunization, discipline and other eligibility prerequisites as established by Board policy and law. Students enrolling in kindergarten or first grade must provide proof of a comprehensive vision examination by January 1 of the first year in the district, in accordance with law. Students who are bracketed by RSMo 160.261 are not eligible for admission to kindergarten until they are admitted in accordance with Board policy and law.

Students who transfer to the district from another district will be placed in accordance with Board policy.

Entrance Age

In accordance with law, a student is eligible for admission to attend the Camdenton R-III School District, and is eligible for admission to summer school the summer prior to entering kindergarten, if the student:

1. Reaches the age of five before August 1 of the school year in which he or she plans to enroll.
2. Has attended school, or the summer school prior to a kindergarten school term, in the St. Louis City School District or the Kansas City School District, regardless of the age of the student.
3. Is a child in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law, who has successfully completed an accredited pre-kindergarten program or has attended an accredited kindergarten in another state, regardless of the age of the student.

A student eligible to attend who has previously attended a kindergarten program or otherwise demonstrates to the satisfaction of the district that he or she is socially and academically ready to progress may be placed in a class, grade or program that would best meet the student's educational needs.

REFERENCE COPY

The student has not been convicted of or charged with an act listed in the "Admission Restrictions" section of this policy. This registration document shall be maintained as a part of the student's scholastic record.

Students Suspended or Expelled from Another District

Without the superintendent's or designee's permission, no student may enroll in a school in the district during a suspension or expulsion from another in-state or out-of-state school district, including a private, charter or parochial school or school district, if it is determined upon attempt to enroll that the student's conduct would have resulted in a suspension or expulsion in this district. The parent/guardian or student may request a conference with the superintendent or designee to consider whether the conduct of the student would have resulted in a suspension or expulsion in this district. The superintendent or designee may make such suspension or expulsion from another district effective if it is determined that such conduct would have resulted in a suspension or expulsion in this district. If it is determined that such conduct would not have resulted in a suspension or expulsion in this district, the superintendent or designee shall not make such suspension or expulsion from another school or district effective. This superintendent or designee will consider whether the student has received the due process required by law before making any decision.

A remedial conference will be held in accordance with Board policy prior to the enrollment of any student following a suspension or expulsion from another school for an act of school violence as defined in § 160.261.2, RSMo. The remedial conference will be held regardless of whether such act was committed at a public or private school in this state, provided that such act shall have resulted in the suspension or expulsion of such student in the case of a private school.

Admission Restrictions

In accordance with § 167.171, RSMo., no student may be readmitted or enrolled to a regular program of instruction in the school district where the student has been convicted of or charged with an act that if committed by an adult would be one of the following:

1. First degree murder under § 565.020, RSMo.
2. Second degree murder under § 565.021, RSMo.
3. First degree assault under § 565.050, RSMo.
4. Felony rape (see H.R. 1601 prior to August 28, 2013) or rape in the first degree under § 566.010, RSMo.

REFERENCE COPY

Legal Ref: §§ 43.408, 160.011 - 053, 055, 261, 167.048 - 023, 101, 122, 161, 171, 194; 195-212; 565.020 - 021, 050, 110, 568.030, 032, 060, 063, 569.030, 040, RSMo.

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431 - 11433  
Camdenton R-III School District, Camdenton, Missouri

EXPLANATION: **ADMISSION OF STUDENTS (District Allows Tuition-Paying Nonresident Students to Enroll and Attend)**

Please note: There are two versions of this policy. This version is for districts that DO allow nonresident students to enroll and attend upon payment of tuition.

In the past few years the exceptions to the residency rules for enrollment in public schools have seemed to overwhelm the original rule. For that reason, policies JECA, Admission of Resident Students, and JECA, Admission of Nonresident Students, have closely blended together. MSBA has combined these policies to avoid confusion and to more clearly set out the legal requirements for attendance.

In addition to combining the two policies, MSBA has addressed the following issues in this new policy:

1. Students Living in K-8 Districts

Section 167.131, RSMo., allows students living in a district that does not mandate a school for all grade levels, such as a K-8 district, to attend a school district in the same or an adjoining county for those missing grade levels. MSBA has added language addressing this circumstance to the policy. If the district does not have any K-6 or K-8 districts in the same or an adjoining county, the district may remove this language.

2. Transfers from Unaccredited Districts

Two cases from the Missouri Supreme Court have now affirmed that students residing in unaccredited districts may transfer to accredited districts in the same or adjoining counties pursuant to § 167.131, RSMo. MSBA has included language to this effect in this policy. MSBA has also created model procedures outlining how to facilitate these transfers. Districts interested in these sample procedures should contact the MSBA Policy department.

3. Military

House Bill 159 (2013), § 167.020, RSMo., expanded state districts to allow for enrollment of a student who is placed in the care of another person living in the district because one or both of the student's parents or guardians is deployed by the military. In addition, if the active duty or reserve expires during the school year, the student may finish the school year in the district in accordance with law.

added language to this policy making it clear when the district may seek recourse for false information.

MSBA recommends that copies of this document be saved to the following areas because the contents of particular departments are often. This list is not all-inclusive. Please forward copies to the district equivalent of the following offices:

Food Service	X	Business Office	Chaperone/Supervisor
Facility Maintenance		Food Service	Gifted
Human Resources	X	Principal	Library/Media Center
Health Services		Counselor	Special Education
Inspection		Public Info/Communications	Technology

ADMISSION OF RESIDENT STUDENTS  
(District Allows Tuition-Paying Nonresident Students to Enroll and Attend)

In general, in order to register/enroll in the Commission R-III School District, a student, the parent, legal guardian, military guardian, person acting as a parent or the student, shall submit proof of residency in the district or request a waiver of proof of residency (as outlined below in this policy) and otherwise complete all admission requirements as determined by Board policies, regulations and procedures. Students who do not meet the residency requirements and are not eligible for a waiver of proof of residency may only apply for admission in accordance with Board policy JECA. The district will only be admitted without payment of tuition if provided in this policy as required by law. This district allows nonresident students living in Missouri who are otherwise entitled to attend the Commission R-III School District to enroll or attend this district upon payment of tuition.

The Board delegates the responsibility to designee to create procedures for enrolling students and for collecting tuition or other payments when applicable, and authorized under this policy.

Residence Standards

A student is a "resident" student if he or she meets at least one of the following criteria:

- The student physically resides and is domiciled in the district. The domicile of a minor child shall be the domicile of a parent, military guardian pursuant to a military-issued guardianship or court-appointed legal guardian. A "power of attorney" document alone, excepting the exception of a special power of attorney document relevant to the guardianship of a child in the household of an active duty member of the military, is insufficient to satisfy the "court-appointed legal guardian" requirement.
- The student physically resides in the district for reasons other than obtaining access to the district's schools, regardless of with whom the student is living, and has a waiver of proof of residency on file.
- The student is otherwise legally entitled to attend school in the district including, but not limited to, a student who is homeless, a student attending a school in the student's district of residence as a participant in an inter-district transfer program established under a court-ordered desegregation program, a student who is a ward of the state and has been placed in a residential care facility by state officials, a student who has been placed in a residential care facility due to a court-ordered developmental disability, a student attending a school pursuant to a high school and middle school transfer agreement between residential care facility, a juvenile court student with a disability identified under state eligibility criteria for the student to be eligible for reasons other than meeting the district's

This is really not new in that existing law requires districts to enroll students who are living in the district for reasons other than purely accessing the district's schools, which would qualify in this circumstance. Nevertheless, MSBA has included this exception on the list.

4. Unusual or Unreasonable Transportation Hardship

Section 167.131, RSMo., allows the Commissioner of Education to assign students to different districts if attendance in the resident district "constitutes an unusual or unreasonable transportation hardship because of natural barriers, travel time or distance." The district of residence must then pay tuition for the student to attend the neighboring school. While this does not happen often, MSBA has included this provision in the policy.

5. Summer School

Section 167.237, RSMo., allows districts to enroll nonresident students for summer school as long as the students are not attending summer school in another district. The district is not required to enroll these students, but it may either collect state aid for the students or require payment of tuition by the parent/guardian or other districts if they so agree. Nonresident students cannot be enrolled in programs paid for solely by federal funds.

6. Process for Removing Students

MSBA has received several calls from districts that have discovered students who were no longer residents of the district or who otherwise did not qualify to attend the district. While it is tempting to remove the student immediately, students have a property right to a public education and should not be removed from school without the district first offering the student and parent/guardian appropriate due process. In *Washington v. Ladue School District Board of Education*, 564 F. Supp. 2d 1059 (E.D. Mo. 2008), the court found that a contested case hearing, a high level of due process that includes a hearing, was owed to a student removed from the district's rolls due to lack of residency.

7. Educational Larceny

Section 167.020, RSMo., makes it a crime to knowingly submit false information regarding residency. This statute also allows schools to file civil actions to recover tuition if a parent/guardian files false information regarding residency. MSBA has

educational program, a student attending a regional or cooperative alternative education program, or a student attending an alternative education program on a contractual basis.

- The student is a transferring military student who was enrolled in the Commission R-III School District, but is placed in the care of someone other than the student's parent or military or legal guardian who resides in another school district. Such student will be allowed to continue to attend school in the Commission R-III School District without payment of tuition. A transferring military student is a student who is in the process of transferring from one state or school district to another state or school district and who is currently in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law.

Waiver of Proof of Residency

In cases where a student living in the district wishes to register but the student does not live with a parent, military guardian or court-appointed guardian in the district and is not otherwise allowed by law or contractual relationship with another district to attend, the student, parent, military guardian, legal guardian or person acting as a parent must request a waiver of proof of residency. Waiver of proof of residency may only be granted on the basis of hardship or good cause. Good cause shall include situations where the student is living in the district for reasons other than attending school in the district. Under no circumstances shall athletic ability be a valid basis of hardship or good cause for the issuance of a waiver.

The Board delegates to the superintendent or designee the responsibility of bringing to the Board's attention any application for a waiver in which the student is not clearly entitled to attend school in the district. All other applications will be accepted and granted by the superintendent or designee on behalf of the Board. Once an application for a waiver has been identified for Board review, the Board shall convene a hearing to consider the request as soon as possible, but no later than 45 days after the receipt of the waiver request, or else the waiver shall be granted. The Board president may appoint a committee of the Board to act in lieu of the Board to consider waiver requests.

Once a waiver of proof of residency has been requested and the superintendent or designee has determined that attendance in the district is in the best interests of the student, the student may be permitted to register and attend school until such time as the Board decides to grant or deny the waiver request. If the Board grants the waiver request, the student will be allowed to continue attending school in the district. If the Board denies the waiver request, the student shall not be allowed to continue attending school in the district.

In instances where there is reason to suspect that admission of the student will create an immediate danger to the safety of other students and employees of the district, the superintendent or designee

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may convene a hearing within five working days of the registration request to determine whether the student may register.

A transferring military student who is placed in the care of someone other than the student's parent or military or legal guardian who resides within the district will be granted a waiver without a hearing and allowed to attend school in the district without the payment of tuition.

Students Otherwise Excluded by Law in District

In accordance with law, students will be enrolled and admitted without going through the waiver process when they:

- 1. Are considered delinquent in accordance with state and federal law (42 U.S.C. § 11471.1; 18 U.S.C. § 187.020, RSMo.)
2. Are attending the district as participants in an educational transfer program established under a cooperative desegregation program (§ 167.020, RSMo.)
3. Are wards of the state and have been placed in a residential care facility within the district by a state official (§ 167.020, RSMo.)
4. Have been placed in a residential care facility within the district due to a mental illness or developmental disability (§ 167.020, RSMo.)
5. Have been placed in a residential care facility within the district by a juvenile court (§ 167.020, RSMo.)
6. Are assigned to the district by the Commissioner of Education due to an order for transportation transportation liability (§ 167.021, RSMo.). The resident district will pay the tuition.
7. Have been identified as students with disabilities under state eligibility criteria and are in the district for reasons other than accessing the district's educational program (§ 167.021, RSMo.)
8. Have a permanent or temporary leave in the district and are certain to have only one period being or about patients to not contribute to their support, so long as the student and between the ages of 6 and 20 years old and are unable to pay tuition (§ 167.021, RSMo.)
9. Are children of parents/guardians who pay school fees on property in the district on a military base do not live in the district. These students may attend school in the district on a military base.

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Are living in a district that is located in the same county as the Camden R-III School District or an adjoining county that does not provide education for all grade levels, such as K-5 or K-8 districts (§ 167.011, RSMo.). The sending district will pay tuition as established by the Camden R-III School District or the State Board. The Camden R-III School District is not responsible for providing transportation.

The Board will annually set tuition for each grade-level grouping in accordance with law. If a sending district disputes the amount of tuition, the Board will submit the dispute to the State Board for resolution.

Are placed in the care of another person living in the district because one or both of their parents/guardians are deployed by the military or because of active duty military service. These students will be allowed to attend school in the district without the payment of tuition (§ 167.020, 167.021, RSMo.). In addition, if the active duty orders expire during the school year, the students may finish the school year in the district in accordance with law.

Were enrolled in the Camden R-III School District but, due to the pending duty military service of a parent/guardian, are not enrolled in the district or are enrolled in another school district. These students will be allowed to continue to attend school in the Camden R-III School District without payment of tuition (§ 167.020, RSMo.).

Attend a private school within the district and are enrolled in the district for the limited purpose of special educational identification and the receipt of special education services when available as mandated by federal special education law (§ 167.020, RSMo.).

Have been placed in foster care outside the district if they previously attended the district and are placed in an adjacent district (§ 167.019, RSMo.).

Are otherwise required by law to be enrolled and admitted.

Enrollment at the Option of the District

The Board, at its discretion, may also allow students to enroll and attend under the following circumstances without going through the waiver process. Unless required by law, no student will be enrolled in the Camden R-III School District if the enrollment would result in overcrowding, disruption to the educational environment, or a financial hardship to the district.

- 1. The district may enroll and admit nonresident students on a contractual basis with another school district that will pay the tuition or educational expenses (§ 167.020, RSMo.). For example, students may attend a district alternative education program on a contractual basis as part of a regional or cooperative educational program.

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Children residing in habitats located within the district that provide a place of residence for three or more men, children whose domicile is not in the state of Missouri may be admitted pursuant to a residential management program that the school district, its property, the state of Missouri or its political subdivisions lease or license under as a result of the placement (§ 167.026, RSMo.).

Tuition

The amount of tuition, when referred to in this policy, will be determined by the Camden R-III School District or the State Board, in accordance with law.

Removal of Students Ineligible to Attend

The superintendent or designee will investigate any information the district receives indicating that a student is not a resident of the district or an alternative located in a district in accordance with law or this policy. If the superintendent is dissatisfied after the investigation that the student is not a resident of the district and is not otherwise eligible to enroll in and attend the district in accordance with law and the district's policy, the district will notify the student's parents/guardians, the student, or, if the student is a "ward" of the state, and offer the parents/guardians a hearing. If the parents/guardian do not request a hearing by the specified deadline and do not withdraw the student, the district will formally remove the student from lawfully and notify the parents/guardian that the student may no longer attend school in the district.

Educational Currency

It is a crime to provide the district with information regarding residency. The Board authorizes the superintendent or designee to seek all criminal and civil remedies against any person who attempts to fraudulently assert residency in the district.

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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.

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(§ 167.017, RSMo.). School hours held in the school district for the parents/guardians of nonresident students shall be deducted from the tuition charge applicable to the school term or financial year (or term) with the calendar year in which the leave is paid. The deduction will be prorated among the number of students per family attending the district's schools. A tax exemption issue be maintained by the superintendent/designee before a student will be admitted.

Are children of parents/guardians who own real estate of which 90 percent or more of the beneficial enjoyment and value will be received in the district. These children may attend school without paying tuition in any district in which a part of such real estate obligation is that upon which their residence is situated, less provided that 15 percent of the real estate is located in the district of choice (§ 167.011, RSMo.). Such parents/guardians are required to send notification by June 30 to all school districts involved specifying which district their children will attend and the children will only attend the district notified for that school year. If notification is not received, each child will attend the school in which the majority of the parents/guardians property lies.

Have been placed by the Missouri Department of Mental Health, the Missouri Department of Social Services or by court order in facilities or programs located within the district, even if their domicile is in another district (§ 167.028, RSMo.).

The average district of a student in the school district where he or she would have been located if not placed in the facility or program. Each resident district will pay the Camden R-III School District the average rate produced per child by the domestic district's local tax effort. An appeal school district will pay the average rate produced per child by the local tax effort of the domestic district. The district may, at such funds are available, receive payment from the Department of Elementary and Secondary Education (DESE) for educational costs that exceed the amount received from the domestic district and may make other arrangements. In addition, the district may receive payment from DESE in lieu of receiving the local tax effort from the destination district in some situations.

Are attending in a Missouri school district that has been declared unaccredited by the Missouri State Board of Education (State Board) and that is located in the same county as the Camden R-III School District or an adjoining county (§ 167.011, RSMo.). The unaccredited district will pay tuition as established by the Camden R-III School District or the State Board. The Camden R-III School District is not responsible for providing transportation.

The Board will annually set tuition for each grade-level grouping in accordance with law. If an unaccredited district disputes the amount of tuition, the Board will submit the dispute to the State Board for resolution.

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The children of nonresident teachers and regular employees may enroll in the district without paying tuition when the resident district is not otherwise liable for tuition (§ 163.011, 163.013, RSMo.). In accordance with law, these students will be considered resident students for the purpose of determining average daily attendance, and the Board shall not collect or receive money from a teacher employed by the district for the purpose of paying tuition or any other expense for the education of a student.

The district may enroll nonresident students in a nonpublic arrangement that complies with the Enrollment Option Act (§§ 162.040-2, 165.9, RSMo.). A nonresident student enrolled pursuant to an enrollment option program shall be treated as a resident student for the purpose of determining state aid.

Nonresident students living in Missouri will be permitted to enroll in the district's schools upon payment of tuition as long as the admission will not require the district to exceed the district's target class sizes and students-teacher ratios set by the Board. Nonresident students will only be permitted to enroll upon agreement to pay tuition, as calculated by the Camden R-III School District or the State Board, unless the students are exempt from payment of tuition as allowed by law or another arrangement has been made with Board approval. Tuition rates shall be determined annually on the basis of the per-pupil cost for the preceding year for the preparation, maintenance and debt service of the schools, as prescribed by state law. A nonresident student shall be deemed to be a student who does not meet the requirements to be a resident student of the Camden R-III School District, as defined in Board policies and law.

In accordance with law, the district may enroll nonresident students in its summer school programs if there is room in the district's program to accommodate the students and the students are not attending summer school in another district (§ 167.027, RSMo.). The district will either contact the students' parents/guardians for their consent or allow them to attend upon payment of tuition by another district or the superintendent.

The district will not enroll nonresident students in summer programs funded entirely by federal funds unless there is an interdistrict agreement to provide those services.

Foreign exchange students living within the boundaries of the school district who have obtained a J-1 visa and who are sponsored by an organization listed on the Council on Security for International Education Travel (CSIET) Advisory List will be allowed to enroll in the school district. Such enrollment will be conditioned upon approval of the superintendent and in accordance with procedures set forth by the superintendent or designee. The Board of Education reserves the right to limit the number of foreign exchange students enrolled in a given year. Admission by foreign exchange students is a privilege, not a right.

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- Adapted: 08/01/94
Revised: 08/13/00; 06/13/00; 12/12/00; 09/13/01
Cross Ref: JECA, Program for Homeless Students, JOBE, Students in Foster Care, HR, Class Size
Legal Ref: § 168.200, 162.100-1, 059, 163.011, 167.090-9, 022, 121, 126, 131, 131, 137, 168.151, 459-375, 473.880, RSMo.
R.U.S.C. § 1101
Missouri's 2010 Homeless Education Assistance Improvement Act of 2004, 42 U.S.C. §§ 11431-11433
Blue Springs R-IV Sch. Dist. v. School Dist. of Kansas City, 2005 WL 3411066 (Mo. 2005)
Braden v. School Dist. of Clayton, 399 S.W.2d 816 (Mo. 1963)
Horton v. Symon, 461 U.S. 321 (1983)
Horton v. Marshall Public Sch., 769 F.2d 1223 (8th Cir. 1985)
Washington v. LaParo Sch. Dist., 822 P.2d 2647, 2648 Supp. 2d 1059 (P.D. Mo. 2008)

Camden R-III School District, Camden, Missouri

EXPLANATION: ADMISSION OF NONRESIDENT STUDENTS (Districts Accepting Nonresident Students)

MSBA recommends that districts RESCIND this policy. In the past few years the exceptions to the residency rules for enrollment in public schools have seemed to overwhelm the original rule. For that reason, policies JECA, Admission of Resident Students, and JECB, Admission of Nonresident Students, have slowly blended together. MSBA has combined these policies to avoid confusion and to more clearly set out the legal requirements for attendance.

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

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

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of students per family attending the district's schools. A tax statement must be submitted to the appropriate administrator before a student can be admitted.

- 1. Children whose parents or guardians own real estate of which 80 acres or more are used for agricultural purposes and upon which their residence is situated may attend school, without paying tuition, in any district in which a part of such real estate, contiguous to that upon which his or her residence is situated, lies, provided that 35 percent of the real estate is located in the district of choice. Such parents or guardians are required to send notification by June 30 to all school districts involved specifying which district their children will attend. If notification is not received, such children shall attend the school in which the majority of the parent or guardian's property lies. Attendance at any other district will require the payment of tuition.
- 2. Children residing in institutions located within the district that provide a place of residence for three or more such children whose domicile is not in the state of Missouri may be admitted pursuant to a contractual arrangement, provided that the school district, its taxpayers, the state of Missouri or its political subdivisions bear no financial burden as a result of the placement.
- 3. In the event the Board allows nonresident teachers employed by the district to send their children to the district, such children will be considered resident students for the purpose of determining average daily attendance. The Board shall not solicit or receive money from a teacher employed by the district for the purposes of paying tuition or any other expenses of the operation of schools. Furthermore, the Board may allow nonresident regular employees of the district to send their children to the district and consider them resident students for the purposes of determining average daily attendance.
- 4. Foreign exchange students living within the boundaries of the school district who have obtained a J-1 visa and who are sponsored by an organization listed on the Council on Standards for International Educational Travel (CSIET) Advisory List will be allowed to enroll in the school district. Such enrollment will be conditioned upon approval of the superintendent and in accordance with procedures set forth by the superintendent or designee. The Board of Education reserves the right to limit the number of foreign exchange students enrolled in a given year. Attendance by foreign exchange students is a privilege, not a right.
- 5. The district may admit nonresident students pursuant to a contractual arrangement, the Enrollment Option Act or as otherwise permitted by law. A nonresident student enrolled pursuant to an enrollment option program shall be counted as a resident pupil for the purposes of determining state aid.

ADMISSION OF NONRESIDENT STUDENTS  
(Districts Accepting Nonresident Students)

Nonresident students will be permitted to attend the district's schools upon payment of tuition as established by the Board unless exempt from payment of tuition as allowed by law. Tuition rates shall be determined annually on the basis of the per-pupil cost for the preceding year for the operation, maintenance and debt service of the schools, as prescribed by state law. A nonresident student shall be defined as a student who does not meet the requirements to be a resident student of the Camdenton R-III School District, as defined in Board policies and law.

Nonresident students admitted pursuant to the following exceptions or as otherwise mandated by law will not be required to file for a waiver of residency:

- 1. The following nonresident students will be admitted and are exempt from complete or partial tuition charges:
  - Children placed by the department of mental health, the department of social services or by court order in facilities or programs located within the district will be admitted even if the child's domicile is in another district.
  - The district is entitled to local tax effort from each student's domiciliary district. The district may, if such funds are available and pursuant to law, receive payment from the Department of Elementary and Secondary Education (DESE) for such students in lieu of the local tax effort payments from the domiciliary district.
  - Orphaned children, as defined by the courts, who have a permanent or temporary home within the school district may attend school without paying tuition.
  - Children with only one living parent who have a permanent or temporary home within the school district may attend school without paying tuition.
  - Children whose parents do not contribute anything to their support and are unable to pay tuition, and who have a permanent or temporary home within the school district, may attend school without paying tuition.
  - Children whose parents or guardians pay school taxes on property in the school district but do not live in the district may attend school in the district and pay tuition on a tuition/tax credit basis. School taxes paid to the school district by the parents or guardians of nonresident students shall be deducted from the tuition charge applicable to the school term or fractional part thereof, concurrent with the calendar year in which the taxes are paid. The deduction will be prorated among the number

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*Note: This 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: 03/08/1994
- Revised: 01/12/2004, 12/12/2005
- Cross Refs: IGBCA, Programs for Homeless Students  
IGBE, Students in Foster Care
- Legal Refs: §§ 162.1040 - 1059, 163.011, 167.121 - 151, 168.151, RSMo.  
0 U.S.C. §§ 1101, 1372
- Camdenton R-III School District, Camdenton, Missouri





EXPLANATION: ADMINISTRATION OF MEDICATIONS TO STUDENTS

MSBA has revised this policy to reflect the changes in law brought about by House Bill 675 (2013), §§ 167.800 - .824, RSMo. House Bill 675 specifically addresses the district's responsibilities related to caring for and supporting students with diabetes.

REQUIREMENTS

1. The new law requires districts to work with parents/guardians and students to develop and implement a student's "diabetes medical management plan" as necessary to provide the appropriate services to students with diabetes. However, districts are not required to accept the management plan exactly as presented, but are only required to "review" the plan. MSBA recommends that the district work with the parents/guardians and student as necessary to best implement the plan in a school setting.
2. In accordance with the new law, the revisions to this policy now allow for students to possess at all times (not just while at school) and to self-administer their diabetic medications and to test blood sugar levels.

OPTIONAL

The following language is NOT required by the new law. Because this language is NOT required, MSBA did not include it in the revisions to this policy. Districts MAY include this language if they desire.

Here is a summary of the changes districts MAY include:

1. By January 15, 2014, the Department of Elementary and Secondary Education (DESE) is required to develop guidelines for training school employees in the care of students with diabetes. School boards MAY adopt and implement the DESE training guidelines and annual diabetes training programs for all school nurses and diabetes care personnel.
2. IF the district adopts and implements the training guidelines developed by DESE, it shall ensure that the training is provided to a minimum of three school employees at each school attended by a student with diabetes. If at any time fewer than three school employees are available to be trained, the principal or other administrator shall distribute to staff members a written notice seeking volunteers to serve as diabetes care personnel. Such notice shall:

- ▶ State that the school shall provide diabetes care to one or more students with diabetes and is seeking personnel willing to be trained to provide care.
  - ▶ Include the tasks to be performed.
  - ▶ State that participation is voluntary and that the district shall take no action against any staff member who doesn't volunteer.
  - ▶ State that training will be provided to those who volunteer.
  - ▶ State that trained personnel are protected from any liability.
  - ▶ Include whom to contact if interested in volunteering.
3. Each district MAY provide training in the recognition of hypoglycemia and hyperglycemia and actions to take in response to emergency situations to all school personnel who have primary responsibility for supervising a student with diabetes during some portion of the school day and to bus drivers responsible for the transportation of a student with diabetes.
  4. The district MAY provide all students with diabetes in the district appropriate and needed diabetes care as specified in their diabetes medical management plan. In accordance with a request from the parent/guardian of a student with diabetes and the student's diabetes medical management plan, the school nurse or trained diabetes care personnel may perform diabetes care functions including:
    - ▶ Checking and recording blood glucose levels and ketone levels or assisting a student with such testing and recording.
    - ▶ Responding to blood glucose levels that are outside the student's target range.
    - ▶ Administering glucagon and other emergency treatments as prescribed.
    - ▶ Administering insulin or assisting a student in administering insulin through the insulin delivery system the student uses.
    - ▶ Providing oral diabetes medications.
    - ▶ Following instructions regarding meals, snacks and physical activity.

5. The school nurse or at least one of the trained diabetes care personnel MAY be on site and available to provide care to each student with diabetes during regular school hours and during all school-sponsored activities, including school-sponsored before- and after-school care programs, field trips, extended off-site excursions, extracurricular activities and on buses when the driver has not completed the necessary training.
6. If the district does adopt those practices listed above, those activities shall not constitute the practice of nursing and shall be exempted from all applicable statutory and regulatory provisions that restrict what activities can be delegated to or performed by a person who is not a licensed healthcare professional.
7. Further, it shall be lawful for a licensed healthcare professional to provide training to school employees or to supervise such personnel in performing those tasks described above.
8. Finally, no physician, nurse, school employee or school district shall be liable for civil damages or subject to disciplinary action under professional licensing regulations or school disciplinary policies as a result of the activities listed above when such acts are committed as an ordinarily reasonably prudent person would have acted under the same or similar circumstances.

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.

<input type="checkbox"/> Board Secretary	<input type="checkbox"/> Business Office	<input checked="" type="checkbox"/> Coaches/Sponsors
<input type="checkbox"/> Facility Maintenance	<input checked="" type="checkbox"/> Food Service	<input type="checkbox"/> Gifted
<input type="checkbox"/> Human Resources	<input checked="" type="checkbox"/> Principals	<input type="checkbox"/> Library/Media Center
<input checked="" type="checkbox"/> Health Services	<input type="checkbox"/> Counselor	<input checked="" type="checkbox"/> Special Education
<input checked="" type="checkbox"/> Transportation	<input type="checkbox"/> Public Info/Communications	<input type="checkbox"/> Technology

ADMINISTRATION OF MEDICATIONS TO STUDENTS

Definitions

Authorized Prescriber - Includes a healthcare provider licensed or otherwise authorized by state law to prescribe medication.

Diabetes Medical Management Plan - A document developed by the student's personal healthcare team that sets out the health services needed by the student at school and that is signed by the student's personal healthcare team and parent/guardian.

Medications - For the purposes of this policy, medications include prescription drugs and over-the-counter drugs, including herbal preparations and vitamins. Medications also include substances that claim or purport to be medicinal or performance enhancing.

Authorized Prescriber - Includes a healthcare provider licensed or otherwise authorized by state law to prescribe medication.

General

The Carndenton R-III School District is not legally obligated to administer medication to students unless specifically included in a Section 504 plan or an individualized education program (IEP). However, the Board recognizes that some students may require medication for chronic or short-term illnesses to enable them to remain in school and participate in the district's educational services. Parents/Guardians are encouraged to submit any relevant information regarding the medications their student needs, including a diabetes medical management plan or other information the district may use to develop an IEP, Section 504 Plan or individualized health plan (IHP). The district will review all information submitted by the parent/guardian and work with them to create a plan to meet the student's medical needs while at school or school activities. The district prohibits students from possessing or self-administering medications while on district grounds, on district transportation or during district activities unless explicitly authorized in accordance with this policy. The superintendent, in collaboration with the district nursing staff, will establish administrative procedures for storing and administering medications in compliance with this policy and pursuant to state and federal law. Medications will only be administered at school when it is not possible or effective for the student to receive the medication at home.

The administration of medications is a nursing activity that must be performed by or under the supervision of a registered professional nurse. A registered professional nurse may delegate the administration of medication to a licensed practical nurse or unlicensed personnel who are trained by the nurse to administer medications. The registered professional nurse is responsible for developing written procedures for training unlicensed personnel in the administration of medications



and for supervising the administration of medication by others. In accordance with law, any trained or qualified employee will be held harmless and immune from civil liability for administering medication in good faith and according to standard medical practices. A qualified employee is one who has been trained to administer medication according to standard medical practices.

The nurse or designee must maintain thorough documentation of all medications administered to students.

Nurses must use reasonable and prudent judgment to determine whether to administer particular medications to students while also working in collaboration with parents/guardians and the school administration. In carrying out their legal duty to protect the health, welfare and safety of students, nurses will, when necessary, clarify authorized prescriber orders and respond in accordance with such clarifications.

The district shall not knowingly administer medications in an amount exceeding the recommended daily dosage listed in the *Physician's Desk Reference (PDR)* or other recognized medical or pharmaceutical text. Except for the emergency use of a prefilled epinephrine auto syringe or asthma-related rescue medication, the district will not administer the first dose of any medication. Parents/Guardians are encouraged to arrange to administer prescription medications themselves when possible.

Students are not to carry any medication (prescription or over-the-counter) on their person except as specified below for those students self-administering medications. Controlled substances are not allowed on school transportation. A parent/guardian must deliver medications to school unless they are self-administered as specified below.

**Over-the-Counter Medications**

The district may administer over-the-counter medication to a student upon receipt of a written request and permission to do so by the parent/guardian. All over-the-counter medications must be delivered to the school principal or designee in the manufacturer's original packaging and will only be administered in accordance with the manufacturer's label.

**Prescription Medications**

The parent/guardian must provide the district with written permission to administer the medication before the district will administer the prescription medication to the student. The prescription label will be considered the equivalent of a prescriber's written direction, and a separate document is not needed.

**Possession and Self-Administration of Medications**

The district will permit a student to possess and self-administer medications in accordance with an IEP or Section 504 plan or in accordance with state law allowing students to possess and self-administer medications for a chronic health condition required by law and as allowed in this section. However, permission to possess and self-administer medications may be revisited if there is evidence that the student is not handling or administering the medication appropriately or that the student's actions may be harming his or her own health or the health and safety of other persons. Such permission is required for students to possess and self-administer medications while at school at a district-sponsored activity and on district-sponsored transportation. Such permission shall be effective only for the same school and school year for which it is granted.

**Students with Diabetes**

Upon written request of the parent/guardian and upon authorization by a student's diabetes medical management plan, the district will permit a student with diabetes to perform blood glucose checks, administer insulin through the student's insulin delivery systems, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of the student's diabetes. The district will permit the student to possess on his or her person at all times all necessary supplies and equipment to perform these monitoring and treatment functions. The student shall have access to a private area for performing diabetes care tasks should the parent/guardian or student request such access.

**Students with IEPs or Section 504 Plans**

Students may possess and self-administer medications in accordance with the student's IEP or Section 504 plan.

**Students with Other Chronic Health Conditions**

Students may possess and self-administer medications for the treatment of asthma, anaphylaxis and other chronic health conditions in accordance with this policy and law. The district will not permit students to possess and self-administer medications unless:

1. The medication was prescribed or ordered by the student's physician.
2. The physician has provided a written treatment plan for the condition for which the medication was prescribed or authorized that includes a certification that the student is capable of and has been instructed in the correct and responsible use of the medication and has demonstrated to the physician or the physician's designee the skill level necessary to use the medication.

3. The student has demonstrated proper self-administration technique to the school nurse.
4. The student's parent/guardian has signed a statement authorizing self-administration and acknowledging that the district and its employees or agents will incur no liability as a result of any injury arising from the self-administration of such medication unless such injury is a result of negligence on the part of the district or its employees or agents.

**Emergency Medications**

All student-occupied buildings in this district are equipped with prefilled epinephrine auto syringes and asthma-related rescue medications. The school nurse or another employee trained and supervised by the school nurse may administer these medications when they believe, based on training, that a student is having a life-threatening anaphylactic reaction or life-threatening asthma episode.

Epinephrine and asthma-related rescue medications will only be administered in accordance with written protocols provided by an authorized prescriber. The Board will purchase an adequate number of prefilled epinephrine auto syringes and asthma-related rescue medications based on the recommendation of the school nurse, who will be responsible for maintaining adequate supplies.

**Consequences**

Students who possess or consume medications in violation of this policy while on district grounds, on district transportation or during a district activity may be disciplined up to and including suspension or expulsion. Employees who violate this policy may be disciplined up to and including termination. District administrators will notify law enforcement when they believe a crime has occurred.

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**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: 08/08/1994  
Revised: 12/13/1999; 07/10/2006; 01/08/2007; 05/09/2011; 04/08/2013  
Cross Refs: EBB, Communicable Diseases  
EBBA, Illness and Injury Response and Prevention

Legal Refs: §§ 167.621 - .635, § 207.024, 335.016, .066, 338.059, 577.625, .628, RSMo.  
*Davis v. Francis Howell Sch. Dist.*, 138 F.3d 754 (8th Cir. 1998)  
*DeBard v. Board of Educ. of Ferguson-Florissant Sch. Dist.*, 126 F.3d 1102 (8th Cir. 1997)

Camdenton R-III School District, Camdenton, Missouri

Expenditures for Secure Entry

Monday, June 09, 2014

Invoice Date Invoice No. Vendor Description of Work Amount Invoiced Amount Paid Status

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
7/31/2013	30656 ACI	Schematic Design, Design Development, Construction Documents, Bl		\$2,981.13	\$2,981.13	Paid
11/11/2013	31089 ACI	Schematic Design, Design Development, Construction Documents, Bl		\$844.18	\$844.18	Paid
2/18/2014	31346 ACI	Schematic Design, Design Development, Construction Documents, Bl		\$5,194.00	\$5,194.00	Paid
3/11/2014	31423 ACI	Schematic Design, Design Development, Construction Documents, Bl		\$1,164.00	\$1,164.00	Paid

Total \$10,183.31 \$10,183.31

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
7/24/2013	10328390-0	Smart Postal	Blue Prints for Secure Entry Middle School and Dogwood	\$947.57	\$947.57	Paid
9/9/2013		Standard and Poor	Bond Rating Services	\$5,000.00	\$5,000.00	Paid
3/3/2014		Smart Postal	Blue Prints for Secure Entry at Hawthorn and ORI	\$1,905.72	\$1,905.72	Paid
4/11/2014		Commerce Bank	Acceptance and set up fee	\$83.34	\$83.34	Paid

Total \$11,593.54 \$11,593.54

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
9/11/2013		1 Construction Concepts	Completion of Dogwood and Middle School	\$63,605.20	\$63,605.20	Paid
3/21/2014		1 Bales Construction	Bond Application Payment	\$1,643.00	\$1,643.00	Paid

Total \$65,248.20 \$65,248.20

Grand Total \$87,025.05 \$87,025.05

Expenditures for Osage Beach Elementary Construction

Monday, June 09, 2014

Invoice Date Invoice No. Vendor Description of Work Amount Invoiced Amount Paid Status

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
4/19/2013	30323 ACI-Boland	Complete Schematic Design		\$98,838.33	\$98,838.33	Paid
5/21/2013	30523 ACI-Boland	50% Design Development		\$65,892.14	\$65,892.14	Paid
6/21/2013	30523 ACI-Boland	50% Design Development		\$65,892.15	\$65,892.15	Paid
7/29/2013	30628 ACI-Boland	35% Construction Documents		\$87,847.41	\$87,847.41	Paid
8/22/2013	30755 ACI-Boland	33% Construction Documents/Consultants		\$99,250.91	\$99,250.91	Paid
9/19/2013	30866 ACI-Boland	33% Construction Documents/Geotechnical Report		\$93,473.77	\$93,473.77	Paid
10/23/2013	31023 ACI-Boland	Civil Site Plan/Reimbursement for Spec Books		\$16,602.68	\$16,602.68	Paid
11/13/2013	31095 ACI-Boland	Reimburse payment for bidding documents		\$17,290.17	\$17,290.17	Paid
12/17/2013	31176 ACI-Boland	Fee for Contract Administration/Structural Engineer/Civil Survey/Bid		\$8,000.33	\$8,000.33	Paid
4/16/2014	31538 ACI-Boland	Fee for Contract Administration/Civil Engineer		\$4,822.50	\$4,822.50	Paid
5/19/2014	31618 ACI-Boland	Fee for Contract Administration/Civil Engineer		\$5,334.08		Pending

Total \$563,244.47 \$557,910.39

Costs Outside

Construction Contract

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
7/8/2013	DNR	Permit Fees		\$300.00	\$300.00	Paid
7/24/2013	10328390-0	Standard and Poor	Bond Rating Services	\$5,000.00	\$5,000.00	Paid
7/29/2013	2013-029	Allen Surveying	Survey Invoice	\$12,650.00	\$12,650.00	Paid
8/12/2013	1606	Ridge Excavation	Clearing for Bore Sites	\$1,300.00	\$1,300.00	Paid
10/10/2013		City of Osage Beach	Building Permit Fee and Site Development Fee	\$52,560.26	\$52,560.26	Paid
10/10/2013		Osage Beach Fire Protection	Additional Fire Protection	\$20,200.00	\$20,200.00	Paid
11/4/2013	2013-029	Allen Surveying	Additional Topo and Utilities	\$2,780.00	\$2,780.00	Paid
1/13/2014	700-8755	Smart Postal Center	Blue Prints	\$684.78	\$684.78	Paid
2/7/2014	11400	Palmetton Parish	Soil Testing/Nuclear Field Density	\$5,161.75	\$5,161.75	Paid
3/10/2014	11533	Palmetton Parish	Soil Testing/Nuclear Field Density	\$5,869.55	\$5,869.55	Paid
4/11/2014		Commerce Bank	Acceptance and set up fee	\$83.33	\$83.33	Paid

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
4/4/2014	11732	Palmetton Parish	Soil Testing/Nuclear Field Density	\$5,452.85	\$5,452.85	Paid
4/1/2014	27378	Smart Postal Center	Lighting Plan Blue Prints	\$24.62	\$24.62	Paid
5/8/2014	11961	Palmetton Parish	Materials testing	\$5,771.18		Pending
<b>Total</b>				<b>\$117,898.32</b>	<b>\$112,067.14</b>	

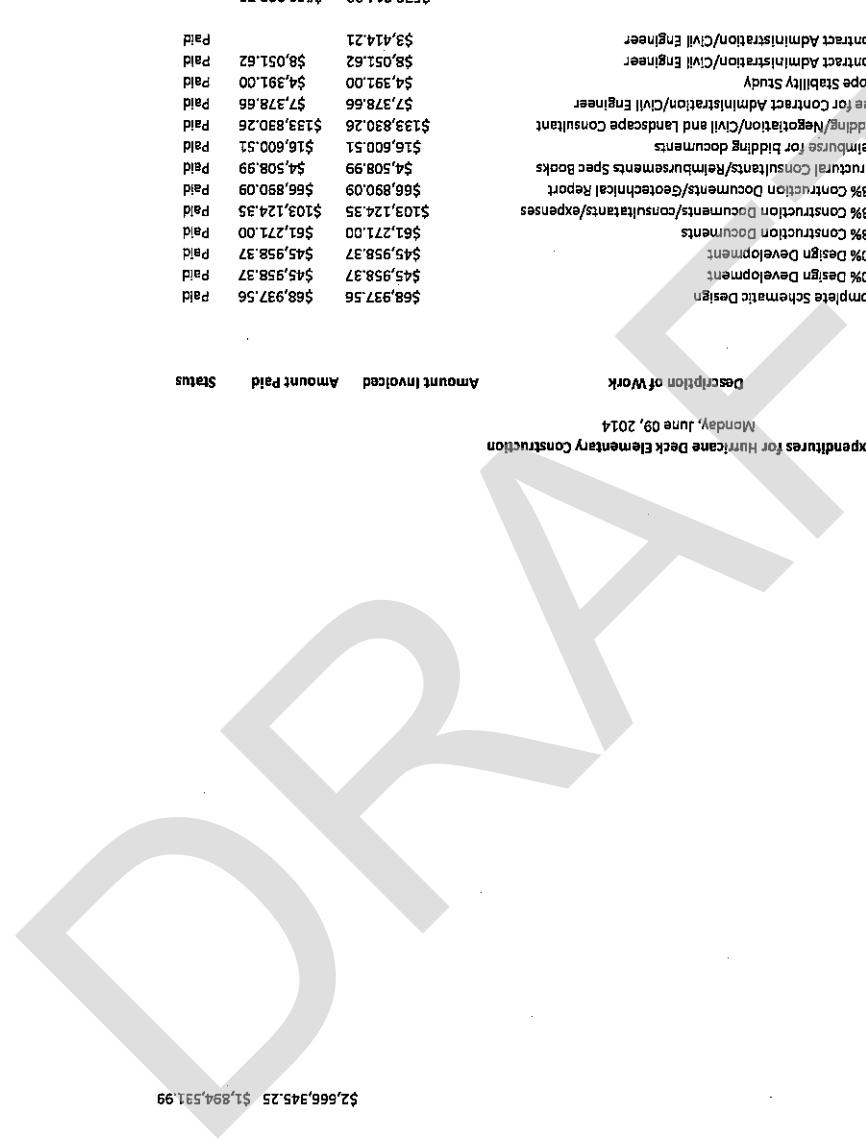
Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
1/8/2014	1780	Curtiss Manes Schulte	Payment Application 1	\$272,105.01	\$272,105.01	Paid
1/24/2014	1789	Curtiss Manes Schulte	Payment Application 2	\$63,628.74	\$63,628.74	Paid
2/25/2014	1797	Curtiss Manes Schulte	Payment Application 3	\$63,184.17	\$63,184.17	Paid
3/25/2014	1801	Curtiss Manes Schulte	Payment Application 4	\$308,930.31	\$308,930.31	Paid
4/25/2014	1813	Curtiss Manes Schulte	Payment Application 5	\$516,706.23	\$516,706.23	Paid
5/25/2014	1823	Curtiss Manes Schulte	Payment Application 6	\$760,708.00		Pending
<b>Total</b>				<b>\$2,666,345.25</b>	<b>\$1,894,531.99</b>	

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
4/19/2013	30323	ACI-Boland	Complete Schematic Design	\$68,937.56	\$68,937.56	Paid
5/22/2013	30429	ACI-Boland	50% Design Development	\$45,958.37	\$45,958.37	Paid
6/21/2013	30524	ACI-Boland	50% Design Development	\$45,958.37	\$45,958.37	Paid
8/22/2013	30629	ACI-Boland	33% Construction Documents	\$61,271.00	\$61,271.00	Paid
8/22/2013	30756	ACI-Boland	33% Construction Documents/expenses	\$103,124.35	\$103,124.35	Paid
9/19/2013	30867	ACI-Boland	33% Construction Documents/geotechnical Report	\$66,890.09	\$66,890.09	Paid
10/23/2013	31024	ACI-Boland	Structural Consultants/Reimbursements Spec Books	\$4,508.99	\$4,508.99	Paid
11/13/2013	31093	ACI-Boland	Reimburse for bidding documents	\$16,600.51	\$16,600.51	Paid
11/19/2013	31102	ACI-Boland	Bidding/Negotiation/Civil and Landscape Consultant	\$133,830.26	\$133,830.26	Paid
12/17/2013	31177	ACI-Boland	Fee for Contract Administration/Civil Engineer	\$7,378.66	\$7,378.66	Paid
1/9/2014	31245	ACI-Boland	Slope Stability Study	\$4,391.00	\$4,391.00	Paid
4/16/2014	31539	ACI-Boland	Contract Administration/Civil Engineer	\$8,051.62	\$8,051.62	Paid
5/19/2014	316919	ACI-Boland	Contract Administration/Civil Engineer	\$3,414.21		Paid
<b>Total</b>				<b>\$570,314.99</b>	<b>\$566,900.78</b>	

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
4/19/2013	30323	ACI-Boland	Complete Schematic Design	\$68,937.56	\$68,937.56	Paid
5/22/2013	30429	ACI-Boland	50% Design Development	\$45,958.37	\$45,958.37	Paid
6/21/2013	30524	ACI-Boland	50% Design Development	\$45,958.37	\$45,958.37	Paid
8/22/2013	30629	ACI-Boland	33% Construction Documents	\$61,271.00	\$61,271.00	Paid
8/22/2013	30756	ACI-Boland	33% Construction Documents/expenses	\$103,124.35	\$103,124.35	Paid
9/19/2013	30867	ACI-Boland	33% Construction Documents/geotechnical Report	\$66,890.09	\$66,890.09	Paid
10/23/2013	31024	ACI-Boland	Structural Consultants/Reimbursements Spec Books	\$4,508.99	\$4,508.99	Paid
11/13/2013	31093	ACI-Boland	Reimburse for bidding documents	\$16,600.51	\$16,600.51	Paid
11/19/2013	31102	ACI-Boland	Bidding/Negotiation/Civil and Landscape Consultant	\$133,830.26	\$133,830.26	Paid
12/17/2013	31177	ACI-Boland	Fee for Contract Administration/Civil Engineer	\$7,378.66	\$7,378.66	Paid
1/9/2014	31245	ACI-Boland	Slope Stability Study	\$4,391.00	\$4,391.00	Paid
4/16/2014	31539	ACI-Boland	Contract Administration/Civil Engineer	\$8,051.62	\$8,051.62	Paid
5/19/2014	316919	ACI-Boland	Contract Administration/Civil Engineer	\$3,414.21		Paid
<b>Total</b>				<b>\$570,314.99</b>	<b>\$566,900.78</b>	

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
7/8/2013	10328390-0	DNR	Permit Fee	\$300.00	\$300.00	Paid
7/24/2013	10328390-0	Standard and Poor	Bond Rating Services	\$5,000.00	\$5,000.00	Paid
8/15/2013	1600	Ridge Excavation	Clearing for site boring	\$1,400.00	\$1,400.00	Paid
10/9/2013	59	Fire Protection	Building Permits	\$11,880.00	\$11,880.00	Paid
12/26/2013	11403	Palmetton Parish	Base Rock for moving Parking lot	\$2,365.00	\$2,365.00	Paid
2/7/2014	11403	Palmetton Parish	Soil Testing	\$3,859.70	\$3,859.70	Paid
3/10/2014	11626	Palmetton Parish	Soil Testing	\$2,804.80	\$2,804.80	Paid

Expenditures for Hurricane Deck Elementary Construction Monday, June 09, 2014



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Construction		Total	
12/24/2013	1 Bales	Payment Application #1	\$361,292.94
1/23/2014	2 Bales	Payment Application #2	\$91,377.41
2/20/2014	3 Bales	Payment Application #3	\$44,434.00
3/21/2014	4 Bales	Payment Application #4	\$338,768.73
4/25/2014	5 Bales	Payment Application #5	\$296,995.50
5/22/2014	6 Bales	Payment Application #6	\$1,104,522.15
			Pending
			\$2,237,390.73
			Paid
			\$1,132,868.58
			\$2,860,254.63
			Paid
			\$1,749,801.54
			Pending
			\$52,548.91
			\$50,032.18
4/11/2014	Commerce Bank	Acceptance and Set Fee	\$83.33
4/4/2014	11731 Palmetton Parrish	Soil Testng	\$8,889.35
3/31/2014	17257 Co-Mo Electric	Movement of electrical poles and service	\$13,000.00
4/10/2014	231277 Co-Mo Electric	Service fee for movement of electrical service	\$150.00
5/5/2014	11959 Palmetton Parrish	Materials Testng	\$2,516.73
			Pending
			\$83.33
			Paid
			\$8,889.35
			Paid
			\$13,000.00
			Paid
			\$150.00
			Paid
			\$2,516.73
			Paid
			\$83.33
			Paid

Grand Total

# APPLICATION FOR PAYMENT

Application No.: Application Date: Period To: Contract Date:  
 #13079 MAY 22, 2014 MAY 31, 2014 NOV 21, 2013  
 Project Name: Construction Mgr  
 Owner  Architect  Contractor  Other   
 Distribution List:

Bates Const. Co. Inc.  
 172 Dare Boulevard  
 Camdenon, Mo 65020  
 Addn & Alt to Hurricane Deck Elem.  
 16584 N. State Hwy 5  
 Sunbse Beach, Mo  
 #13079  
 Camdenon RIII School District  
 172 Dare Boulevard  
 Camdenon, Mo 65020

## Contractor's Application for Payment

Application is made for payment as shown below, with attached Continuation Sheet.

1. Original Contract Amount: \$ 13,049,800.00

2. Net of Change Orders: \$ 31,460.00

3. Net Amount of Contract: \$ 13,081,260.00

4. Total Completed & Stored to Date: \$ 2,488,212.22

5. Retainage Summary:

a. 10.00 % of Completed Work \$ 248,821.24

b. 10.00 % of Stored Material \$ 0.00

Total Retainage: \$ 248,821.24

6. Total Completed Less Retainage: \$ 2,237,390.98

7. Less Previous Applications: \$ 1,132,868.83

8. Current Payment Due, This Application: \$ 1,104,522.15

9. Contract Balance (Including Retainage): \$ 10,843,898.02

Change Order Activity: Additions \$ 31,460.00

Subtractions \$ 0.00

Total approved this Month: \$ 0.00

Sub Totals: \$ 31,460.00

NET of Change Orders: \$ 31,460.00

## CONTRACTOR'S CERTIFICATION:

The Contractor's signature here certifies that, to the best of their knowledge, this document accurately reflects the work completed in this Application for Payment. The Contractor also certifies that all payments have been made for work on previous Applications for Payment and also that the Current Payment is Due.

(Authorizing Signature) \_\_\_\_\_  
 Bates Const. Co. Inc.  
 Date: MAY 22, 2014

State Authorized: Missouri  
 County of: Pulaski

Subscribed and sworn to before me this 22<sup>nd</sup> day of MAY 2014

Notary Public: \_\_\_\_\_  
 My Commission expires: 12/22/2015

My Commission Expires: \_\_\_\_\_  
 My Commission Plate: \_\_\_\_\_  
 Pulaski County  
 Commission #1528346

## ARCHITECT'S CERTIFICATION:

The Architect's signature here certifies that, based on their own observations, the Contract Documents and the information contained herein, the document accurately reflects the work completed in this Application for Payment.

The Architect also certifies the Contractor is entitled to the amount certified for payment.

AMOUNT CERTIFIED: \_\_\_\_\_  
 (Architect's Signature) \_\_\_\_\_  
 Date: 05/23/2014

# APPLICATION FOR PAYMENT - CONTINUATION SHEET

Form: Bates Const. Co. Inc. 1901 HISTORIC 68 WEST WAYNESVILLE, MO 65683  
 Is: Camdenon RIII School District 172 Dare Boulevard Camdenon, Mo 65020  
 Project: #13079 Addn & Alt to Hurricane Deck Elem. 16584 N. State Hwy 5 Sunbse Beach, Mo  
 Application No: 6 Application Date: 6/22/2014 Period To: 6/31/2014 Contract Date: 11/21/2013  
 CAP703 Page 2 of 5 Pages

Item No	Description of Work	Contract Value	D Work Completed		E This Period	F Materials Stored (Not in D or E)	G Total Completed and Stored (D+E+F)	H Balance To Finish (If Variable)	I Retainage Rate
			From Previous Applications	(D + E)					
1	Submittal Exchange Allowance	7,095.00	7,095.00	0.00	0.00	7,095.00	0.00	100	709.50
2	Reinforcing Steel Allowance	400.00	400.00	0.00	0.00	400.00	0.00	0	0.00
3	Misc Steel Allowance	5,625.00	5,625.00	0.00	0.00	5,625.00	0.00	0	0.00
4	Concrete Allowance	1,500.00	1,500.00	0.00	0.00	1,500.00	0.00	0	0.00
5	Bond	129,000.00	129,000.00	0.00	0.00	129,000.00	0.00	100	12,800.00
6	General Conditions	109,394.00	109,394.00	0.00	0.00	109,394.00	0.00	15	1,825.91
7	Temporary Facilities	45,000.00	45,000.00	0.00	0.00	45,000.00	0.00	19	1,075.00
8	Temp Fencing	3,000.00	3,000.00	0.00	0.00	3,000.00	0.00	22	300.00
9	Project Management	75,000.00	13,500.00	0.00	0.00	16,800.00	0.00	20	1,880.00
10	Supervision	135,000.00	19,750.00	0.00	0.00	27,250.00	0.00	4	2,725.00
11	Equipment & Rentals	50,000.00	0.00	0.00	0.00	2,000.00	0.00	0	200.00
12	Clean-up During and Final	50,000.00	0.00	0.00	0.00	0.00	0.00	0	0.00
13	Soft Polishing	4,500.00	0.00	0.00	0.00	0.00	0.00	0	0.00
14	Interior Bldg Demolition	70,000.00	1,500.00	0.00	0.00	1,500.00	0.00	2	160.00
15	Building Demolition	80,000.00	0.00	0.00	0.00	0.00	0.00	0	0.00
16	Site Mobilization	65,000.00	65,000.00	0.00	0.00	65,000.00	0.00	100	6,500.00
17	Erosion Control	87,000.00	73,200.00	0.00	0.00	73,200.00	0.00	76	7,370.00
18	Cleaning and Grubbing	180,000.00	180,000.00	0.00	0.00	180,000.00	0.00	100	18,000.00
19	Earthwork	640,000.00	189,000.00	0.00	0.00	189,000.00	0.00	30	3,600.00
20	Storm Drainage	215,000.00	163,750.00	0.00	0.00	163,750.00	0.00	76	16,375.00
21	Water Distribution	112,000.00	68,000.00	0.00	0.00	68,000.00	0.00	50	6,800.00
22	Sanitary Sewers	30,000.00	20,000.00	0.00	0.00	20,000.00	0.00	67	2,000.00
23	Asphalt Paving	503,288.00	0.00	0.00	0.00	39,049.93	0.00	8	3,804.88
24	Fencing and Gates	29,940.00	0.00	0.00	0.00	0.00	0.00	0	0.00
25	Modular Retaining Walls	20,000.00	0.00	0.00	0.00	0.00	0.00	0	0.00
		2,868,742.00	997,984.40	0.00	0.00	63,268.83	0.00	39	1,568,087.97
						1,000,854.03	0.00		100,265.40

**APPLICATION FOR PAYMENT - CONTINUATION SHEET**

**Form:** Bates Const. Co. Inc.  
 1901 HISTORIC 88 WEST  
 WAYNESVILLE, MO 65583  
**Job:** Camdenton Rill School District  
 172 Dare Boulevard  
 Camdenton, Mo 65020  
**Project:** #13079  
 Addn & Alt to Hurricane Deck Elem.  
 16594 N. State Hwy 5  
 Sunrise Beach, Mo  
**Application No:** 6  
**Application Date:** 6/22/2014  
**Period To:** 6/31/2014  
**Contract Date:** 11/21/2013  
**Architects Project:**

Item No	Description of Work	Contract Value	D Work Completed		F Materials Presently Stored (Not in D or E)	G Total Completed and Stored (D+E+F)	H Balance To Final (C-G)	I Retainage (If Variable Rate)
			From Previous Application (D+E)	This Period				
28	Concrete	600,000.00	110,000.00	178,182.78	0.00	288,205.26	511,794.74	28,820.63
27	Structural Excavation	60,000.00	0.00	40,000.00	0.00	40,000.00	4,000.00	7,500.00
26	Microplastic/Sheet Piling	75,000.00	75,000.00	0.00	0.00	75,000.00	0.00	0.00
25	Dyed and Polished Concrete	170,810.00	0.00	0.00	0.00	0.00	170,810.00	0.00
24	Concrete Decker/Lightweight	222,500.00	0.00	0.00	0.00	0.00	222,500.00	0.00
30	Concrete	1,600,000.00	11,000.00	288,383.40	0.00	297,383.40	1,302,608.60	28,738.34
32	Structural Steel	497,000.00	0.00	401,574.00	0.00	401,574.00	95,426.00	40,167.40
33	Structural Steel Erection	250,000.00	0.00	0.00	0.00	0.00	250,000.00	0.00
34	Metal Column Covers	16,250.00	0.00	0.00	0.00	0.00	16,250.00	0.00
35	Rough Carpentry	180,000.00	0.00	0.00	0.00	0.00	180,000.00	0.00
36	Blocking	18,000.00	0.00	0.00	0.00	0.00	18,000.00	0.00
37	Casework	240,500.00	0.00	0.00	0.00	0.00	240,500.00	0.00
38	Sheet Waterproofing	6,709.00	0.00	0.00	0.00	0.00	6,709.00	0.00
39	Field Applied Air Barriers	82,571.00	0.00	0.00	0.00	0.00	40,671.00	2,180.00
40	Roofing	288,876.00	0.00	0.00	0.00	0.00	288,876.00	0.00
41	Sheet Metal	308,575.00	0.00	0.00	0.00	0.00	308,575.00	0.00
42	Caulking & Sealants	53,515.00	0.00	0.00	0.00	0.00	49,783.00	373.20
43	Door/Framing/Hardware	189,225.00	500.00	18,000.00	0.00	18,500.00	171,225.00	1,850.00
44	Aluminum Storefront/Glazing	230,000.00	2,587.50	0.00	0.00	2,587.50	227,412.50	258.75
45	Overhead Colling Gilt	2,656.00	0.00	0.00	0.00	0.00	2,656.00	0.00
46	MS Framing/Insulation/Drywall	130,000.00	0.00	0.00	0.00	0.00	130,000.00	0.00
47	Expanded Ceiling	325,750.00	0.00	0.00	0.00	0.00	325,750.00	0.00
48	Wood Athletic Flooring	81,350.00	0.00	0.00	0.00	0.00	81,350.00	0.00
49	Resinous Flooring	35,868.00	0.00	0.00	0.00	0.00	35,868.00	0.00

**APPLICATION FOR PAYMENT - CONTINUATION SHEET**

**Form:** Bates Const. Co. Inc.  
 1901 HISTORIC 88 WEST  
 WAYNESVILLE, MO 65583  
**Job:** Camdenton Rill School District  
 172 Dare Boulevard  
 Camdenton, Mo 65020  
**Project:** #13079  
 Addn & Alt to Hurricane Deck Elem.  
 16594 N. State Hwy 5  
 Sunrise Beach, Mo  
**Application No:** 6  
**Application Date:** 6/22/2014  
**Period To:** 6/31/2014  
**Contract Date:** 11/21/2013  
**Architects Project:**

Item No	Description of Work	Contract Value	D Work Completed		F Materials Presently Stored (Not in D or E)	G Total Completed and Stored (D+E+F)	H Balance To Final (C-G)	I Retainage (If Variable Rate)
			From Previous Application (D+E)	This Period				
50	Floor Coverings	168,000.00	0.00	0.00	0.00	0.00	168,000.00	0.00
51	Fabric Waxed Panels	37,000.00	0.00	0.00	0.00	0.00	37,000.00	0.00
52	Sound Absorbing Wall Units	21,250.00	0.00	0.00	0.00	0.00	21,250.00	0.00
53	Painting	150,000.00	0.00	0.00	0.00	0.00	150,000.00	0.00
54	Vertical Display Surfaces	32,525.00	0.00	0.00	0.00	0.00	32,525.00	0.00
55	Flag Poles	3,805.00	0.00	0.00	0.00	0.00	3,805.00	0.00
56	Signage	8,500.00	0.00	0.00	0.00	0.00	8,500.00	0.00
57	Metal Lockers	2,800.00	0.00	0.00	0.00	0.00	2,800.00	0.00
58	Fire Extinguishers	2,500.00	0.00	0.00	0.00	0.00	2,500.00	0.00
59	Operable Partitions	12,000.00	0.00	0.00	0.00	0.00	12,000.00	0.00
60	Cubicle Curtain & Track	2,980.00	0.00	0.00	0.00	0.00	2,980.00	0.00
61	Toilet Partitions	7,755.00	0.00	0.00	0.00	0.00	7,755.00	0.00
62	Toilet Accessories	3,215.00	0.00	0.00	0.00	0.00	3,215.00	0.00
63	Dock Bumpers	800.00	0.00	0.00	0.00	0.00	800.00	0.00
64	Stage Curtains	8,000.00	0.00	0.00	0.00	0.00	8,000.00	0.00
65	Projection Screens	5,000.00	0.00	0.00	0.00	0.00	5,000.00	0.00
66	Gymnasium Equipment	34,000.00	0.00	0.00	0.00	0.00	34,000.00	0.00
67	Kitchen Equipment	306,000.00	0.00	0.00	0.00	0.00	306,000.00	0.00
68	Scoreboards	2,800.00	0.00	0.00	0.00	0.00	2,800.00	0.00
69	Roller Shades	30,000.00	0.00	0.00	0.00	0.00	30,000.00	0.00
70	Lower Blinds	7,500.00	0.00	0.00	0.00	0.00	7,500.00	0.00
71	Telescoping Stands	28,700.00	0.00	0.00	0.00	0.00	28,700.00	0.00
72	Passenger Elevator	46,024.00	0.00	0.00	0.00	0.00	46,024.00	0.00
73	Fire Protection	132,710.00	2,500.00	2,200.00	0.00	4,700.00	128,010.00	4,700.00
74	Plumbing	854,148.00	18,305.85	79,248.00	0.00	97,553.85	656,594.15	8,755.38
		10,087,518.00	1,157,290.25	1,084,509.79	0.00	2,251,800.04	7,845,717.86	225,380.01

**APPLICATION FOR PAYMENT - CONTINUATION SHEET**

**Form:** Bates Const. Co. Inc.  
 1901 HISTORIC 68 WEST  
 WAYNESVILLE, MO 65583  
**Project:** Camdenon RIII School District  
 172 Dare Boulevard  
 Camdenon, Mo 65020  
**Contract:** #13079  
 Addn & All to Hurricane Deck Elem.  
 16594 N. State Hwy 6  
 Suntee Beach, Mo  
**Application No:** 6  
**Application Date:** 5/22/2014  
**Period To:** 5/31/2014  
**Contract Date:** 11/21/2013  
**Architect Project:**

Item No	Description of Work	Contract Value		From Previous Application (D + E)		This Period		Materials Stored (Not in D or E)	Total Completed and Stored (D+E+F)	G / C	Balance To Finish (C - G)	Retainage (If Variable Rate)
		Contract Value	From Previous Application (D + E)	Work Completed	From Previous Application (D + E)	Work Completed	Materials Stored (Not in D or E)					
75	HVAC	1,261,982.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	1,261,982.00	0.00
76	Electrical	1,019,000.00	13,778.85	84,829.51	0.00	0.00	0.00	98,808.46	10	18	920,391.54	9,860.85
77	Profit	661,500.00	66,325.07	48,018.65	0.00	0.00	0.00	104,343.72	18	18	647,156.28	10,434.38
78	Alternate 1-Toliet Partitions	7,200.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0	7,200.00	0.00
79	Alternate 2-Luxury Vinyl Tile	23,800.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0	23,800.00	0.00
80	Alternate 5-Resinous Flooring	13,800.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0	13,800.00	0.00
81	Alternate 6-Concrete Play Area	25,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0	25,000.00	0.00
82	Change Order# 1	31,460.00	31,460.00	0.00	0.00	0.00	0.00	31,460.00	100	100	0.00	3,146.00
		13,081,260.00	1,258,854.27	1,227,367.98	0.00	0.00	0.00	2,486,212.22	19	19	10,595,047.78	248,821.24

Software by: PEM Software Systems, Inc. 1-800-803-1315 Copyright 2012 ©



Request and Authorization for Payment

Project: Ogea Beach Elementary School
Invoice: 1823
Draw: 1319-00006
Period Ending Date: 5/25/2014

Original Contract Amount: \$12,932,314.00
Approved Change Orders: \$84,037.85
Revised Contract Amount to Date: \$12,995,416.85

Contract Completed to Date: \$2,205,447.21
Less Retainers: \$220,594.76
Total Completed Less Retainers: \$1,984,852.45

Table with columns: ADDITIONS, DEDUCTIONS, TOTALS. Shows net changes by change order.

ARCHITECT'S AUTHORIZATION FOR PAYMENT
I hereby certify that the work performed and the materials supplied to date as shown on the above represent the actual value of the accomplishment under the terms of the Contract...

Project: 1319 / Ogea Beach Elementary School
Invoice: 1823
Draw: 1319-00006
Period Ending Date: 5/25/2014

Request for Payment Detail table with columns: Item ID, Description, Total Contract Amount, Previously Completed Work, Work Completed Period, Proportionally Stored Materials, Completed And Stored To Date, % Comp, Balance To Finish, Retainage Balance.

REQUEST FOR PAYMENT DETAIL

Project: 1319 / Ogea Beach Elementary School
Invoice: 1823
Draw: 1319-00006
Period Ending Date: 5/25/2014

Request for Payment Detail table with columns: Item ID, Description, Total Contract Amount, Previously Completed Work, Work Completed Period, Proportionally Stored Materials, Completed And Stored To Date, % Comp, Balance To Finish, Retainage Balance.

REQUEST FOR PAYMENT DETAIL

Request for Payment Detail table with columns: Item ID, Description, Total Contract Amount, Previously Completed Work, Work Completed Period, Proportionally Stored Materials, Completed And Stored To Date, % Comp, Balance To Finish, Retainage Balance.



REQUEST FOR PAYMENT DETAIL

Project: 1319 / Omega Beach Elementary School Invoice: 1823 Period Ending Date: 5/25/2014 Detail Pg 5 of 13 Pgs

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. Rows include items 320-359 such as Case Piping, Mil Shear, Fire Alarm Units, etc.

REQUEST FOR PAYMENT DETAIL

Project: 1319 / Omega Beach Elementary School Invoice: 1823 Period Ending Date: 5/26/2014 Detail Pg 6 of 13 Pgs

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. Rows include items 450-465 such as Interior Signage, Fire Alarm Units, etc.

REQUEST FOR PAYMENT DETAIL

Project: 1319 / Omega Beach Elementary School Invoice: 1823 Period Ending Date: 5/25/2014 Detail Pg 7 of 13 Pgs

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. Rows include items 417-448 such as Fire Alarm Units, Fire Alarm Panel, etc.

REQUEST FOR PAYMENT DETAIL

Project: 1319 / Omega Beach Elementary School Invoice: 1823 Period Ending Date: 5/26/2014 Detail Pg 8 of 13 Pgs

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. Rows include items 450-465 such as Fire Alarm Units, Fire Alarm Panel, etc.

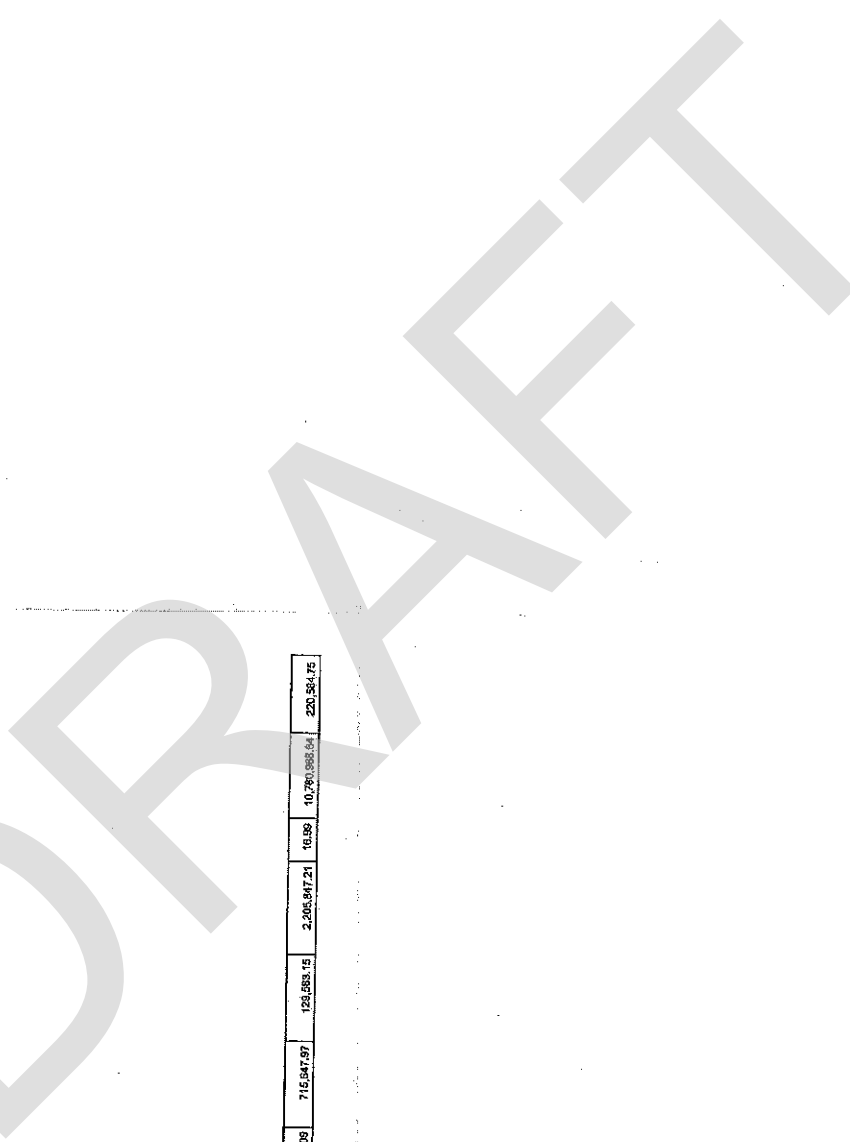


**REQUEST FOR PAYMENT DETAIL**

Project: 1219 / Ogea Beach Elementary School      Invoice: 1823      Draw: 1219-00006      Period Ending Date: 8/22/214      Detail Pg 13 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 Forth	Retainage Balance
699	Backshop	28,075.40						26,076.40	
700	CHANGE ORDER 01	1,450.00						1,450.00	
701	Use Food Food Service	-404.00						404.00	
702	File Department Contraints	-3,500.00						3,500.00	
703	Onit AMI Certification	5,540.00						5,540.00	
704	L/R Station LR Chamber	-16,182.00						16,182.00	
705	Defect Inletor Signage								
706	CHANGE ORDER 02								
707	Missi Back Refineral 31000 21			90,386.83		90,386.83	100.00		9,038.69
708	Revised PD Connection Local	6,424.00						6,424.00	

700's	12,998,815.85	1,380,616.09	716,947.97	123,883.15	2,295,847.21	16.59	10,790,988.64	220,584.75
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PROPOSAL

DATE: 2/11/2014

GENERAL CONTRACTORS

PHONE: (637)774-2963 FAX: (637)774-8163 EMAIL: gpc@meierandpartners.com

WORK TO BE PERFORMED AT: HURRICANE DECK ELEMENTARY

PROPOSAL SUBMITTED TO: MELIEN KEITH AND SPOUND

CLIENT: MELIEN KEITH AND SPOUND

PHONE: 810-935-2900

Table with 5 columns: Description, Unit, Quantity, Price, Total. Includes items for Hurricane Deck Elementary and a total of \$57,169.75.

We will perform the above for the sum of: Total \$57,169.75. All materials to be installed and all labor to be performed in accordance with the drawings and specifications.

RESPECTFULLY SUBMITTED: MEYER ELECTRIC INC. 8017 AUGUSTIN

ACCEPTANCE OF PROPOSAL: [Signature]

CHANGE ORDER PROPOSAL

MEYER ELECTRIC INC. 8017 AUGUSTIN

MEYER ELECTRIC INC. 8017 AUGUSTIN

MEYER ELECTRIC INC. 8017 AUGUSTIN

TOTAL \$57,169.75

Table with 4 columns: Material, Quantity, Unit, Cost. Lists materials like 1/2" x 4" x 8" steel and 2" x 4" x 8" wood with a total of \$57,169.75.

ACCEPTED BY: [Signature]

DATE: February 10, 2014

PROPOSAL REQUEST PROJECT: [Details]

OWNER: [Details]

TO: [Details]

CONTRACT DATE: November 11, 2013

ARCHITECT: [Details]

CONTRACT DOCUMENTS: [Details]

DESCRIPTION: [Details]

ATTACHMENTS: [List]

ISSUED: [Details]

BY: [Details]

CHANGE ORDER PROPOSAL

MEYER ELECTRIC INC. 8017 AUGUSTIN

MEYER ELECTRIC INC. 8017 AUGUSTIN

MEYER ELECTRIC INC. 8017 AUGUSTIN

Table with 4 columns: Material, Quantity, Unit, Cost. Lists materials like 1/2" x 4" x 8" steel and 2" x 4" x 8" wood with a total of \$57,169.75.

ACCEPTED BY: [Signature]

DATE: February 10, 2014

PROPOSAL REQUEST  
 PROJECT: Addition and Alterations  
 15594 N State Highway 5  
 Sunrise Beach MO 65079

04

OWNER: Chesapeake Bulk Storage District  
 P. O. Box 1489  
 Cantonville MO 65020

TO: (Company)  
 Bates Construction  
 1901 Historic St W  
 Wrayville MO 65058  
 Attn: Guy Augenstein

CONTRACT DATE: November 11, 2013  
 ARCHITECT: AGS/Global, Inc.  
 1427 E. 10th Street  
 Kansas City, MO 64131

THIS IS NOT A CHANGE ORDER NOR A DISCREPANCY TO PROCEED WITH THE WORK DESCRIBED HEREIN.  
 Description:  
 Clarification following various refrigerant piping materials on VRF system.  
 Review Specification Section 23-07 VARIABLE REFRIGERANT FLOW (VRF) AIR CONTAINING SYSTEM - INDOOR UNITS. New  
 A. ASTM B 280, Type A/CN, Green Hammer, all finishes copper tube - copper fittings shall be used for piping distribution  
 B. ASHRAE 15, 2008, all other materials shall be as specified in the specification with the exception of the following:  
 C. ALL PIPING SHALL BE COPPER WITH COPPER FITTINGS AND COPPER CONNECTIONS.  
**HOLD REVISION DISCUSSION W/ APRIL**

Attachments: (List attached documents that support description)  
 None

ISSUED: ARCHITECT, INC.  
 BY: Mark  
 DATE: 12-18-14

GENERAL CONTRACTORS  
 SINCE 1939

PROPOSAL

Date: 2/8/2014 REVISED

Bates Construction Co., Inc.  
 1901 Historic St W  
 Wrayville, MO 65058  
 Phone: (673)774-3203  
 Fax: (673)774-8163  
 Email: guy.augenstein@gmail.com

PROPOSAL SUBMITTED TO:  
 HURRICANE DECK ELEMENTARY

ATTN: MEL, KATH, ACI, BOLAND  
 PHONE # 816-733-8809

Item	Description	Quantity	Unit	Price
1	Variable Refrigerant Flow Value Engineering (RFV) ITEMS			\$4,000.00
2	Basis Description and Detail			\$4,000.00
Total				\$4,000.00

We will perform the above for the sum of: **Total \$4,000.00**  
 An estimate is provided to be as quoted and the above work to be performed in accordance with the drawings and specifications.  
 Upon approval, please return one signed copy.

Respectfully submitted  
 Guy Augenstein

Acceptance of Proposal

Guy Augenstein

From: Andy Oliver (andyoliver46@yahoo.com)  
 Sent: Thursday, January 30, 2014 1:02 PM  
 Subject: Re: Contract Issue - FR #  
 Follow Up Flag: Follow up  
 Flag Status: Flagged

Guy, the total credit to go to Aluminum Rejoice Filings is \$4,000... all Labor.

The \$4,000 is all labor since the materials (copper vs aluminum) are almost the same price. Doing the piping on the roof is a lot more expensive than the piping on the floor. We have to buy 2 of these on the floor to keep up.

The main reason we are wanting to go with the Rejoice is that its a cleaner install and we are hearing there are a lot less issues that on the copper installations.

Thanks

Andy Oliver  
 Rejoice Heating & Cooling Inc  
 Phone: (973) 455-2384  
 Cell: (973) 455-2388  
 Fax: (973) 465-2378

On Thursday, January 30, 2014 12:41 PM, Guy Augenstein <guy.augenstein@gmail.com> wrote:

Guy Augenstein  
 Bates Construction Co.  
 1901 Historic St W  
 Wrayville, MO 65058  
 673.774.3203

From: Ken Keel (keel@batesconstruction.com)  
 Sent: Monday, January 27, 2014 5:03 PM  
 To: Guy Augenstein  
 Subject: Contract Issue - FR #4

Guy - we need a more detailed cost breakdown in order to properly assess the value of the proposal and to see if we can make any adjustments. We are looking for As a matter of fact in general we need more of a cost breakdown on the proposal than just a price, in order for us to explain to the Owner. Thanks

Is the cost of materials (cost of labor, etc)? And what are they proposing to go to, Aluminum with copper piping or to go just on the copper piping. This opens them up to a combination of where labor and material need to know what they're proposing.

PROPOSAL REQUEST  
 PROJECT: Addition and Alterations  
 15594 N State Highway 5  
 Sunrise Beach MO 65079

05

OWNER: Chesapeake Bulk Storage District  
 P. O. Box 1489  
 Cantonville MO 65020

TO: (Company)  
 Bates Construction  
 1901 Historic St W  
 Wrayville MO 65058  
 Attn: Guy Augenstein

CONTRACT DATE: November 11, 2013  
 ARCHITECT: AGS/Global, Inc.  
 1427 E. 10th Street  
 Kansas City, MO 64131

THIS IS NOT A CHANGE ORDER NOR A DISCREPANCY TO PROCEED WITH THE WORK DESCRIBED HEREIN.  
 Description:  
 Review piping requirements due to higher equipment layout revision.  
 1. Rejoice Shop Kit, "A" & "B" Below Gable Purling Plus, (RM)  
 a. Add pipes with the length for floor area piping component.  
 2. Rejoice Shop Kit, "A" & "B" Below Gable Purling Plus, (RM)  
 a. Add floor with the length for floor area piping component.  
 c. Includes installation on top of domestic cold water piping distribution area.

Attachments: (List attached documents that support description)  
 SD-MH-2-10-14-2

ISSUED: ARCHITECT, INC.  
 BY: Ken Keel  
 DATE: 12-18-14

THIS ITEM APPROVED @ PROGRESS MEETING OF 04-17-03

**1** **MI** **SCALE 1/4"=1'-0"**

**AREA 'A' BELOW GRADE PLUMBING PLAN**

12-11-2013

**Huntigton Deck Elementary**  
 Architects and Engineers in  
 Conjunction with School District

15-8-13  
 3-13-2013  
 PR # 06  
 SD-M1-2

**ARCHITECTS**  
 HUNTIGTON DECK  
 1511 HUNTINGTON DRIVE  
 HUNTINGTON, MI 49631  
 PHONE: 517-363-8933  
 FAX: 517-363-8933  
 WWW.HUNTIGTONDECKARCHITECTS.COM

**GENERAL CONTRACTORS**

**PROPOSAL**

Date: 2/8/2014

Phone: (810)774-2063  
 Fax: (810)774-6163  
 Email: gpc@huntingtonmi.com

**WORK TO BE PERFORMED AT:** HUNTINGTON DECK ELEMENTARY

Attn: M. JENNEH  
 25252 AND  
 Phone #: 810-763-8933

Description of Work	Quantity	Unit	Price
1-3/4" cast iron pipe - 568.96 per ft = \$1,250.00	100	ft	\$1,250.00
1-3/4" cast iron pipe - 568.96 per ft = \$1,250.00	100	ft	\$1,250.00
40 1/2" type L copper fittings - \$3.25 per ft = \$1,300.00	400	ft	\$1,300.00
10-3/4" copper fittings - \$28.50 per ft = \$285.00	10	ft	\$285.00
5-3/4" cast iron fittings - \$28.50 per ft = \$142.50	5	ft	\$142.50
4-3/4" cast iron fittings - \$28.50 per ft = \$117.50	4	ft	\$117.50
2-2" air trap bands - \$1.75 per ft = \$3.50	2	ft	\$3.50
Ground work Labor 16 hrs @ \$89.00 = \$1,424.00	16	hrs	\$1,424.00
Rough in labor 16 hrs @ \$89.00 = \$1,424.00	16	hrs	\$1,424.00
Overhead 2500.00			2,500.00
<b>Total</b>			<b>\$6,123.00</b>

We will perform the above for the sum of \$6,123.00

All materials to be furnished and labor to be performed in accordance with the drawings and specifications furnished to above and complete in 1 calendar workday after receipt of proposal.

Respectfully submitted

City: Huntington, MI

**1** **MI** **SCALE 1/4"=1'-0"**

**ENLARGED KITCHEN ABOVE GRADE PLUMBING PLAN**

12-11-2013

**Huntigton Deck Elementary**  
 Architects and Engineers in  
 Conjunction with School District

15-8-13  
 3-13-2013  
 PR # 06  
 SD-M1-2

**ARCHITECTS**  
 HUNTIGTON DECK  
 1511 HUNTINGTON DRIVE  
 HUNTINGTON, MI 49631  
 PHONE: 517-363-8933  
 FAX: 517-363-8933  
 WWW.HUNTIGTONDECKARCHITECTS.COM

**REHAGEN**  
 Heating & Cooling Inc.  
 1411 Bay St. Westland, MI 48090  
 Phone: 734-423-2222  
 Fax: 734-423-2222  
 www.rehagenhvac.com

**Plumbing Proposal**

Date: 2/11/14  
 Attn: Peter: Huntigton Deck Elementary School  
 1511 Huntington Drive  
 Huntington, MI 49631

**Description of Plumbing Services:**

Estimate includes all pipe, fittings, material and labor to install plumbing from ground work to trim out.

All materials:  
 1-3/4" floor sink (PS-3) - \$370.89  
 1-3/4" cast iron p-trap - \$42.00  
 20 1/2" cast iron pipe - 568.96 per ft = \$11,379.20  
 40 1/2" type L copper fittings - \$3.25 per ft = \$1,300.00  
 10-3/4" copper fittings - \$28.50 per ft = \$285.00  
 5-3/4" cast iron fittings - \$28.50 per ft = \$142.50  
 4-3/4" cast iron fittings - \$28.50 per ft = \$117.50  
 2-2" air trap bands - \$1.75 per ft = \$3.50

Ground work Labor 16 hrs @ \$89.00 = \$1,424.00  
 Rough in labor 16 hrs @ \$89.00 = \$1,424.00  
 Overhead 2500.00

**Total** \$6,123.00  
 10% markup = \$557.07  
**Total for project = \$6,123.00**

We hereby submit specifications and estimates for:

We propose to hereby furnish materials and labor to complete installation of:

1-3/4" floor sink (PS-3) - \$370.89  
 1-3/4" cast iron p-trap - \$42.00  
 20 1/2" cast iron pipe - 568.96 per ft = \$11,379.20  
 40 1/2" type L copper fittings - \$3.25 per ft = \$1,300.00  
 10-3/4" copper fittings - \$28.50 per ft = \$285.00  
 5-3/4" cast iron fittings - \$28.50 per ft = \$142.50  
 4-3/4" cast iron fittings - \$28.50 per ft = \$117.50  
 2-2" air trap bands - \$1.75 per ft = \$3.50

Ground work Labor 16 hrs @ \$89.00 = \$1,424.00  
 Rough in labor 16 hrs @ \$89.00 = \$1,424.00  
 Overhead 2500.00

**Total** \$6,123.00  
 10% markup = \$557.07  
**Total for project = \$6,123.00**

If you have any questions at all please call my cell at my home at 574-450-0771. Thanks, Jon

**ARCHITECT'S SUPPLEMENTAL INSTRUCTIONS**

THESE INSTRUCTIONS ARE TO BE USED IN CONNECTION WITH THE ARCHITECT'S SUPPLEMENTAL INSTRUCTIONS AND SHALL BE CONSIDERED PART OF THE CONTRACT DOCUMENTS.

**PROJECT:** Additions and Alterations  
 Hurricane Deck Elementary  
 1001 S. 10th Street  
 Springdale, MO 64082

**ARCHITECT'S SUPPLEMENTAL INSTRUCTION NO.:** Three

**DATE OF ISSUANCE:** Feb 13, 2014

**OWNER:** Christian R III School District  
 1001 S. 10th Street  
 Springdale, MO 64082

**TO:** City of Argonne  
 1001 S. 10th Street  
 Springdale, MO 64082

**CONTRACT DATE:** 5-13-08-10

The Work shall be carried out in accordance with the following instructions. All instructions shall be in accordance with the Contract Documents. No change in Contract Sum or Contract Time. Proceeding with the Work in accordance with these instructions indicates your acknowledgment that there will be no change in the Contract Sum or Contract Time.

**Description:** Added 12 inch reinforced concrete slab (RCP) column under northern driveway to have parking area.

**VERBALLY APPROVED BY OWNER'S PROGRESS MEETING ON 04-17-14**

Attachments: (1) See attached documents that support description.

Drawing SD-C04 dated 05-13-14  
**ISSUED BY:** ADI BOLLAND, INC.  
**DATE:** FEB 13, 2014



**GENERAL CONTRACTORS**

**PROPOSAL**  
 Date: 2/24/2014  
 Phone: (573)774-2003  
 Fax: (573)744-0185  
 Email: gpb@adi-bolland.com

**WORK TO BE PERFORMED AT:**  
 HURRICANE DECK ELEMENTARY

Attn: MR. MELNETHI  
 ADI BOLLAND  
 Phone #: 516-252-1800

PRICING	
Item 1: 12" RCP column with 4# rebar (per ADI Drawing SD-C04 dated 2/25/2014)	\$3,710.00
Item 2: 12" RCP with two 12" x 12" x 12" column and grading (per ADI Drawing SD-C04 dated 2/25/2014)	\$3,110.00
<b>TOTAL</b>	<b>\$6,820.00</b>

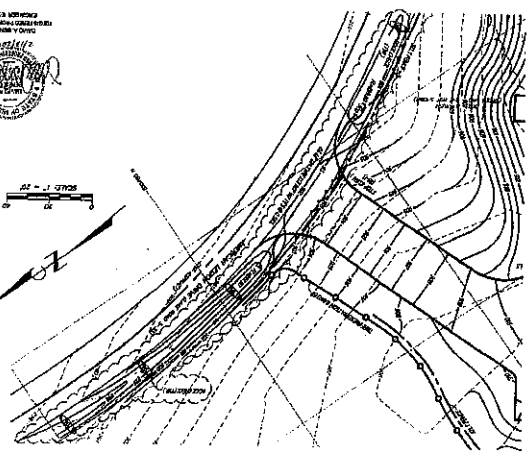
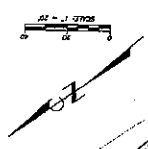
We will perform the above for the sum of: **TOTAL \$6,820.00**

All materials to be specified and the same work to be performed in accordance with the drawings and specifications contained in above contract and completed in accordance with the attached specifications.

Respectfully submitted  
 [Signature]  
 City of Argonne

Acceptance of Proposal

Blowswale Engineering  
 1001 S. 10th Street  
 Springdale, MO 64082  
 Phone: (573) 774-2003  
 Fax: (573) 744-0185  
 Email: gpb@blowswale.com



February 19, 2014  
 Mr. City of Argonne  
 Blaw Construction Co.  
 1901 Historic Row 66  
 Wyanettville, MO 63385

SENT VIA EMAIL: gpb@blowswale.com

RE: Hurricane Deck Elementary School  
 Sunrise Beach, MO

Dear Mr. Argonne:

Blowswale Engineering Contract is pleased to submit the following additional pricing for the above referenced project. Our price is based upon drawing SD-C04 dated 2-13-14 and includes excavation to directly outside utility, furnishing and installing 8x12 4# RCP with two 12" x 12" x 12" column and grading (per ADI Drawing SD-C04 dated 2-13-14).

**Lump Sum Price to Install additional RCP: \$ 6,720.00**  
 (including Blawwork)  
 Materials (per ADI Drawing SD-C04 dated 2-13-14): \$ 1,100.00  
 Labor: \$ 2,000.00  
 Equipment: \$ 1,500.00

Please do not hesitate to contact us if you need anything further.  
 Respectfully,

David J. Latham, PE  
 Project Engineer



P.R.#10



PROPOSAL

Date: 4/23/2014 (Revision # 2)

SINCE 1858  
Bales Construction Co., Inc.  
1911 E. 8th Street  
Waukegan, IL 60083

Phone: (815) 774-5105  
Fax: (815) 774-5105  
Email: bales@bales.com

PROPOSAL SUBMITTED TO:

WORK TO BE PERFORMED AT:

ATTN: MR. BENJAMIN ADRIANO  
MARGARET DECK ELEMENTARY  
\_\_\_\_\_  
\_\_\_\_\_  
Phone #: 815-373-8000

Item	Description	Quantity	Unit	Price
1	Provide, furnish and installation of all signs and graphics as noted below.	1	each	48,000.00
2	Provide, furnish and installation of all signs and graphics as noted below.	1	each	81,000.00
Total				129,000.00

We will perform the above for the sum of: Total: \$129,000.00

All materials provided by contractor. All labor and materials to be performed in accordance with the drawings and specifications. Approximate quantities are for informational purposes only.

Respectfully submitted

Acceptance of Proposal

*[Signature]*  
\_\_\_\_\_  
Date: 5/2/14

