

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

**Regular Meeting – Administration Building, Board Room
June 10, 2013 – 5:30 p.m.**

Present:

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

Absent:

Tom Williams – Vacation
John L. Beckett – Death in Family

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 Building on Monday, June 10, 2013. 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 10, 2013

Motion: Move to approve the agenda of the regular meeting of June 10, 2013, as presented.
Barbour/Masterson - all ayes.

III. PUBLIC COMMENT

There was no public comment.

Logan Clary was welcomed as the new student advisor to the Board of Education. Those working towards advanced degrees in education were recognized, including Clark Brown, Randy Gum, Cindy Clift, and Andria Hodge.

**IV. RECOGNITION OF COMMUNITY SUPPORT FOR THE CAMDENTON HIGH SCHOOL
DOCUDRAMA**

In appreciation for their time and effort with the High School docudrama for five years Officer Chris Williams presented Jim Dulle and Wess Diehl with Outstanding Community Service Award plaques. Superintendent Hadfield then presented Officer Williams the same. The docudrama is a staged vehicle accident to educate viewers on the consequences of drinking and driving.

V. CONSENT ITEMS

- A. Approve Minutes and Documentation of May 13, 2013, Board of Education Regular Meeting.
- B. Approve Minutes and Documentation of May 20, 2013, Board of Education Special Meeting.
- C. Accept Bid for ORI Chiller Replacement
Repairs to the ORI chiller have not been successful. The unit is in need of replacement. Acceptance of the bid from Tin Men Mechanical, L.L.C. for \$85,000 was recommended.
- D. Reject Bid for Camdenton Middle School Locker Replacement
One bid for locker replacement at Camdenton Middle School was received. Unfortunately, this bid was substantially over what has been budgeted, \$35,000 was budgeted. The District may be able to find a better option through further research. Rejecting this bid was recommended.
- E. Stipend for Certificate of Clinical Competence (CCCs)
District Speech/Language Pathologists have asked for their National Certification to receive a stipend similar to National Board Certification for teachers. After researching this issue, CCCs are viewed in the

same manner as National Boards in other districts. Therefore, it was recommend a similar \$1,200 annual stipend for full-time Speech/Language Pathologists who possess an active CCC certification. This stipend would be paid annually in July as is the case with National Board Certification.

F. Set Facilities Rental Fees

Pursuant to Board policy, we must review our rental fee schedule on a yearly basis. The Board reviewed the District's current rental fee schedule (Fee Schedule in Buildings & Fees for RC Worthan Auditorium). At this time no changes in our fee schedule was recommended.

G. End-of-Year Bus Route Approval

Modifications made to bus routes during the school year must be approved by the local Board by the end of June. Revised route information was included.

H. Approve District Assessment Plan

The District's Assessment Plan is to be annually revised and/or updated. Revisions to the current plan include removing non-testing grade levels from the CTBS Terra Nova, updating the list of EOC tests given, removing the District Benchmark assessments, and adding the SRI, Acuity, and the ASVAB to the list of Supplemental Assessments.

I. Approve Curriculum Revision Templates

Staff has been busy updating curriculum to have materials in place in relation to our curriculum revision cycle. Explanation of Curriculum documents, Curriculum Revision documents, and completed Phases IIs were reviewed.

J. Approve Updated District LAU Plan for English Language Learners (ELL) Program

The Board viewed an updated District LAU Plan. A few minor changes were made.

K. Approve Survey Work for Osage Beach Building Project

Michael Kautz recently contacted administration regarding securing services for a topographical survey of the area at Osage Beach. Michael secured an estimate from Lonny Allen of Allen Surveying, Inc. regarding this service. Lonnie estimated the expenditure to be approximately \$12,000-13,000. This amount is in line with Michael's estimate and the District is able to keep the service with a local company.

Motion: Move to approve consent items as presented.

Schulte/Barbour – all ayes.

VI. APPROVAL OF BILLS

Motion: Move to approve all bills and addendum as submitted excluding bills from ACI-Boland.

Schulte/Masterson – all ayes.

Motion: Move to approve ACI-Boland bills.

Schulte/Martin – all ayes, Barbour abstained, nepotism.

VII. APPROVAL OF TREASURER'S REPORT

Motion: Move to approve the May 2013 Treasurer's Report as submitted.

Martin/Masterson - all ayes.

VIII. NEW BUSINESS

A. PRESENT DESIGN DEVELOPMENT FOR BOARD APPROVAL

Michael Kautz, Principal Architect from ACI-Boland, was in-District and shared design information for the new Osage Beach Elementary and renovations at Hurricane Deck Elementary. ACI has recently been in-District and met with various staff members regarding building designs. A few modifications have been made since the original plans. Michael also reviewed the updated cost estimates. These projects are scheduled to go out for bid in August and September. Bid alternates to include various options will be requested.

Recommended motion: Move to approve the design development options as presented.

Martin/Masterson - all ayes.

B. ADD FREEDOM NETWORK SELECT AND PHCS NETWORK TO EXISTING HEALTH INSURANCE NETWORK

Judy Dawson, account manager from HealthLink, was in-District to explain the Freedom Network Select and PHCS Network. The addition of these network options will help our staff by providing additional service options and also save our plan funds. This would take effect July 1. New health insurance cards will be issued.

Motion: Move to approve the addition of health network options as presented.
Barbour/Schulte - all ayes.

C. GUIDANCE & COUNSELING REPORT

Kathy Hueste presented the annual Guidance and Counseling report as mandated per MSIP. Ms. Hueste reviewed student to counselor ratios, time task analysis, MSIP 5 standards for guidance, new activities, collaboration results, internal improvement review, future resource needs, and changes for 2013-2014.

No motion necessary.

D. DISCIPLINE EVALUATION REPORTS

The Board was provided information from each building related to discipline reports. Administrators were on hand and answered questions the Board had in relation to these reports.

No motion necessary.

E. CONSIDERATION OF ADOPTION OF JOURNEYS SPELLING MATERIALS FOR K-2 AND ADOPTION OF JOURNEYS MATERIALS FOR 4TH GRADE

The Board reviewed information regarding Journeys spelling for K-2 and Journeys materials for 4th grade. District K-2 staff believes, after using Journeys this year, its spelling resources help to support their curriculum better than Spelling Connections. Utilization of Journeys K-2 for spelling was recommended. Also, since Journeys was approved K-3 last year, some 4th grade teachers piloted the materials. The 4th grade team has expressed the desire to purchase these materials to support their efforts.

Motion: Move to approve utilizing Journeys spelling materials K-2 and purchase and utilize Journeys materials in grade 4.
Barbour/Masterson - 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:

- Nancy Masterson – Congratulations on being one of five finalists for the Paul Morris Community Service Award.
- Summer Academy – Ha Ha Tonka State Park, Old Post Office area, June 13 at 11:00. Board members are invited.
- 5K Run/Walk – June 19th at Tan-Tar-A. Sponsored by the Missouri Association of Adult Continuing and Community Education. Laser Robotics robots will help start the walk/run.
- Robotics – Congratulations on the competition being held at Camdenton on November 16
- President McElyea thanked Dr. Brian Henry for his role to shape the District and make it what it is today. Wished him well and success in all he does in the future.
- Second June Board Meeting – Thursday, June 27, 2013. Lunch meeting.
- Board Retreat Date – Possible dates of September 18, 19, 23, 24, 25, 26, or 27. Let the Superintendent know which dates do not work for you.
- Potluck Date in August
- All-Staff Breakfast - Monday, August 19, 7:00 a.m.
- MSBA Conference sign up, October 3-6, 2013
- Fall Regional Meeting – October 16, 2013. Camdenton will host at LCTC.

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

Motion: Move to adjourn to Executive Session.

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

XI. ADJOURN MEETING

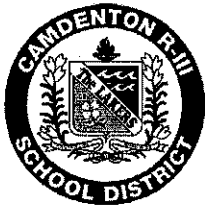
Motion: Move that the meeting adjourn.

Martin/Barbour - all ayes.

Meeting adjourned at 8:55 p.m.

Chris C. McElyea - President of the Board

Linda Leu – Secretary of the Board



Camdenton R-III School District

Everyone Learning Every Day

PO Box 1409
Camdenton, MO 65020-1409
Phone: 573-346-9213 · Fax: 573-346-9211

Superintendent
Tim Hadfield, Ed.D.
Deputy Superintendent
Brian Henry, Ed.D.
Assistant Superintendents
Roma Lee France
Jim Rich, Ph.D.

OAK RIDGE INTERMEDIATE SCHOOL CHILLER REPLACEMENT BID SUMMARY & RECOMMENDATION

Bids for the chiller replacement at ORI were received on or before 9:00 a.m. on May 30, 2013, at Camdenton R-III Public School's Administration Building, 172 Dare Boulevard, Camdenton, Mo. 65020, at which time they were publicly opened.

Company	Contact	Address	City, State, Zip	Telephone	Bid
Lake Mechanical				573-873-5005	NO BID
MSI	Paul			417-886-0904	NO BID
**Tin Men Mechanical, L.L.C.	<i>Stephen Cox</i>	<i>PO Box 857</i>	<i>Lake Ozark MO 65049</i>	573-842-9984	\$85,000.00

****Recommend Tin Men Mechanical, L.L.C.**

Alpine Contracting Services. LLC

P.O. Box 1826
Camdenton, MO 65020

Proposal

Date	Estimate #
6/5/2013	60

Name / Address
Camdenton RIII School P.O. Box 1409 Camdenton, MO 65020

Location/Jobsite

Rep
EM

Description	Cost	Quantity	Total
<p>Remove existing lockers in Middle School--Main floor entrance hall. (customer to haul off/dispose of)</p> <p>Install approximately 250 new lockers in a purple color, 15" W x 15" D x 72" T, double tier, with 3 point latch on doors, slope back top and no feet(legs). Doors to be 16 gauge steel, with tops, sides, and bottoms 24 gauge steel. Lockers to be numbered as specified. There will be no locks(provided and installed by district). Hooks supplied by district will be installed as specified. All lockers to be bolted together and secured to wall, with fillers as needed.</p> <p>**These units are quoted as knock down with a 6 week lead time shipping to Missouri. Final field measurements have to be done as well.</p>		49,750.00	49,750.00
Total			\$49,750.00

All material is guaranteed to be as specified and the above work to be performed in a satisfactory manner in accordance with the drawings and specifications submitted. Any addition or alteration to the project may change the amount

Accepted by: _____

Camdenton R-III School District

Fee Schedule per Meeting for Use of School Building/Facility		
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)	125.00	Per hour – additional fees for technology personnel

Fees for Use of RC Worthan Auditorium

	Hourly Charge	Fee	Notes
Level I: Podium and wired mic Computer for Power Point presentation and Screen	1-Technician @ \$20.00/Hr		
Level II: Sound system with music/body mics /stage mics and headsets	2-Technicians @\$20.00/Hr. each 1-Technician @ \$20.00/Hr (additional) if orchestra pit is used		
Level III: Lighting	1-Technician @ \$20.00/Hr		Time prior to performance may be required to program lighting cues.
Level IV: Stage rigging/fly space	Minimum of one trained person @\$20.00/Hr		Additional people will be needed for complex rigging.
Level V: 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 6/11/2012

Bus Route Approval

June-13											APPR	DISAPPR	DATE
BUS	ROUTE	ROUTE	OWN-ERSHIP	DAYS	APPR	DISA	DAYS	APPR	DISA	ROUTE	ROUTE	DATE	
#	#	TYPE	D OR C	OPER	MILES	MILES	OPER	MILES	MILES	FOR YR	FOR YR	CHANGED	
156	1	R	D	174	14	0	0	0	0	2436.0	0	8/16/2012	
158	2	R	D	174	78.6	0	0	0	0	13676.4	0	8/16/2012	
199	3	R	D	174	54	0	0	0	0	9396.0	0	8/16/2012	
172	4	R	D	174	39	0	0	0	0	6786.0	0	8/16/2012	
183	5	R	D	174	74	0	0	0	0	12876.0	0	8/16/2012	
193	6	R	D	174	62	0	0	0	0	10788.0	0	8/16/2012	
207	7	R	D	174	68	0	0	0	0	11832.0	0	8/16/2012	
181	8	R	D	174	62	0	0	0	0	10788.0	0	8/16/2012	
177	9	R	D	174	68	0	0	0	0	11832.0	0	8/16/2012	
184	10	R	D	174	80	0	0	0	0	15660.0	0	8/16/2012	
175	11	R	D	174	40	0	0	0	0	6960.0	0	8/16/2012	
208	12	R	D	174	78	0	0	0	0	13572.0	0	8/16/2012	
189	13	R	D	174	132	0	0	0	0	22968.0	0	8/16/2012	
188	14	R	D	174	14	0	0	0	0	2436.0	0	8/16/2012	
159	15	R	D	174	64	0	0	0	0	11136.0	0	8/16/2012	
192	16	R	D	174	44	0	0	0	0	7656.0	0	8/16/2012	
185	17	R	D	174	90	0	0	0	0	15660.0	0	8/16/2012	
190	18	R	D	174	130	0	0	0	0	22820.0	0	8/16/2012	
166	19	R	D	174	75	0	0	0	0	13050.0	0	8/16/2012	
2	20	R	D	174	26	0	0	0	0	4524.0	0	8/16/2012	
173	22	R	D	174	42	0	0	0	0	7308.0	0	8/16/2012	
186	23	R	D	174	70	0	0	0	0	12180.0	0	8/16/2012	
179	24	R	D	174	70	0	0	0	0	12180.0	0	8/16/2012	
180	25	R	D	174	92	0	0	0	0	16008.0	0	8/16/2012	
164	26	R	D	174	62	0	0	0	0	10788.0	0	8/16/2012	
200	27	R	D	174	66	0	0	0	0	11484.0	0	8/16/2012	
174	28	R	D	174	30	0	0	0	0	5220.0	0	8/16/2012	
206	29	R	D	174	52	0	0	0	0	9048.0	0	8/16/2012	

June-13											APPR	DISAPPR	DATE
BUS	ROUTE	ROUTE	OWN-ERSHIP	DAYS	APPR	DISA	DAYS	APPR	DISA	ROUTE	ROUTE	DATE	
#	#	TYPE	D OR C	OPER	MILES	MILES	OPER	MILES	MILES	FOR YR	FOR YR	CHANGED	
170	30	R	D	174	106	0	0	0	0	18444.0	0	8/16/2012	
171	31	R	D	174	38	0	0	0	0	6612.0	0	8/16/2012	
1	32	R	D	174	92	0	0	0	0	16008.0	0	8/16/2012	
182	33	R	D	174	52	0	0	0	0	9048.0	0	8/16/2012	
162	34	R	D	174	60	0	0	0	0	10440.0	0	8/16/2012	
157	35	R	D	174	34	0	0	0	0	5916.0	0	8/16/2012	
198	36	R	D	174	56	0	0	0	0	9744.0	0	8/16/2012	
209	37	R	D	174	112	0	0	0	0	19488.0	0	8/16/2012	
168	38	R	D	174	90	0	0	0	0	15660.0	0	8/16/2012	
195	39	R	D	174	36	0	0	0	0	6264.0	0	8/16/2012	
196	40	R	D	174	140	0	0	0	0	24360.0	0	8/16/2012	
205	41	R	D	174	100	0	0	0	0	17400.0	0	8/16/2012	
151	42	R	D	174	47	0	0	0	0	8178.0	0	8/16/2012	
204	43	R	D	174	98	0	0	0	0	17052.0	0	8/16/2012	
197	44	R	D	174	72	0	0	0	0	12528.0	0	8/16/2012	
203	45	R	D	174	30	0	0	0	0	5220.0	0	8/16/2012	
169	46	R	D	174	34	0	0	0	0	5916.0	0	8/16/2012	
191	48	R	D	174	40	0	0	0	0	6960.0	0	8/16/2012	
201	50	R	D	174	109	0	0	0	0	18966.0	0	8/16/2012	
210	51	R	D	174	84	0	0	0	0	14616.0	0	8/16/2012	
7	52	R	D	174	34	0	0	0	0	5916.0	0	8/16/2012	
3	53	R	D	174	40	0	0	0	0	6960.0	0	8/16/2012	
178	54	R	D	174	10	0	0	0	0	1740.0	0	8/16/2012	
176	55	R	D	174	24	0	0	0	0	4176.0	0	8/16/2012	
165	56	R	D	174	34	0	0	0	0	5916.0	0	8/16/2012	
155	57	R	D	174	88	0	0	0	0	15312.0	0	8/16/2012	
187	58	R	D	174	69.8	0	0	0	0	12145.2	0	8/16/2012	
202	47	H	D	174	60	0	0	0	0	10440.0	0	8/16/2012	
194	49	H	D	174	72	0	0	0	0	12528.0	0	8/16/2012	

Jun-2013										APPR	DISAPPR	
BUS	ROUTE	ROUTE	OWNSHIP	DAYS	APPR	DISA	DAYS	APPR	DISA	ROUTE	ROUTE	DATE
#	#	TYPE	D OR C	OPER	MILES	MILES	OPER	MILES	MILES	FOR YR	FOR YR	LAST CHANGED
205	78 (41)	EC	D	138	0	19					2622	8/16/2012
189	79 (13)	EC	D	138	0	6	0	0	0		828	8/16/2012
183	80 (5)	EC	D	138	0	22	0	0	0		3036	8/16/2012
208	81 (29)	EC	D	138	0	15	0	0	0		2070	8/16/2012
196	82 (40)	EC	D	138	0	8	0	0	0		1104	8/16/2012
208	83 (12)	EC	D	138	0	19	0	0	0		2622	8/16/2012
207	85 (7)	EC	D	138	0	19	0	0	0		2622	8/16/2012
192	86 (16)	EC	D	138	0	20	0	0	0		2760	8/16/2012
198	87 (36)	EC	D	138	0	12	0	0	0		1656	8/16/2012
199	89	PP	D	93	0	32	0	0	0		2976	10/1/2012
175	90	PP	D	93	0	24	0	0	0		2232	10/1/2012
177	91 (9)	PP	D	93	0	22	0	0	0		2046	10/1/2012
193	92	PP	D	93	0	30	0	0	0		2790	10/1/2012
163	93	PP	D	93	0	33	0	0	0		3069	10/1/2012
180	94 (25)	PP	D	93	0	15	0	0	0		1395	10/1/2012
143	95	PP	D	93	0	10	0	0	0		930	10/1/2012
SUB	900-08	PP	D	93	0	25	0	0	0		2325	10/1/2012
179	301 (24)	RS	D	19	0	54	0	0	0		1026	6/4/2012
184	302 (10)	RS	D	16	0	47	0	0	0		752	6/4/2012
206	303 (29)	RS	D	19	0	49	0	0	0		931	6/4/2012
204	304 (43)	RS	D	18	0	28	0	0	0		468	6/4/2012
208	305 (12)	RS	D	19	0	23	0	0	0		437	6/4/2012
173	306 (22)	RS	D	20	0	60	0	0	0		1200	6/4/2012
190	307 (18)	RS	D	19	0	33	0	0	0		627	6/4/2012
197	313(44)	LP	D	14	0	6	0	0	0		84	6/4/2012
8	314	ESY	D	24	0	49					1176	6/4/2012
200	315	ESY	D	24	0	42	0	0	0		1008	6/4/2012
193	316	ESY	D	24	0	71	0	0	0		1704	6/4/2012
201	317	ESY	D	18	0	38	0	0	0		684	6/4/2012

June-13										APPR	DISAPPR	
BUS	ROUTE	ROUTE	OWNSHIP	DAYS	APPR	DISA	DAYS	APPR	DISA	ROUTE	ROUTE	DATE
#	#	TYPE	D OR C	OPER	MILES	MILES	OPER	MILES	MILES	FOR YR	FOR YR	LAST CHANGED
163	101	S/CAM	D	174	0	60	0	0	0		10440	8/16/2012
160	102	S/CAM	D	174	0	27	0	0	0		4698	8/16/2012
150	103	S/CAM	D	174	0	50	0	0	0		8700	8/16/2012
167	104	S/CAM	D	174	0	40	0	0	0		6960	8/16/2012
8	105	S/CAM	D	174	0	41	0	0	0		7134	8/16/2012
153	106	S/CAM	D	174	0	56	0	0	0		9744	8/16/2012
June-13										APPR	DISAPPR	
BUS	ROUTE	ROUTE	OWNSHIP	DAYS	APPR	DISA	DAYS	APPR	DISA	ROUTE	ROUTE	DATE
#	#	TYPE	D OR C	OPER	MILES	MILES	OPER	MILES	MILES	FOR YR	FOR YR	LAST CHANGED
163	101	SN/SH	D	174	25	0	0	0	0	4350.0		8/16/2012
180	102	SN/SH	D	174	64	0	0	0	0	11136.0		8/16/2012
150	103	SN/SH	D	174	8	0	0	0	0	1392.0		8/16/2012
167	104	SN/SH	D	174	23	0	0	0	0	4002.0		8/16/2012
8	105	SN/SH	D	174	10	0	0	0	0	1740.0		8/16/2012
153	106	SN/SH	D	174	12	0	0	0	0	2088.0		8/16/2012
125	406 (A)	S/HZPE	D	169	0	10	0	0	0		1690	8/16/2012
185	701 (17)	S/CAP	D	24	0	34	0	0	0		816	8/16/2012
209	702 (37)	S/CAP	D	27	0	29	0	0	0		783	8/16/2012
166	602 (19)	HO/TTA	D	130	18	0	0	0	0	2340		8/16/2012
TOTAL										661,869.6	98,145.0	

R = Regular Route
 H= Handicap Route
 EC= Early Childhood Route
 PP= Project Pass Route
 RS= Regular Summer School Route
 S/CAM= Shuttle on Campus
 SN/SH=Special Needs Shuttles
 S/HZ= Shuttle for Horizons

S/HZPE= Shuttle for Horizons PE
S/CAP= Shuttle for Capstone
HO/TTA= Handicapped Other TanTara
H/APE= Handicapped Adaptive PE
ESY= Extended School Year
LP=Laker Pack

DRAFT

CAMDENTON R-III School District
District Assessment Plan
2013-2014

Why Do We Assess?

The Camdenton R-III School District shall assess student achievement annually using standardized assessments given at periodic grade levels as determined by the administration and approved annually by the Board of Education. The District Assessment Plan will include required components of the Missouri Assessment Program in order to monitor the progress of all students in meeting the Show-Me Standards, as set forth by the Missouri State Board of Education. The District will also incorporate multiple assessment strategies in the instructional process.

The District Assessment Plan will be used to:

- inform students, parents, and staff of student progress and achievement;
- determine students' strengths and needs;
- identify students' relative standings within groups (national, state, grade);
- assist teachers in making ongoing instructional and curricular decisions;
- evaluate the success of our curriculum and assist in making appropriate revisions;
- guide staff development activities;
- help access and/or allocate resources to meet student needs;
- improve home/school partnerships by giving parents specific information that will enable them to support their child's learning;
- provide colleges, universities, and other post-secondary institutions with a profile of our students' achievement;
- identify the District's standing in comparison to other districts;
- provide mandated data to outside monitoring agencies, such as the Department of Elementary and Secondary Education, as well as the community at large.

School personnel shall work to ensure that assessments or procedures are not differentiated or stereotyped on the basis of ethnicity, religion, gender, ancestry, national origin, or social or economic status. The District will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals With Disabilities Act (IDEA). The District will maintain confidentiality with regard to the individual scores and other information derived from the District's assessment program. Individual student scores will be provided to parents and discussed upon request. Tabulated results of standardized assessments will be made available to authorized school personnel and released as required by law. Some assessment summaries, such as the MAP, are public information.

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

Components of the District Assessment Plan

As student learning and achievement are multi-dimensional, assessment in the Camdenton R-III School District is multi-dimensional as well. Multiple assessment strategies and measures provide a comprehensive view of individual and group achievement, are integrally linked to the curriculum, and provide meaningful data for program evaluation. When used for these purposes, assessment will ultimately lead to improved instructional decision-making and improved student learning.

The District Assessment Program includes the following components:

- Large-Scale Achievement Assessments, listing standardized assessments required by grade level and by subject;
- Supplemental Assessment Tools ;
- Pre-school Assessments;
- Health Screenings;
- English Language Assessments;
- Special Education Assessments;
- Gifted Assessments;
- Career and Technical Education Assessments;
- District-level Assessments;
- Classroom-Based Assessments;
- Show-Me Standards Not Assessed by MAP.

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Classroom-Based Assessments

Daily, ongoing assessment is interwoven with classroom instruction. Teachers document student learning and growth by collecting information through observations and student work. Classroom-based assessment in the Camdenon R-III School District includes, but is not limited to, the following practices:

- Teacher Observation
- Quizzes and Tests
- Performance Assessments
- Projects
- Labs and Experiments
- Reading Inventories/Running Records
- Homework
- Participation
- Holistic Writing
- Checklists
- Rubrics and Scoring Guides
- Responses to Literature
- Goal-Setting
- Discussions

See the charts that follow for specific assessment information.

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Camdenon R-III School District Large Scale Assessments

Assessment	Grade Level(s)	Timeline	Purpose
CTBS Complete Battery	1 - 2	Fall and Spring	To assess individual and group achievement in communication arts, mathematics, science and social studies
PLAN	10	Fall	To measure skills in English, mathematics, reading and science reasoning To provide information about academic skills and development, personal interests and needs
ACT (required for college entrance)	11 - 12	Various	To measure academic achievement in English, mathematics, reading and science reasoning For college placement
MAP Communication Arts*	3 - 8	Spring	To assess individual and group achievement in communication arts To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements
MAP Mathematics*	3 - 8	Spring	To assess individual and group achievement in communication arts To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements
MAP Science*	5, 8	Spring	To assess individual and group achievement in communication arts To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements
8 th Grade Tech Literacy*	8	Fall, Winter, Spring	To meet requirements as specified by DESE
EOC Biology*	10 th - 12 th	Fall, Winter, Spring	To assess individual and group achievement in biology To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements
EOC English I	9 th	Fall, Winter, Spring	To assess individual and group achievement in English To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements
EOC English II*	10 th - 12 th	Fall, Winter, Spring	To assess individual and group achievement in English To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements
EOC Government*	10 th	Fall, Winter, Spring	To assess individual and group achievement in Government To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements
EOC Algebra I*	9 th - 12 th	Fall, Winter, Spring	To assess individual and group achievement in Algebra To assess curriculum and its effectiveness in meeting the Missouri Show Me Standards To meet the state and federal government accountability requirements

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Camdenton R-III School District
Large Scale Assessments

Personal Finance*	9 th – 12 th	Fall, Spring	To meet the state requirement for a course in personal finance.
MO Physical Fitness Assessment*	5, 9	Fall, Spring	To provide information regarding 5 th grade students' fitness in areas of aerobic capacity, abdominal strength/endurance, and upper body strength Grade 9 students also test in flexibility and body composition to provide data for monitoring of fitness levels
ASVAB	11 – 12		Measures developed abilities and helps predict future academic and occupational success in the military.
Missouri Constitution Test*		Spring	To measure student knowledge of the Missouri Constitution against a minimum standard
US Constitution Test*		Spring	To measure student knowledge of the US Constitution against a minimum standard

*Required to meet state and/or federal accountability requirements

Supplemental Assessment Tools

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Assessment	Grade Level(s)	Purpose
Observation Survey (Clay)	1	To determine competency in letter and word identification, concepts of print, writing, and text reading
Developmental Reading Assessment 2	K - 4	To determine independent reading level and guide reading instruction for students
Fontas and Pinnell Benchmark	5 - 6	To determine independent reading level and guide reading instruction for students
PSAT	11	Measure verbal and mathematical reasoning abilities
Advanced Placement Examinations	10-12	Measure learning for students enrolled in Advanced Placement courses
International Baccalaureate Examinations	11-12	Measure learning for students enrolled in International Baccalaureate courses
Test of Visual-Perceptual Skills	PK – 12	To test for problems involving visual discrimination, visual memory, visual-spatial relationships, form constancy, visual sequential memory, visual figure-ground, and visual closure
Scholastic Reading Inventory (SRI)	1 – 8	Measure growth in reading comprehension of students
Acuity Predictive	1 – 8	Indicate student growth and progress relative to end-of-year goals and state accountability exams

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PAT/Preschool Assessments
(Birth – Age 5)

Test Name	Purpose	Age/ Grade Given
Batelle Developmental Inventory Screening	Screening of cognitive, adaptive, language, motor	0–5
Ages and Stages Questionnaire	Child development	0–3
Denver Articulation Screening Exam	Articulation	2–5
Denver Developmental Screening II	Language, motor	0–2
Health screenings	Functional vision, hearing	0–5
Health Questionnaire	Health history, immunizations, general development, dental screening, car safety, vision and hearing	0–5
Tympanometry	Identify potential problems in the middle ear	0–5
Physical Measurement	Height and weight	0–5

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Health Screenings

Assessment	Grade Level(s)	Purpose
Vision Screening	PK, K, 1, 3, 5, 6, 7, 8, 11	To identify children who have vision defects that requires further examination
Hearing Screening	PK–5	To identify children who have hearing defects that requires further examination
Scoliosis Screening	5, 6, 8, 9	To identify students who exhibit signs of scoliosis, kyphosis, lordosis, or other evidence of abnormal spinal development that requires further examination
Growth Screening	PK, K, 5, 6	To identify children who are experiencing or may be at risk for abnormal growth pattern for their age, weight, and heredity, requiring further examination
Dental Checks	PK–12	To identify children who have dental problems that requires further examination (for those who report they do not have routine dental checkups)
Blood Pressure	6, 7, 9	To identify children who have blood pressure outside the normal range for the age

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English Language Assessments

Assessment	Grade Level(s)	Purpose
ACCESS	K - 12	To measure English language learners' development of reading, writing, listening, speaking, and comprehension skills throughout the year

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Special Education Assessments

Assessment	Purpose	Normed for Age/Grade
Adaptive Behavior Evaluation Scale (ABES-R)	Adaptive Behavior (MR,PI,OI)	13-18
Arizona Articulation Proficiency Scale-3rd (ARIZONA-3)	Speech Articulation	1.6y -18y11m
Autism Screening Instrument for Educational Planning -3	Autism	2y - 13y11m
Battelle Developmental Inventory (BDI-2)	Social Emotional Adaptive Motor Communication Cognitive	0-6 yr
Becker work Adjustment Profile-2 (BWAP-2)	Transition	HS
Beery Buktenica Developmental Test of Visual Motor Integration -5 (Beery VMI-5)	Visual Motor	2y - 18y11m
Boehm Test of Basic Concepts - 3 Preschool	Language	3y-5y11m
Bruininks-Oseretsky Test of Motor Proficiency	Motor	4.5y - 14y11m
Childhood Autism Rating Scale (CARS)	Autism	2y - Adult
Clinical Assessment of Articulation and Phonology (CAAP)	Articulation/phonology	2y6m - 8y 11m
Clinical Eval. Language Fundamentals (CELF-4)	Rec/Recep. Language	6y-21y11m
Clinical Eval. Language -Screen (CELF-4)	Rec/Express Language	5yr-21yr
Clinical Eval. Of Language Fundamentals - Preschool (CELF-P 2)	Rec/Express Language	3 - 6 yrs
Comprehensive Receptive & Expressive Vocab. Test (CREVT-2)	Rec/Expres Language	4y-8y11m
Conners Rating Scale -R3(CRS-3)	Social/Emotional (ED)	3y-17y
Developmental Assessment for Individuals w/Severe Disabilities-2nd (DASH-2)	Severe Disabilities on a less than 2 year old level.	Birth-6y
Differential Test of Conduct & Emotional Problems	Social/Emotional	K-12
Emotional or Behavior Disorder Scale-R (EBDS-R)	Social/Emotional	5y - 18y
Expressive Language Test (ELT)	Language	5y-11y
Expressive One Word Picture Vocabulary Test-Preschool	Language	
Expressive Vocabulary Test-2 (EVT-2)	Language	2y 6m-90+
5 Minute Kits	Sound System Disorders	

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Gilliam Asperger's Disorder Scale (GADS)	Autism	
Gilliam Autism Rating Scale-2 (GARS)	Autism	3y -22y
Goldman Fristoe Test of Articulation-2 (GFTA-2)	Speech Articulation	2y -21y
Gray Oral Reading Tests-Fourth edition (GORT-4)	Reading Fluency	6y - 18y11m
Language Processing Test 3	Processing Language	5y-11y11m
Leiter International Performance Scale-R (LIPS-R)	Cognitive	2y-17y
Motor Free Visual Perception Test - 3 (MFVP-3)	Visual Perception	4y - 85y
Occupational Aptitude Survey-3rd (OASIS)	Vocational	grades 8-12+
Occupational Interest Schedule-3rd (OASIS)	Vocational	grades 8-12+
Oral Speech Mechanism Expressive Exam-R (OSMSE-3)	Language	5y-78y
Oregon Projects	Visual Impairment/Blind	
Peabody Developmental Motor Scales (PDMS)	Motor	Birth-5y
Peabody Picture Vocabulary Test (PPVT-4)	Receptive Language	2.6y-90+y
Preschool Language Scale 4 (PLS-4)	Receptive/Expressive Language	Birth-6y11m
Reading Free Vocational Interest Inventory-2 (R-FVII)	Vocational	13 yr to Adult
Receptive One-Word Picture Vocabulary Test-2000 (ROWPVT-2000)	Receptive Language	2y - 18y11m
Rossetiti Infant-Toddler Scale	Communication Assessment Scale	Birth - 3yrs
School Function Assessment (SFA)	Physical/Cognitive	K-6
Secord Contextual Articulation Tests (S-CAT)	Articulation/Phonological	4 y to adult
Social Emotional Dimension Scale (SEDS)	Social/Emotional	6y - 18y11m
Social Skills Rating System (SSRS)	Social/Emotional	3y-18y
Spanish Articulation Measures 2	Articulation	3 and up
Stanford-Binet Intelligence Scale 5	Cognitive	2y-Adult
Test of Auditory Comprehension Language-3 (TACL-3)	Grammar Syntax Receptive Language	3y-9y11m
Test of Early Language Dev.-3 (TELD-2)	Language	2y-7y11m
Test of Early Mathematics Ability-3 (TEMA-3) Form A	Academics-Math	3y-8y11m
Test of Early Mathematics Ability -3	Academics-Math	3y-8y11m

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(TEMA-3) Form B		
Test of Early Reading Ability -3 (TERA-3)	Academics - Reading	3y6m -8y6m
Test of Early Written Lang-2 (TEWL-2)	Academics - Writing	3y -10y11m
Test of Gross Motor Development-2	Gross Motor	3y - 10 yr
Test of Language Development Intermediate-4(TOLD I-4)	Receptive Expressive Language	8y -12y11m
Test of Non-Verbal Intelligence (TONI-3)	Cognitive	6y-89y11m
Test of Phonological Awareness in Spanish	Language	
Test of Pragmatic Language (TOPL-2)	Pragmatics Language	5y - 13y-11 m
Test of Written Language-3 (TOWL-3)	Academics - writing	7y-17y11m
The WORD Test 2 -Intermediate	Expressive Vocabulary & Semantics	12y - 17y-11
The WORD Test 2 -Elementary	Expressive Vocabulary & Semantics	12y - 17y-11
Transition Planning Inventory (TPI)	Transition	14y - 22y
Underlying Characteristics Checklist High Functioning	Autism	
Vineland Adaptive Behavior Scales -Second Edition	Adaptive Behavior (MR,PI,OI)	Birth-age 90
Wechsler Adult Intelligence Scale III (WAIS-III)	Cognition Intelligence	16 y - 89y
Wechsler Intelligence Scale for Children-III (WISC-III)	Cognition Intelligence	6y-16y11m
Wechsler Intelligence Scale for Preschool Children-Revised (WPPSI-III)	Cognition Intelligence	2y6m - 7y3m
Wechsler Intelligence Scale for Children, IV (WISC-IV)	Cognitive Intelligence	6y-16y11m
Woodcock Johnson III Test of Achievement Normative Update (WJ-III NU) Form A	Reading, Math, Science, Social Studies, Spelling	2y-40+y

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Gifted Education Assessments

Test Name	Purpose	Age/ Grade Given	Timeline/ When Given
SAGES-2 K-3	Reasoning, Analogies	6-9 years old	K – Dec/Jan 1 st – 3 rd April/May
SAGES-2 4-8	Reasoning, Analogies	9+ years old 3 rd – 8 th	April/May
NNAT Naglieri Non-Verbal Ability Test	Cognitive Assessment	3+ years old K – 8 th	K – Dec/Jan 1 st – 8 th April/May
SB-V Stanford Binet Fifth Edition	Individual Intelligence Quotient	2+ years old K – 8 th	K – Dec/Jan 1 st – 8 th April/May
WISC-IV Wechsler Intelligence Scale for Children Fourth Edition	Individual Intelligence Quotient	6+ years old K – 8 th	K – Dec/Jan 1 st – 8 th April/May
WPPSI Wechsler Preschool and Primary Scale of Intelligence	Individual Intelligence Quotient	2 – 7 years old K – 2 nd	K – Dec/Jan 1 st and 2 nd April/May
EXPLORE	Measure of Academic Development in English, Math, Reading and Science	5 th – 8 th	January
Learning Styles Inventory	General Guide to Personal Learning Style	4 th – 8 th originally, then following with 4 th only thereafter	September
Pre/Post Unit Tests	Pre – assess knowledge base Post – assess gained knowledge	4 th – 8 th	Fall Pre – September Fall Post – December Spring Pre – December Spring Post – April
CTBS	National norms	1 st – 8 th	October

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Career and Technical Education Assessments

Test Name	Purpose	Age/ Grade Given	Timeline/ When Given
COMPASS Test	Pre- & Post- testing of students to measure progress in Communication Arts & Mathematics	11 th & 12 th Grades 10 th Grade by request of program instructor	Pre-testing of all new incoming CTE students in Fall – Post-testing of all exiting CTE Seniors in Spring
Common CTE Mathematics Assessment	Pre- & Post-testing of students to measure level of common CTE-related math proficiency of students & identify areas needing improvement.	10 th , 11 th & 12 th Grades	Pre-testing in Fall and post-testing in Spring of all CTE students in programs offering Embedded Credit Math
CTE Program Mathematics Assessment	Pre- & Post-testing of students to measure level of CTE program-specific math proficiency of students & identify areas needing improvement.	10 th , 11 th & 12 th Grades	Pre-testing in Fall and post-testing in Spring of all CTE students in programs offering Embedded Credit Math
CTE Communication Arts Pre- & Post-Writing Assessments	Pre- & Post-testing of students to measure level of CTE-related communication arts proficiency of students & identify areas needing improvement.	10 th , 11 th & 12 th Grades	Pre-testing in Fall and post-testing in Spring of all CTE students in programs offering Embedded Credit English
Technical Skills Assessments: Agriculture/Horticulture – NOCTI Tests – Production Agriculture, Horticulture- Landscaping, Floriculture- Greenhouse Automotive Tech – NATEF National Automotive Student Skills Standards Assessment– Electronic Systems, Engine Performance, Brakes, Suspension & Steering Building Trades – National Construction Career Tests – Carpentry	End-of-course assessment of technical skill attainment in CTE courses, required by DESE. Measures level of technical competencies & skills mastered by students in their CTE area of concentration. NOTE: Technical Skills Assessments are a new requirement for CTE in 2008-2009. Assessments & examinations currently used may be subject to change in future years.	12 th Grade Student must earn 3 or more credits in a CTE sequence of courses to be tested.	End of school year prior to graduation.

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<p>Collision Repair – NATEF National Automotive Student Skills Standards Assessments – Painting & Refinishing, Non-structural Analysis & Damage Repair Computer Technology – SkillsUSA Assessment -- Computer Maintenance Culinary Arts – National Restaurant Association – ServSafe Food Protection Manager Certification Examination Graphics – SkillsUSA Assessments – Photography & Advertising Design Health Occupations I – NOCTI Test – Nursing Assisting Health Occupations II – MO Assn. of Nursing Home Administrators Certified Nurse Assisting Exam Marketing – NOCTI Test – Workplace Readiness Metal Fabrication – SkillsUSA Assessment – Welding Project Lead The Way (PLTW – Pre-Engineering) – PLTW End of Course Assessments Parts A & B or C Teacher Education – NOCTI Education & Training Pathway (Pilot ONLY for 08-09)</p>			
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Guidelines for Students With Disabilities

In June 1997 the reauthorization of the Individuals with Disabilities Education Act (IDEA) provided a clear direction for including students with disabilities in state assessment programs. The Missouri Assessment Program (MAP) should be appropriate for all students; therefore, the State Department of Elementary and Secondary Education has provided information to help IEP teams with the decision-making process for individual students. The following summary is intended to provide guidelines to the IEP teams during the decision-making process.

If the committee is faced with the decision of whether to exempt a student with a disability from standardized testing, the following reasoning needs to occur. Decisions about whether or not students participate should be based on the goals of the child's instruction. Students with disabilities, whose instructional goals are expected to lead to typical work and life experiences, should take the MAP. Students who are working only toward functional goals (self-care, life skills) will participate in the MAP-A alternate assessment.

Students with disabilities should participate in all subject areas in which they are receiving instruction in the content-oriented Show-Me Standards. Decisions about participation should be made based upon the instruction in the content-oriented Show-Me Standards. Decisions about participation should never be based on program setting, category of disability, or percentage of time in the regular classroom. A student should be included in any part of the MAP for which that student receives instruction, regardless of where that instruction occurs. All decisions regarding participation and accommodations/adaptations must be made by the IEP team and documented in the IEP. Reasons for exclusion from testing must also be documented.

It is the responsibility of the District to assure that the results of assessments are ethical and equitable, and that no single group of the Camdenton student body is disproportionately exempted from testing. Therefore, a basic guideline is to always assume that every student, even those with disabilities who may have previously been exempted, will participate in standardized testing.

Guidelines for ELL Students

The U.S. Department of Education issued *No Child Left Behind* (NCLB) provisions concerning English Language Learners' (ELL), formerly Limited English Proficient (LEP) students, participation in state assessments in February 2004. These provisions offer increased options in testing first-year ELL students, increased flexibility in the administration of the MAP, and some additional latitude in the reporting of scores for AYP purposes. *The NCLB provision does not preclude or exempt an ELL student from participation in the LAS-B English-language-acquisition assessment.*

Assessment of ELL students in the Camdenton R-III School District is ongoing and includes program evaluation, standardized student English proficiency level assessment, reading, writing, speaking, listening, and classroom performance evaluation. Assessment is based on National TESOL Standards and enduring

understandings outlined in the English Language (EL) curriculum. Upon registration, parents complete the district enrollment form and provide information about the child's home language and perceived level of English proficiency. The Language Assessment Scales are administered to determine placement level when the child is enrolled. The EL teacher conducts an informal assessment at this time. Level I-III students are considered English Language Learners (ELL) and receive EL services.

Professional Development and Assessment

The District has an Assessment Team which studies and promotes best practices regarding assessment, along with revising and recommending the annual assessment plan. In addition, collaborative teams (of teachers) meet periodically to design performance assessments aligned to District curricula, examine the results of those assessments, and appropriately revise curricula, instruction, or the assessments themselves.

Each spring, the Assistant Superintendent of Assessment reviews information about the administration of the statewide assessment (MAP and EOC) with building test coordinators, who, in turn, work with administrators and staff to implement the assessment. In the fall of each year, the Assistant Superintendent compiles a District assessment report and building-specific reports which include group data, disaggregated information, and content standards reports. Throughout the year, the Director meets as needed with building staff, curriculum committees, and/or departments to guide the further analysis and use of assessment results. All building principals have access online to assessment data through the Department of Elementary and Secondary Education.

Provisions for Teaching Test-Taking Skills

Teachers provide students with a variety of experiences throughout the school year that prepare them for standardized assessments. They incorporate performance tasks, scoring guides, open-ended responses, and selected response assessments into their classroom work. Unit assessments and homework assignments include varied question formats so students are familiar with multiple ways of responding. Through these experiences, students develop a sense of using rubrics to assess many forms of writing across the curriculum, practice strategies for approaching various types of items, and evaluate sample responses. Teachers have access to MAP released items, scoring guides, and other practice items. The curriculum in the Camdenton R-III School district is purposefully aligned with the Show-Me Standards and the Missouri Frameworks. This curriculum, coupled with instructional strategies that support the learning of all students, ensures that our students are well prepared to for both large-scale and classroom-based assessments.

Test Security

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Storage and Access Before Test Administration: All Missouri Assessment Program documents and other standardized test booklets are to be stored, immediately upon receipt, in a secured area. Only the test coordinator and other designated individuals will have access to test materials. No teacher shall have access to test booklets or be told what is in them before the test is distributed. Teachers will have access to the appropriate documents, including the Test Examiner's Manual.

Instructions for Administration: Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in an inservice led by the testing coordinator, designed to train test administrators in administration procedures. The in-service will stress the maintenance of test security during test administration. Security issues addressed will include handling materials in a secure manner, providing directions to students, responding to students' questions, and monitoring the test setting. All staff involved in the assessment process receive written information about the procedures to follow when administering a standardized test in a secure manner.

Test Administration: All standardized tests will be administered in an appropriate manner in compliance with testing guidelines. Test booklets will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until testing begins. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given. If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the teacher, and stored in a locked facility.

Collection and Storage of Test Materials Following Testing: All test makeups will be scheduled by the test coordinator. A designated individual will administer the test according to specified administration procedures, taking all of the previously described precautions to ensure security. Test materials will be counted. Test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area. Test booklets will be re-counted by the test coordinator and these counts will be documented and checked against pre-administration counts. Test booklets will be sorted and packaged according to directions by test coordinator or person who has been designated as responsible and sent for scoring as expediently as possible while allowing for makeups.

Sanctions Against Unfair Practices:

Following is a list of unfair practices which this district considers inappropriate:

- copying any part of a standardized test booklet for any reason;
- removal of a test booklet from the secure storage area except during test administration;
- failure to return all test booklets following test administration;
- directly teaching any test item included on a standardized test;
- altering a student's response to items on an answer sheet;
- indications to students during testing that they have missed items or need to change response;

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- giving students clues or answers to questions;
- allowing students to give each other answers to questions or to copy off each other's work;
- altering test administration procedures in any other way to give students an unfair advantage;
- pressure or encouragement on the part of the administrators for teachers to engage in any of the aforementioned practices.

Local Assessment of Show-Me Standards Not Assessed Through the Missouri Assessment Program

Classroom-based assessments have been developed by teachers working in collaborative teams to address the following standards not assessed by the MAP. Assessments occur within the appropriate subjects and at appropriate grade levels.

Show-Me Standard
1.2 Conducts research to answer questions and evaluate information and ideas
2.3 Exchanges information, questions, and ideas while recognizing the perspective of others
2.4 Performs and produces works in the fine and practical arts
2.5 Applies communication techniques to the job search and the workplace
2.6 Uses technological tools to exchange information and ideas
4.4 Recognizes and practices honesty and integrity in academic work and in the workplace
4.8 Explores, prepares for, and seeks educational and job opportunities
CA5 Comprehends and evaluates the content and artistic aspects of oral and visual presentations
CA6 Participates in formal and informal presentations and discussions of issues and ideas
CA7 Evaluates relationships between language and culture
FA3 Acquires a solid foundation which includes knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts.

ASSESSMENT PROGRAM

The district will use assessments as one indication 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).

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that shall 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 monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.
2. *Student Counseling* – To serve as a tool in the counseling and guidance of students for advisement and further direction.
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;
 - b. Help the professional staff formulate and recommend instructional policy and curriculum; and
 - c. Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* -- To provide indicators of the progress of the district 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.

There shall be broad-based involvement in the development of the assessment program and its implementation. Instructional staff will be given training and

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responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it. Efforts shall also be made to incorporate necessary culture-free and culture-fair tests to assure that measurements are reasonably accurate.

Reading Assessment

The district will administer a reading assessment to students in kindergarten through sixth grades to determine whether additional reading instruction and retention are 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 its students with limited English proficiency.

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 by the Missouri State Board of Education.

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: 08/08/1994

Revised: 09/19/2002; 06/13/2005; 12/12/2005

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

Legal Refs: §§ 160.257, .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, P.L. 107-110

Camdenton R-III School District, Camdenton, Missouri

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TEST SECURITY

FILE: ILA
BASIC

Storage and Access Before Test Administration

1. All Missouri assessment documents and standardized test booklets are to be stored, immediately upon receipt, in a secured area.
2. When the test documents first arrive at the district the test coordinator will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.
3. The test coordinator or individual responsible for the program will assume responsibility for contacting the appropriate testing coordination site if the order is inaccurate and for providing secured storage of any materials received as a result of this contact.
4. Beyond the initial checking and sorting, test booklets will remain untouched until they are distributed for administration.
5. Only the test coordinator and other designated individuals will have access to test materials.
6. No teacher shall have access to test booklets or be told what is in them before the test is distributed, except special education teachers in accordance with a student's Individualized Education Program (IEP).
7. Teachers will have access to the appropriate documents, including the Test Administration Manual.

Instructions for Administration

1. Prior to the first day of any standardized and/or statewide testing, all staff involved in test administration will be required to participate in an in-service led by the testing coordinator and designed to train test administrators in administration procedures.
2. The in-service will stress the maintenance of test security during test administration. Security issues addressed will include handling materials in a secure manner, providing directions to students, responding to students' questions and monitoring the test setting.
3. Prior to any standardized and/or statewide testing, staff will receive a handout outlining step-by-step procedures to follow in order to administer tests in a secure manner.

Test Administration

1. All standardized and/or statewide tests will be administered in an appropriate manner in compliance with testing guidelines.
2. Test booklets will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until time for testing to begin.

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3. Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will be instructed to place their answer sheets in their test booklets and close these booklets before leaving their seats.
4. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given.
5. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration and to provide assistance as needed.
6. If a test is to be administered over a series of days, test booklets and answer sheets will be stored in a locked facility.

Collection and Storage of Test Materials Following Testing

1. Test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area.
2. Test booklets will be re-counted by the test coordinator and these counts will be documented and checked against preadministration counts.
3. Test booklets will be sorted and packaged, according to directions, by the test coordinator or person who has been designated as responsible and sent for scoring as expediently as possible while allowing for makeups.
4. All test makeups will be scheduled by the test coordinator. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all aforementioned precautions to ensure security. Test materials will be counted.

Sanctions Against Unfair Practices

The security measures outlined in this document should help prevent unfair practices. Unfair practices include, but are not limited to, the following:

1. Copying any part of a standardized test booklet for any reason.
2. Removal of a test booklet from the secure storage area except during test administration.
3. Failure to return all test booklets following test administration.
4. Directly teaching any test item included on a standardized test.
5. Altering a student's responses to items on an answer sheet.
6. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy off each other's work; or altering test administration procedures in any other way to give students an unfair advantage.
7. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

If a district staff person is suspected of engaging in any unfair practice, an immediate investigation will occur. If allegations are proven, a report will be forwarded to the

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superintendent, and appropriate disciplinary action will be taken.

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: 09/19/2002

Camdenton R-III School District, Camdenton, Missouri

ASSESSMENT PROGRAM
(State-Mandated Reading Assessment Program)

Definitions

Reading Assessment: [District should insert a description of the district's chosen methods of assessing reading levels. MSBA recommends that the district utilize a range of tools.]

Reading Improvement Plan: A minimum of 30 hours of additional reading instruction or practice outside of the regular school day.

Summer School: A minimum of 40 hours of reading instruction and practice.

Exempted Students

The following students are exempt from the state-mandated reading assessment program:

- ▶ Students receiving special education services under an Individualized Education Program (IEP) pursuant to § 162.670, RSMo.
- ▶ Students receiving services pursuant to Section 504 of the Rehabilitation Act of 1973 whose service plan includes an element addressing reading.
- ▶ Students who have limited English proficiency.
- ▶ Students who have been determined prior to the beginning of the school year to have a cognitive ability insufficient to meet the required reading levels set out in this section. The district must still provide reading improvement plans to these students.
- ▶ Students determined to be reading at or above grade level.

Reading Assessments

1. All third grade students who have not demonstrated a reading ability at or above grade level will be administered a reading assessment or set of assessments within 45 days of the end of the third-grade school year. If the student is reading below the second-grade level, the district will design and implement a reading improvement plan for the student's fourth-grade year. The district may require the student to attend summer school as a condition of promotion to fourth grade.
2. Each fourth-grade student the district has previously assessed in third grade and for whom a reading improvement plan has been designed or who has transferred into the district, shall be administered a reading assessment within 45 days of the end of the fourth-grade year. If the student is reading below the third-grade level, the student shall be required to attend summer school to receive reading instruction.
3. At the end of summer school, each student shall be administered another reading assessment. If the student is reading below third-grade level, the student shall not be promoted to fifth grade and the parents or guardians of the students shall be notified. The district will design and implement a reading improvement plan for the student's repeated fourth-grade year.
4. Each fourth-grade student for whom the district has designed a reading improvement plan and retained for failing to meet the required reading standards shall be administered a reading assessment within 45 days of the end of the repeated fourth-grade year. If the student is reading below the third-grade level, the student shall be required to attend summer school to receive reading instruction.
5. At the end of summer school, each student shall be administered another reading assessment. If the student is still reading below a third-grade level, the district will design and implement a reading improvement plan for the student's fifth-grade year. The district cannot retain the student again solely because of his or her inability to meet the reading assessment standards. The district may retain the student for other reasons when it is in the best interests of the student.
6. Each fifth-grade student for whom the district has designed a reading improvement plan or who has transferred into the district, shall be administered a reading assessment within 45 days of the end of the fifth-grade year. If the student is reading below the fourth-grade level, the student shall be required to attend summer school to receive reading instruction.
7. At the end of summer school, each student shall be administered a reading assessment. If the student is reading below the fourth-grade level, the district will design and implement a reading improvement plan for the student's sixth-grade year.
8. Each sixth-grade student for whom the district has designed a reading improvement plan or who has transferred into the district shall be administered a reading assessment within 45 days of the end of the sixth-grade year. If the student is reading below the fifth-grade level, the district shall place a notation on the student's permanent record advising that the student has not met the minimal reading standards. The notation shall remain on the record until the district determines that the student has met minimal reading standards. The district must make summer school available to all students who have a reading improvement plan.

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented: 09/19/2002

Camdenton R-III School District, Camdenton, Missouri

Explanation of Curriculum Documents June 2013

As mentioned previously to the Board, our district has begun the process of adhering to a curriculum revision cycle that will ultimately lead to Board approval of each of the curriculum templates for all courses and alignment to a textbook adoption cycle. This has been long overdue and it is a monumental task, so I would ask for patience as our teams diligently attempt to complete all necessary documentation and post these documents on our publically accessible webpage. Due to the amount of work necessary to create a quality document, you will notice a constant stream of Phase II templates form various departments flowing to the Board over the next several months. I had initially hoped we could do this by subject area, but due to the lack of time many of our teams have to complete this process, documents will come in as completed by various teams and Academic Services will get those to the board as soon as each document becomes available.

Attached to the Board agenda, you will find an additional overview of the process and templates for Phase I and Phase II of curriculum revision. These documents represent the essential framework for local curriculum, but further information such as units of study and exemplar lesson plans are currently being developed and will take some time to fully implement. One set of curriculum materials for a subject K-12 with Power Standards, supporting standards, scoring templates, pre- and post-assessments, Phase I curriculum document, Phase II curriculum document, units of study based on Power Standards, and exemplar lesson plans is, needless to say, lengthy and extensive, so we will do our best to provide the key pieces of information to the Board without overwhelming you with some of the more focused grade level documents.

The templates (Phase I and Phase II) attempt to encapsulate the essential elements of a course with several key pieces of information. In Phase I, course rationale, course description, Power Standards, goals, for the course, required training, budgetary needs, and expected timeline are all aspects of this document. As you are aware, our curriculum teams have been working over the course of several semesters to develop these pieces, so the completion of the document, in many cases, has been an expedient process. However, for some single subject courses, no work has been done on curriculum and those teams are starting from the foundation to build toward a document, which will take them some time.

Phase II captures much of the same information as Phase I, with the important exceptions of finalizing common assessments, identifying preferred interventions and enrichments to assist students, and suggesting the background necessary for students to be successful in the course. In addition, a component for textbook adoption, if necessary, is included in the Phase II document and will be utilized at the mathematics curriculum moves to Phase II next school year (as mentioned when you approved the literacy materials last year, we moved that up to take advantage of funds available for instructional materials). The Phase II document is submitted to the Board for review and approval and the process moves into the implementation Phase III in the following school year.

Phases III-VI are implementation and monitoring phases for the curriculum and will include perceptual surveys for teachers along with other monitoring mechanisms to determine the overall effectiveness of the curriculum process. If there were extreme circumstances, such as a significant change in state level curriculum or an area of significant weakness in performance for students, the administration could approach the Board with the need to address specific issues in the curriculum during these phases. Three years of implementation and evaluation were included on the documents to prevent our faculty from being in a constant state of completing curriculum revision documents after the initial framework is complete.

Camdenton R-III School District
Revision Cycle

Curriculum

2011-12 through 2015-16

Level of Planning	2011-12 (Revision of Cycle and Review)	2012-13	2013-2014	2014-2015	2015-2016
1 Revise and adopt district components which include rationale, course descriptions, goals, power standards and other expectations, scope and sequence, alignment to state curriculum documents, recommended in-services, and budget planning	Science Technology Education Theater Arts Health/PE and Health/Drug Education Foreign Language Gifted Education Guidance Social Studies Art Education FACS Industrial Arts and Industrial & Engineering (Technical) Library Business Education Music Education	Mathematics Language Arts Technology Education Theater Arts Gifted Education Guidance Art Education FACS			
2 Revise and adopt curriculum components which include instructional activities (utilize or create power standard assessments), interventions, enrichments, workplace readiness skills, and recommended resources (Board approval would occur at this point)		Science Health/PE and Health/Drug Social Studies Business Education Foreign Language Industrial Arts and Industrial & Engineering (Technical) Library Music Education	Mathematics Language Arts Technology Education Theater Arts Gifted Education Guidance Art Education FACS		
3 First year implementation, in-service, monitor, adjust, and revise			Science Health/PE and Health/Drug Social Studies Business Education Foreign Language Industrial Arts and Industrial & Engineering (Technical) Library Music Education	Mathematics Language Arts Technology Education Theater Arts Gifted Education Guidance Art Education FACS	
4 Implement, monitor and adjust	Mathematics Language Arts	Mathematics Language Arts		Science Health/PE and Health/Drug Social Studies Business Education Foreign Language Industrial Arts and Industrial & Engineering (Technical)	Mathematics Language Arts Technology Education Theater Arts Gifted Education Guidance Art Education

				Library Music Education	FACS
5 Implement, monitor, adjust	Mathematics Language Arts	Mathematics Language Arts			Science Health/PE and Health/Drug Social Studies Business Education Foreign Language Industrial Arts and Industrial & Engineering (Technical) Library Music Education
6 Program Evaluation	Mathematics Language Arts ?????	Mathematics Language Arts			

Curricular Teams

Vertical teams will address curricular revisions in the four core areas. Teams will discuss curricular issues for the first hour of each meeting in the 2011-2012 school year and utilize the remainder of the time to continue designing common assessment based on the generic scoring templates.

Guidance will address curricular revisions during their routine collaborative process.

Health and Physical Education will have a representative from each building to contribute to the revision process.

Art will have a representative from each building to contribute to the revision process.

Library/Media Center Specialist will have a representative from each building to contribute to the revision process.

Theater arts will have representatives from the middle and high schools to contribute to the revision process.

Foreign language will have a representative from Spanish and French courses as the middle and high schools to contribute to the revision process.

Industrial Arts and Industrial Engineering will send representatives from each course taught in these areas to contribute to the revision process.

Music Education will send representatives from each building to contribute to the revision process.

FACS will send representatives from the middle and high schools to contribute to the revision process.

Technology Education

Description

Planning Level 1

Revise and adopt district components which include (Review and acceptance of previous statements is acceptable):

- Rationale- statement of purpose for a course
- Course descriptions- for each course in a content area, an accurate and current description of the course will be submitted
- Goals- statements that contain a description of what the student should know and be able to do at the end of a particular course, which includes how the teacher/team plans to measure this statement
- Power standards and other expectations- identify power standards (meeting district description of a power standard) and other curricular expectations for the content. Deconstruct standards as necessary and identify the depth of knowledge for instruction
- Scope and sequence- graphically organize a sequence of courses in the content area
- Alignment to state curriculum documents- utilize state documents when applicable, Common Core Standards, and/or national guidelines for the content area
- Recommended in-services- identify the training needed to support instruction at the various levels of the content area and consider the resources used to determine training needs
- Budget planning- determine cost of textbook series, other resources, training and related items

Planning Level 2

Revise and adopt district components which include (Review and acceptance of previous statements is acceptable):

- Revise and adopt curriculum components which include instructional activities (utilize power standard assessments)- identify best practices in the instruction of the content area and formulate pre- and post-power standard assessments if they have not been completed
- Interventions- identify interventions determined as effective through action research and data generated in the intervention process
- Enrichments- identify effective enrichment activities as determined by action research and data generated in the intervention process
- Workplace readiness skills- identify all skills (e.g. reading, information writing, persuasive writing, statistical knowledge, etc.) that apply directly to the college and workplace
- Recommended resources- textbook and other supporting resources used in the content area
- Provide professional development identified in planning level 1

Level 3- Implementation

First year implementation:

- Training and professional development for the first year,
- Monitor student performance through data collection template and solicit teacher input through survey
- Adjust as necessary to enhance student learning, and
- Revise if student performance data suggests the need to make early revisions to the curriculum

Level 4- Monitor

- Monitor student performance through data collection template and solicit teacher input through survey
- Adjust as necessary to enhance student learning

Level 5- Monitor

- Monitor student performance through data collection template and solicit teacher input through survey
- Adjust as necessary to enhance student learning

Level 6- Evaluation

Program Evaluation
Review of relevant research

<enter template including rationale, course description, power standards, scope and sequence, alignment to standards, required training, and budgetary needs>

VISION: Everyone learning every day.
MISSION: Create a learning community that maximizes each individual's performance for future success.
SUBJECT AREA, GRADE LEVEL, COURSE TITLE:
COURSE RATIONALE (WHY WE OFFER THIS COURSE): click here to enter text
COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE):
COURSE POWER STANDARDS (SEE POWER STANDARD GRID AND/OR LIST AND DESCRIBE THE POWER STANDARD (E.G. R2C- READING COMPREHENSION OR MUSIC- POWER STANDARD 1- COMPOSING) : Course Scope and Sequence: see attached (this should be a visual representation of the course scope and sequence k-12) Alignment to State Standards (identify power standards with the GLE/CLE or Common Core Code and list other standards taught):
GOALS: (LIST WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO AFTER THIS COURSE AS WELL AS HOW WE PLAN TO MEASURE THIS STATEMENT) FOR EXAMPLE:
REQUIRED TRAINING: MSIP Standard: Persons Responsible: Funding Source: Date of Implementation: Date of Completion:
BUDGETARY NEEDS: click here to enter text

<enter template for instructional activities, assessments, interventions, enrichment, readiness, and textbook/resources>

VISION: Everyone learning every day.
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COURSE RATIONALE: click here to enter text
COURSE POWER STANDARDS: Course Scope and Sequence: Alignment to State Standards:
SUGGESTED INSTRUCTIONAL ACTIVITIES:
COMMON ASSESSMENTS: CREATED <input type="checkbox"/> POSTED <input type="checkbox"/> IMPLEMENTED <input type="checkbox"/> click here to enter text
SUGGESTED INTERVENTIONS: click here to enter text
SUGGESTED ENRICHMENTS: click here to enter text
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
TEXTBOOKS AND RESOURCES: REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE / /

<sample data collection template>

Communication Arts	Pre-test	Post-test	Highly Effective Intervention	Progress
--------------------	----------	-----------	-------------------------------	----------

3rd Grade R1E
 3rd Grade R2C
 3rd Grade R3C
 3rd Grade W1A
 3rd Grade W3A
 4th Grade R1G
 4th Grade R1H
 4th Grade R2C
 4th Grade R3C
 4th Grade W1A
 4th Grade W2B
 4th Grade W2C
 4th Grade W2Ea
 4th Grade W2Eb

<teacher perception survey- to be accessed through the district website (this could be modified for particular content)>

Using the following rating scale, 1- strongly disagree to 5- strongly agree, answer the following questions:

- | | | | | | |
|---|---|---|---|---|---|
| 1. I utilized the district curriculum as posted on the website. | 1 | 2 | 3 | 4 | 5 |
| 2. I utilized the assessments created to support the district curriculum. | 1 | 2 | 3 | 4 | 5 |
| 3. Student performance data indicated a growth in my classroom. | 1 | 2 | 3 | 4 | 5 |
| 4. The curriculum supported the identified power standards. | 1 | 2 | 3 | 4 | 5 |
| 5. The instructional materials supported the district curriculum. | 1 | 2 | 3 | 4 | 5 |
| 6. Open Ended- What were the strengths and weaknesses of this curriculum? | | | | | |

<utilize program evaluation template>

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DISTRICT GOAL: click here to enter text

OBJECTIVE:

MSIP Standard:

Progress Measures (Goals for strategic plan) (Include specific proficiency targets related to the assessments used to monitor progress):

Year	Baseline/Progress/Target	Proficiency Target

STRATEGY:

MSIP Standard:

Persons Responsible:

Funding Source:

Date of Implementation:

Date of Completion:

PROGRAM : click here to enter text

PROGRAM TARGETS (PROGRAM SPECIFIC GOALS):

TARGET -

LONG TERM (FINAL PROGRAM TARGET)

EXPLANATION OF DATA/INFORMATION-

TIMELINE: click here to enter text

RESULTS (BASED ON PROFICIENCY TARGET(S)): click here to enter text

SUMMARY OF EVALUATION

RECOMMENDED REVISIONS

SUGGESTED INSTRUCTIONAL ACTIVITIES:
[HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/CMS/LIB01/MO/01001301/CENTRICITY/DOMAIN/39/SCI_GRADE_5_A%20DECONSTRUCT%20STANDARDS_NEW%202.PDF](http://camdentschools.schoolwires.net/cms/lib01/mo/01001301/centricity/domain/39/sci_grade_5_A%20DECONSTRUCT%20STANDARDS_NEW%202.PDF)
 Power Standard 1: pp. 44, 45, 46, 47, 53, 54, 55, 56, 57
 Power Standard 2: pp. 1, 11, 12, 13, 23, 28, 27, 32, 35, 42
 Power Standard 3: pp. 3, 6, 7, 9, 10, 21, 28
 Power Standard 4: pp. 18, 17, 19, 22, 24, 33
 Power Standard 5: pp. 2, 4, 8, 14, 16, 25, 26, 34, 38, 40, 41
 Power Standard 6: pp. 6, 15, 17, 30, 31, 36, 37, 46, 48, 50, 51, 52

COMMON ASSESSMENTS:
 CREATED
 POSTED [HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/193](http://camdentschools.schoolwires.net/page/193)
 IMPLEMENTED click here to enter text

SUGGESTED INTERVENTIONS:
[HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/CMS/LIB01/MO/01001301/CENTRICITY/DOMAIN/39/SCI_GRADE_5_A%20DECONSTRUCT%20STANDARDS_NEW%202.PDF](http://camdentschools.schoolwires.net/cms/lib01/mo/01001301/centricity/domain/39/sci_grade_5_A%20DECONSTRUCT%20STANDARDS_NEW%202.PDF)
 1. Small group instruction
 2. Brain Pop
 3. Smart Exchange Interactive Lessons
 4. Computer Online Activities e.g. Edheads, Stellarium

click here to enter text

SUGGESTED ENRICHMENTS:
[HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/CMS/LIB01/MO/01001301/CENTRICITY/DOMAIN/39/SCI_GRADE_5_A%20DECONSTRUCT%20STANDARDS_NEW%202.PDF](http://camdentschools.schoolwires.net/cms/lib01/mo/01001301/centricity/domain/39/sci_grade_5_A%20DECONSTRUCT%20STANDARDS_NEW%202.PDF)
 1. Science Choice Boards-Students choose 3 or more activities to complete. These activities include all curricular areas.
 2. Independent Study Investigations-Students study science areas of interest.
 3. Jeopardy/Board Games-Students complete and create their own games.

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE: The Camdenton R-III Science curriculum will support and promote the district mission and goals through a number of avenues. In tying with the district mission, teachers will work with patrons, parents and staff in a collective effort to prepare students for the work place and/or institutions of higher learning. Individual student achievement will be promoted through social interaction, problem solving, and by addressing individual learning styles through a variety of teaching strategies. Every opportunity for success will be given to each student in an effort to generate self-esteem and quality citizens.

In addition to these, the science curriculum will promote district goals by teaching technological skills, environmental responsibility, critical thinking and problem solving, while acquiring the necessary scientific knowledge and skills to become lifelong learners.

The Camdenton R-III Science Program offers a unique learning experience for students by utilizing a variety of teaching theories, methodologies, and beliefs. Hands-on lab activities, cooperative learning, field work, lecture, and individualized research offer a number of learning situations in and out of the classroom.

In addition to these methodologies, guest speakers from within the school system, community, and surrounding area will provide valuable information to students.

Finally, the Camdenton Science Program is unique in its cross-curricular approach. Math, Communication Arts, Literature, Health, Physical Education, social studies, and Art are integrated at various levels of instruction.

The Camdenton R-III Science Program is taught in grades K-12. Grades kindergarten through ten is a required program with all students receiving the same instruction. Each grade level meets the required instructional minutes. Students need to take course coming from the remaining courses offered for grades ten through twelve.

Focus Areas are:
 1. Scientific Theory
 2. Scientific Relevance

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
 Completion of Grade 4

TEXTBOOKS AND RESOURCES: 5th Grade needs an updated curriculum series. For example, our current 2006 textbook recognizes Pluto as a major planet.

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

3. Earth Processes
 4. The Universe
 5. Matter and Energy
 6. Forces and Motion
 7. Ecology
 8. Living Systems

COURSE POWER STANDARDS:
Course Scope and Sequence:
Alignment to State Standards:
 71A&D- Scientific Inquiry, 31B- Characteristics and Interactions of Living Organisms, 81A&B- Impact of Science, Technology, and Human Activity

SUGGESTED INSTRUCTIONAL ACTIVITIES: GUIDED READING OF LEVELED SCIENCE TOPICS, RESEARCH & EXPERIMENT ACTIVITIES

COMMON ASSESSMENTS:
 CREATED
 POSTED click here to enter text
 IMPLEMENTED click here to enter text

SUGGESTED INTERVENTIONS: RETEACH/REVIEW AS INTERVENTION USING SCOTT'S FORESMAN MATERIALS FOR 2ND GRADE click here to enter text

SUGGESTED ENRICHMENTS: EXPERIMENT OR RESEARCH OF EXTENDED IDEAS/TOPICS RELATED TO 2ND GRADE OBJECTIVES. click here to enter text

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
 PROFICIENT OR HIGHER ON POST TEST/ ASSESSMENT REQUIREMENTS FOR 2ND GRADE OBJECTIVES

TEXTBOOKS AND RESOURCES: SCOTT FORESMAN, 2006

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

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In addition to these, the science curriculum will promote district goals by teaching scientific inquiry, technology skills, environmental responsibility, critical thinking, and problem solving, while acquiring the necessary scientific knowledge and skills to become lifelong learners.

The Camdenton R-III science program offers a unique learning experience for students by utilizing a variety of teaching theories, methodologies, and beliefs. Hands-on lab activities, cooperative learning, field work, lecture, and individualized research offer a number of learning situations in and out of the classroom.

In addition to these methodologies, guest speakers from within the school system, community, and surrounding areas will provide valuable information to students.

Finally, the Camdenton Science Program is unique in its cross-curricular approach. Math, Communication Arts, Literature, Health, Physical Education, Social Studies, Music and Art is integrated at various levels of instruction.

COURSE POWER STANDARDS:
 Power Standard 1: Scientific Measurement
 Power Standard 2: Scientific Inquiry and Design
 Power Standard 3: Properties and Changes in Matter
 Power Standard 4: Classification of Living Organisms and their Characteristics
 Power Standard 5: Factors and Relationships within an Ecosystem
 Power Standard 6: Ecosystems and Interactions of their Organisms

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Finally, the Camdenton science program is unique in its cross-curricular approach. Math, communication arts, literature, health, physical education, social studies, and art is integrated at various levels of instruction.

COURSE POWER STANDARDS:
Course Scope and Sequence:
Alignment to State Standards:
 Power Standard 1: Students will develop an understanding of the scientific method.
 Power Standard 2: Students will describe the composition of and motion of objects in the universe.
 Power Standard 3: Students will classify plants and animals.
 Power Standard 4: Students will explore and describe simple machines.
 Power Standard 5: Students will describe the movement of water through the environment.
 Power Standard 6: Students will define new technologies and measurement tools used by scientists.

<p>Power Standard 7: Energy Transformations and Adaptations within an Ecosystem Power Standard 8: Earth's Processes, Interactions, and Landforms Course Scope and Sequence: http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/800/Focus%20Calendar1314.pdf Alignment to State Standards:</p>
<p>SUGGESTED INSTRUCTIONAL ACTIVITIES:</p> <ul style="list-style-type: none"> SmartNotebook on Earth's Processes, Interactions and Landforms Create a diorama or model showing examples of the erosion processes Create a plate tectonics foldable illustrating transform boundaries, divergent boundaries, and convergent boundaries (continental-continental, oceanic-continental) and the landforms created at each type of boundary Dr. Britley Connection Connection packet Create a Earth's Hyens flip-book BrainPop movies: Earth's Structure, Plate Tectonics, Volcanoes, Weathering Types of Weathering vocabulary flip-book United Streaming videos LAB: the erosion process, convection currents
<p>COMMON ASSESSMENTS: HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183 CREATED <input type="checkbox"/> YES-BUT NEED TO BE REVISED POSTED <input type="checkbox"/> IMPLEMENTED <input type="checkbox"/> click here to enter text</p>
<p>SUGGESTED INTERVENTIONS:</p> <ul style="list-style-type: none"> Picture dictionary of earth science terms
<p>SUGGESTED ENRICHMENTS:</p> <ul style="list-style-type: none"> Design an earthquake proof model of a house
<p>READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):</p> <ul style="list-style-type: none"> Completion of grade 6

<p>Power Standard 7: Energy Transformations and Adaptations within an Ecosystem Power Standard 8: Earth's Processes, Interactions, and Landforms Course Scope and Sequence: http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/800/Focus%20Calendar1314.pdf Alignment to State Standards:</p>
<p>SUGGESTED INSTRUCTIONAL ACTIVITIES:</p> <ul style="list-style-type: none"> SmartNotebook cells and life processes notes Create a flow chart to show the photosynthesis process Create a song explaining photosynthesis process Compare and contrast plant and animal cells under a microscope Compare and contrast multi-cellular and unicellular organisms under a microscope Create a foldable illustrating the plant and animal cell and comparing it to the classroom EdHelper packets: Plant vs. Animal, Animal Cells: Cells without Walls, Plant Cells: Cells with Walls, PowerPoints BrainPop movies: Cells, Cell Structures, Cell Specialization, Mitosis, Photosynthesis Photosynthesis packet United Streaming videos LAB: viewing plant and animal cells with a microscope, using yeast to show the life process and do an inquiry based investigation to see how temperatures affect the growth of the yeast and how different types of sweetener would affect the growth.
<p>COMMON ASSESSMENTS: HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183 CREATED <input type="checkbox"/> YES-BUT NEED TO BE REVISED POSTED <input type="checkbox"/> IMPLEMENTED <input type="checkbox"/> click here to enter text</p>
<p>SUGGESTED INTERVENTIONS:</p> <ul style="list-style-type: none"> Edmodo activities connected with Brainpop activities

<p>TEXTBOOKS AND RESOURCES: SCOTT FORESMAN: SCIENCE COPYRIGHT: 2006 REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE / /</p>

<p>SUGGESTED ENRICHMENTS:</p> <ul style="list-style-type: none"> EdHelper packets: Mitosis, Egg-otting Carnoals Creating a 3D model of a plant or animal cell Dichotomy Wheel
<p>READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):</p> <ul style="list-style-type: none"> Completion of grade 6
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Power Standard 7: Energy Transformations and Adaptations within an Ecosystem Power Standard 8: Earth's Processes, Interactions, and Landforms Course Scope and Sequence: http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/900/Focus%20Calendar1314.pdf Alignment to State Standards:
SUGGESTED INSTRUCTIONAL ACTIVITIES: <ul style="list-style-type: none"> SmartNotebook on Environmental Changes Web-based inquiry on renewable and non-renewable resources and solutions to preserve our resources Journal activity: What are examples of beneficial activities/organisms and harmful activities/organisms BrainPop movie: Renewable and Nonrenewable resources United Streaming videos LAB: Pollution Dilution
COMMON ASSESSMENTS: HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183 CREATED <input type="checkbox"/> YES-BUT NEED TO BE REVISED POSTED <input type="checkbox"/> IMPLEMENTED <input type="checkbox"/> click here to enter text
SUGGESTED INTERVENTIONS: <ul style="list-style-type: none"> Edmodo activities and Brainpop activities
SUGGESTED ENRICHMENTS: <ul style="list-style-type: none"> Compare environmental changes of today to geological history in the past Write a persuasive letter to a company to help preserve our natural resources
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): <ul style="list-style-type: none"> Completion of grade 5
TEXTBOOKS AND RESOURCES: SCOTT FORESMAN: SCIENCE COPYRIGHT: 2006 REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE: / /

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SUGGESTED INSTRUCTIONAL ACTIVITIES: <ul style="list-style-type: none"> SmartNotebook files on living organisms Word study of the meaning of "bio" Create mini-posters of biotic factors and abiotic factors Research activity: research different ecosystems and record factors that limit organisms Create food chains, food webs, and energy pyramids for both unicellular/multi-cellular organisms Create a unique animal with different adaptations and explain why they need each to live in their ecosystem Animal Adaptation packet Create a biome brochure and include information on: weather, plants, animals, geography, and facts about the specific biome EdHelper packets: Animal Classification, Plant Adaptations, Bird Adaptations Trigrams depicting the population, community, ecosystem, environment, and biome BrainPop movies: Land Biomes, Taiga, Desert, Tropical Rainforest, Tundra, Ecosystems, Savanna, Underwater World, Camouflage, Genetic Mutations, Natural Selection, Human Evolution, Food Chains, Energy Pyramid United Streaming videos LAB: dissecting owl pellets
COMMON ASSESSMENTS: HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183 CREATED <input type="checkbox"/> YES-BUT NEED TO BE REVISED POSTED <input type="checkbox"/> IMPLEMENTED <input type="checkbox"/> click here to enter text
SUGGESTED INTERVENTIONS: <ul style="list-style-type: none"> Edmodo activities connected with Brainpop activities

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SUGGESTED ENRICHMENTS: <ul style="list-style-type: none"> EdHelper packets: Mitosis, Egg-citing Osmosis Creating a 3D model of a plant or animal cell Dichotomy Wheel
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SUGGESTED INSTRUCTIONAL ACTIVITIES: <ul style="list-style-type: none"> BrainPop movies: Light, Rainbows, Color, Refraction & Diffraction, Forms of Energy, Electromagnetic Spectrum United Streaming videos LAB: mirror activity, pinhole viewer activity, How does the Sun's energy reach Earth? activity
COMMON ASSESSMENTS: HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183 CREATED <input type="checkbox"/> YES-BUT NEED TO BE REVISED POSTED <input type="checkbox"/> IMPLEMENTED <input type="checkbox"/> click here to enter text
SUGGESTED INTERVENTIONS: <ul style="list-style-type: none"> Vocabulary cards: transparent, translucent, opaque, convex, concave Creating a diagram with arrows showing how light reflects off of: mirror, smooth/rough, shiny/dull, moon surfaces
SUGGESTED ENRICHMENTS: <ul style="list-style-type: none"> Designing lighting for a house
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): <ul style="list-style-type: none"> Completion of grade 5
TEXTBOOKS AND RESOURCES: SCOTT FORESMAN: SCIENCE COPYRIGHT: 2006 REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE: / /

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Finally, the Camdenton Science Program is unique in its cross-curricular approach. Math, Communication Arts, Literature, Health, Physical Education, Social Studies, Music and Art is integrated at various levels of instruction.

COURSE POWER STANDARDS:
 Course Scope and Sequence:
 Alignment to State Standards:
 Power Standard 1: Scientific Measurement
 Power Standard 2: Scientific Inquiry and Design
 Power Standard 3: Properties and Changes in Matter
 Power Standard 4: Classification of Living Organisms and their Characteristics

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 Power Standard 7: Energy Transformations and Adaptations within an Ecosystem
 Power Standard 8: Earth's Processes, Interactions, and Landforms

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- Metric Mania—Power Points
- Metric Mania conversation sort
- Brain Pop Movies: Metric vs. Customary, Metric Units, Measuring Matter, Customary Units
- Mark Twain book packet pgs: (13, 17-27)—instruments and measuring
- Metric Tool Shop packet: length, mass, volume, temperature
- LAB: measure volume (regular and irregular), mass, length, density, and use of graduated cylinder, triple-beam balance, double-pan balance, metric ruler, meter stick, spring scale, thermometer, and stopwatch.

COMMON ASSESSMENTS: [HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/193](http://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/193)
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SUGGESTED INTERVENTIONS:

- Practice with measuring volume (regular and irregular), mass, length, and density using a graduated cylinder, triple-beam balance, double-pan balance, metric ruler, and meter stick.
- SmartNotebook files with practice activities.

SUGGESTED ENRICHMENTS:

- Dr. Birdley activity pages
- Converting customary and metric measurements

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

- Completion of grade 6

Power Standard 7: Energy Transformations and Adaptations within an Ecosystem
 Power Standard 8: Earth's Processes, Interactions, and Landforms

Course Scope and Sequence:
<http://camdentonschools.schoolwires.net/cms/lib01/MO061801381/Centricity/Domain/800/Focus%20Calendar1314.pdf>

Alignment to State Standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- Matter/Non Matter sort activity
- Story board/comic strip that shows the concept that mass is conserved
- SmartNotebook matter notes
- What is Matter? Packet
- Dr. Birdley Unit 6: boiling point, phases of matter, properties of matter, and gas/liquid transitions
- What's the matter? PowerPoint
- Mixtures PowerPoint
- BrainPop movies: States of Matter, Matter Changing States, Measuring Matter
- United Streaming Videos
- LAB: Classify pure substances and mixtures, classifying chemical and physical changes, it's a matter of stuff and space activity, Oh, dear what can this matter be? activity, Charge matters activity

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SUGGESTED INTERVENTIONS:

- Vocabulary cards: weight, matter, mass, density, volume
- Marvelous Matter booklet

SUGGESTED ENRICHMENTS:

- Adopt an Element activity
- Product testing
- Creating a 3D model of an atom project

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READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

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SUGGESTED INSTRUCTIONAL ACTIVITIES: <ul style="list-style-type: none"> Scientific method flipbook-using the steps of the scientific method to evaluate an experiment Steps of the scientific method powerpoint BrainPop movies: Scientific Method, Precision and Accuracy, Science Projects United Streaming videos LAB: Whirly Bird activity, Pop your top activity, mbute and solution experiment, what's in the bag activity, how many drops of water can fit on a penny? activity
COMMON ASSESSMENTS: HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183 CREATED <input type="checkbox"/> YES-BUT NEED TO BE REVISED POSTED <input type="checkbox"/> IMPLEMENTED <input type="checkbox"/> click here to enter text
SUGGESTED INTERVENTIONS: <ul style="list-style-type: none"> SpongeBob blurb to practice identifying parts of the scientific method SmartNotebook files with practice activities.
SUGGESTED ENRICHMENTS: <ul style="list-style-type: none"> Dr. Birdley activity pages Chromatography Lab
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): <ul style="list-style-type: none"> Completion of grade 5
TEXTBOOKS AND RESOURCES: SCOTT FORESMAN: SCIENCE COPYRIGHT: 2008 REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/>

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SUGGESTED INSTRUCTIONAL ACTIVITIES: <ul style="list-style-type: none"> SmartNotebook on Earth's Processes, Interactions and Landforms Create a story from the viewpoint from a particular piece of sediment or fossil taking a journey through the rock cycle Create a graphic organizer to show how sedimentary rocks are formed Compare and contrast rock samples brought in from home Jeopardy game Classify the soil head activity Venn diagram to compare and contrast fossils Activity to identify similarities and differences of fossils and living organisms Web Hunt: searching for information that supports continental drift and create collage of information Journal activity: explain the difference/similarities of the fossils in different layers of Earth Create a rock cycle illustration Journey through the rock cycle game BrainPop movies: Rock Cycle, Soil Rock Cycle vocabulary flip-book United Streaming videos: Mudples, LAB: use of rock samples, soil texture lab, erosion tray
COMMON ASSESSMENTS: HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183 CREATED <input type="checkbox"/> YES-BUT NEED TO BE REVISED POSTED <input type="checkbox"/> IMPLEMENTED <input type="checkbox"/> click here to enter text

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SUGGESTED INTERVENTIONS: <ul style="list-style-type: none"> Flip-book of the soil profile Picture book of fossil and rock types with a brief explanation
SUGGESTED ENRICHMENTS: <ul style="list-style-type: none"> Create each type of fossil and create a display with a explanation Create a detailed soil profile
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): <ul style="list-style-type: none"> Completion of grade 5
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SUGGESTED INSTRUCTIONAL ACTIVITIES:

- Power Standard 1
 - o Create a chart showing the duties of citizens.
 - o Create a help wanted ad for each of the three branches of government (including: requirements, length of term, salary, and responsibilities.)
 - o Create a chart to show the three branches of government check and balance each other.
- Power Standard 2
 - o Define and explain limited terms (limited government, rule of law, majority rule, and minority rights).
 - o Hold a mock vote to explain majority rule.
 - o Research examples of limited and unlimited governments.
- Power Standard 3
 - o Construct a T-chart over wants and needs.
 - o Have students compare/contrast the GDP of small and large countries.
 - o Students will make a concept map that shows and defines the five concepts above.
 - o Create an economic simulation that demonstrates how to buy and sell goods or services which reflects the principles of the free enterprise/market system.
- Power Standard 4
 - o Provide students with geographic information and ask them to create a series of fifteen statements.
 - o Use and create maps, charts, and graphs to predict future events, trends and outcomes.
 - o Students will pair off and choose a variety of locations. Each will take turns at describing and directing the other, using relative location. The other student will report the location using absolute location.
- Power Standard 5
 - o Use and create maps, charts, and graphs to predict future events, trends and outcomes.
 - o Students will create maps for the various continents and countries they will study in geography.
 - o Map location of major landforms, oceans and any other physical barriers.
 - o Students create a map and map key relating to the particular area of study, i.e., Mexico, Canada.
 - o Students will create facts and opinions about a specific topic using a graphic organizer.
- Power Standard 6
 - o Students will research and create a poster that shows use of various technological tools relating to Ancient Latin America Civilizations.
 - o Students will give a presentation that shows use of various technological tools over Ancient Greece and Rome.
- Power Standard 7
 - o Give the students laws and ask they come up with the effect those laws have on people.
 - o Students will create their own set of laws and punishment for not obeying the laws.

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:
 The Social Studies Department of Camdenton R-III supports the district mission in the following ways.

- Student success at each level of learning leads to success at the next level.
- All students are unique with varying learning styles, abilities, strengths, and interests, and should be offered opportunities to maximize their capabilities.
- All students' learning is enhanced through social interaction.
- Teachers are key facilitators of learning and problem solving rather than just providers of information.
- The curriculum will address the requirements of the workplace and institutions of higher learning.
- All students should be encouraged to develop their talents in school and other community activities.
- Students and staff should be aware and show consideration for individual and cultural differences.

The rationale for the Social Studies curriculum is to establish a guideline for Camdenton School district staff in order to promote uniform and consistent instruction. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. This curriculum guide provides a framework of procedures and information while allowing instructors freedom of choice in methodology. The Social Studies Department of the Camdenton School District believes Social Studies is a diverse subject area that encompasses many fields of investigation and interests. History, geography, economics, government, social development, tolerance, and multicultural education, decision making and civic responsibility are all a part of Social Studies education. The real life connections are easily recognized, thus the importance of Social Studies in the curriculum is paramount. We recognize the importance of fostering responsible citizens who will be both active in the school and in their community throughout their lives. We have a responsibility to educate students so that they can succeed in a culturally diverse work place. By using literature distinct to different cultures, students not only learn about that culture, but develop tolerance for other beliefs, values, and attitudes. We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be assimilated. Because of this, it is important to teach students methods of using current technology and outside resources to research information to help them make informed decisions to better participate in the world around them. Students develop new understanding through a process of active construction of knowledge. Students are expected to strive to accomplish the instructional goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means.

COMMON ASSESSMENTS: 1, 2, 3, 4, 5, 6A, 6B

CREATED BY: _____

POSTED BY: _____

IMPLEMENTED BY: given 3 times a school year (August: Pre-Test; February: Progress Test; May: Post-Test)

SUGGESTED INTERVENTIONS:

- three branches of government (responsibilities, qualifications, terms, leaders)
- basic map skills (how to read a map, scale, directions, political vs. physical)
- economics (supply and demand, free market economy)

SUGGESTED ENRICHMENTS:

- Period 1 advanced Social Studies class
- National History Day ASL (Area of Special Interest) and competition
- Students who have excelled in areas of Social Studies are chosen for upper level activities during interventions

READINGS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
 Completion of prior grade level

TEXTBOOKS AND RESOURCES:
 Class set of tablets (30) with one printer for each of the three 7th Grade S.S. classes

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE: / /

Focus Areas are:

- Geography
- History
- Civics/Politics
- Economics
- Social/Cultural Research

COURSE POWER STANDARDS:
 Role of citizens and governments in carrying out constitutional principles

4-7 Identify principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see amendment 9), I.A.G.3

4-7 Identify responsibilities that governments and citizens need to accept to become effective in a constitutional democracy. I.A.6

4-7 Define the following: limited government, rule of law, majority rule, minority rights.

4-7 Analyze responsibilities governments and citizens need to accept to become effective in a constitutional democracy and compare/contrast the following: limited government, rule of law, majority rule, minority rights. I.A.7

Processes of Governmental Systems

4-7 Identify rights included in the Bill of Rights, including freedoms of religion, speech, press, to assemble peacefully; to petition the government; and to be treated fairly by the government. I.A.5

4-7 Distinguish between powers and functions of local, state and national government. 2.C.5

4-7 Identify and explain the functions of the three branches of government in the state government. 2.C.3,4

4-7 Describe how authoritative decisions are made, enforced and interpreted within the state government. 2.C.a.4

4-7 Explain the major purpose of the Constitution and Bill of Rights. I.C.4

Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) and being able to explain them to interpret historical and current events.

4-7 Compare Savings and Investment. 4.A.4

4-7 Explain supply and demand. 4.A.b.4

4-7 Interpret and apply the following economic concepts: scarcity, supply and demand, trade-offs. 4.A.5

4-7 Apply the following economic concepts: scarcity, supply and demand, specialization of regions, nations, and individuals, tradeoffs, income, wealth and sources of wealth. 4.A.6

4-7 Apply the following economic concepts: investment, productivity, Gross Domestic Product, inflation, profit and profit motive. 4.A.7

4-7 Interpret past, explain present and predict future consequences of economic decisions. (Decisions would be of a nature that is meaningful to fourth graders, such as decision made by consumers and decisions pertaining to the environment. 4.B.4

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COURSE RATIONALE:
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- All students are unique with varying learning styles, abilities, strengths, and interests, and should be offered opportunities to maximize their capabilities.
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Focus Areas are:

- Geography
- History
- Civics/Politics
- Economics
- Social/Cultural Research

Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment. Reading and constructing maps.

4-7 Construct and interpret maps. 5.A.4

4-7 Use geographic research sources to acquire information and answer questions and construct maps. 5.A.5

4-7 Use geographic research sources to acquire and process information to answer questions and solve problems and construct maps. 5.A.6

4-7 Use geographic research sources to process and report information to solve problems

Course Scope and Sequence:
 see attached (this should be a visual representation of the course scope and sequence 7th Grade- Western Civilization)

LINK Focus Calendar here

Alignment to State Standards:

- 1) Students should be capable of explaining the origins of democracy and the principles and structures of the U.S. government and how they relate to citizens responsibilities. (1A, 6D)
- 2) Students should be able to recognize and explain the difference between majority/minority rights and limited/unlimited government. (1A, 3A, 6D)
- 3) Students must be capable of interpreting and expressing key economic concepts such as investment, productivity, profit, inflation, and GDP. (4A, 4B, 4F, 6D)
- 4) Students must be capable of using history and geography to interpret the past, explain the present and predict the future using geographic information such as absolute and relative location, physical characteristics and human characteristics in geography. (6D, 4F, 5A, 5B, 5C, 5D, 5L, 5E, 5F, 5J)
- 5) Use maps, graphs, timelines, charts, diagrams, and documents to gather and communicate information for the use of recognizing bias and distinguishing between fact and opinion. (5A, 6D, 7A, 7B, 7D, 7C, 7G)
- 6) Identify, understand and connect the important contributions and innovations of early Western European Civilizations and our modern. (3I, 3E, 3F, 3J, 6C)
- 7) Recognize the relationship between laws and how they affect people. (6G)

<p>Power Standard #4 Examine historical electoral college maps to illustrate how the states' vote affect the electoral college outcome. Analyze the powers the President has based on the Constitution and powers that are not in the Constitution.</p> <p>Power Standard #5 Role play a Mock trial Examine Supreme court decisions including <i>Marbury v. Madison</i> to see how they affect US law</p> <p>Power Standard #6 Prepare a skit to illustrate one amendment Write articles defending the passage of the Bill of Rights</p> <p>Power Standard #7 Utilize a computer program or website that creates a mock election and uses the terms: voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion Examine methods taken by polling companies, political parties, and political action committees</p>
<p>COMMON ASSESSMENTS</p> <p>CREATED <u>1</u> POSTED <u>2</u> 3 4 5 6 7 8TH GRADE COMMON ASSESSMENT IMPLEMENTED</p> <p>SUGGESTED INTERVENTIONS:</p> <ul style="list-style-type: none"> • three branches of government (responsibilities, qualifications, terms, leaders) • basic map skills (how to read a map, scale, directions, political vs. physical) • economics (supply and demand, free market economy) • Refresh power standards content and enrich as needed

<p>COURSE POWER STANDARDS: Role of citizens and governments in carrying out constitutional principles 8-12 Explain the relevance and connection of constitutional principles in the following documents (4), U.S. Constitution, Amendments to Constitution. 1.B 8-12 Explain the relevance and the connection of constitutional principles in the following documents. (2, 13), 1.B 8-12 Give examples of how local, state, and national governments impact people's lives. 8-12 Determine the civic responsibilities of individual citizens. 1.A.b 8-12 Apply knowledge of the responsibilities that government and citizens need to accept in order to carry out the principles of the Bill of Rights. 1.B.2 8-12 Describe how to participate in government (i.e. voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.). 6.N; 8.A.4; 1.A.2 Knowledge of principles and processes of government systems 8-12 Analyze the important principles in the Declaration of Independence, including inalienable rights and government by the consent of the governed. 1.A.3a,1.A.d 8-12 Analyze the important principles of the constitution including: limited government, rule of law, majority rule, separation of powers, checks and balances, amendment process. 2.A.b 8-12 Apply important principles of the Bill of Rights: basic freedoms, protection against government. 1.A.a 8-12 Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchies, oligarchic, and theocratic and describe their impact. 2.B 8-12 Describe the structure of government and the purposes of laws (with emphasis on the federal and state governments) in general. 2.A.a 8-12 Explain the importance of the following principles of government: limited government, majority rule and minority rights, constitution and civil rights, checks and balances, merits of the aforementioned principles. 2.A.b 8-12 Explain how laws are made interpreted and enforced. 8-12 Explain how leaders are selected and power is distributed among individuals and branches of government. 1.A.a 8-12 Analyze processes pertaining to: selection of political leaders, functions and styles of leadership (authoritarian, democratic, and laissez faire), governmental systems, how laws are made enforced, changed and interpreted. 8-12 Explain the processes pertaining to: selection of political leaders, functions and styles</p>
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<p>SUGGESTED ENRICHMENTS: Period 1 Advanced Social Studies class National History Day ASJ and competition Students who have excelled in areas of social studies are chosen for upper level activities during Intervention</p> <p>READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): COMPLETION OF PRIOR GRADE LEVEL</p> <p>TEXTBOOKS AND RESOURCES: class set of textbooks (20) with one printer for each of the three 8th Grade S.S. classes</p> <p>REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/></p> <p>BOE APPROVAL DATE / /</p>

<p>of leadership, governmental systems, how laws and rules are made, enforced, changed, and interpreted. 2.C Processes of Governmental Systems 8-12 Evaluate the roles and influences of political parties and interest groups. 2.C.b 8-12 Apply the following principles of constitutional democracy to historical and contemporary issues: checks and balances, separation of powers, federalism, representation, popular sovereignty, due process of law, judicial review. 1.A.a 8-12 Justify the drafting of the Constitution and its effects on the formation of the new nation. 8-12 Identify important principles in the Constitution including: limited government, rule of law majority rule, minority rights, separation of powers, checks and balances. 2.A.b</p>

<p>VISION: Everyone learning every day.</p> <p>MISSION: Create a learning community that maximizes each individual's performance for future success.</p> <p>COURSE RATIONALE:</p> <ul style="list-style-type: none"> • To provide a balanced foundation of college and career-readiness mathematics skills in the areas of problem solving with fractions, ratios and proportions, measurement, and integers all of which are necessary for successful participation in post-secondary education and/or industry. • To improve entrance-exam scores for college or further technical training. • To recognize and become proficient in math skills specific to the career pathway of the student. • To provide students a necessary transition from theoretical math to industry-applied math. <p>COURSE POWER STANDARDS AND Alignment to State Standards:</p> <table border="1"> <tr> <th>Power Standard: Integers (7.NC)</th> <th>Missouri CLE:</th> <th>CAS:</th> </tr> <tr> <td> Kid Friendly Objective(s): I will be able to perform/apply math concepts as follows: (Check all concepts that apply to the activity.) <input type="checkbox"/> Order of operation <input type="checkbox"/> Basic operations (+, -, *, /) <input type="checkbox"/> Word problems <input type="checkbox"/> Calculator operations <input type="checkbox"/> Personal/Business finance Grade: 7-12 - LCIC </td> <td> N2B5, N2C3 N2B8, N2C2 N2D10, N2D9 N2D10, N3C9 N2D10, N3B5, N3D10 </td> <td></td> </tr> </table> <table border="1"> <tr> <th>Power Standard: Fractions, Decimals, and Percent (7.NA)</th> <th>Missouri CLE:</th> <th>CAS:</th> </tr> <tr> <td> Kid Friendly Objective(s): I will be able to perform/apply math concepts as follows: (Check all concepts that apply to the activity.) <input type="checkbox"/> Basic operations - decimals <input type="checkbox"/> Basic operations - fractions <input type="checkbox"/> Conversions (d-f) (d-f) (% - f, d) <input type="checkbox"/> Estimation </td> <td> N2B5, N2B7, N2B8, N2C9 N2B6, N2B7, N2B8, N2C9 N2B6, N2B7, N2B8, N2C9, N1B5, N1B6 N2D12, N2D6 </td> <td></td> </tr> </table>	Power Standard: Integers (7.NC)	Missouri CLE:	CAS:	Kid Friendly Objective(s): I will be able to perform/apply math concepts as follows: (Check all concepts that apply to the activity.) <input type="checkbox"/> Order of operation <input type="checkbox"/> Basic operations (+, -, *, /) <input type="checkbox"/> Word problems <input type="checkbox"/> Calculator operations <input type="checkbox"/> Personal/Business finance Grade: 7-12 - LCIC	N2B5, N2C3 N2B8, N2C2 N2D10, N2D9 N2D10, N3C9 N2D10, N3B5, N3D10		Power Standard: Fractions, Decimals, and Percent (7.NA)	Missouri CLE:	CAS:	Kid Friendly Objective(s): I will be able to perform/apply math concepts as follows: (Check all concepts that apply to the activity.) <input type="checkbox"/> Basic operations - decimals <input type="checkbox"/> Basic operations - fractions <input type="checkbox"/> Conversions (d-f) (d-f) (% - f, d) <input type="checkbox"/> Estimation	N2B5, N2B7, N2B8, N2C9 N2B6, N2B7, N2B8, N2C9 N2B6, N2B7, N2B8, N2C9, N1B5, N1B6 N2D12, N2D6	
Power Standard: Integers (7.NC)	Missouri CLE:	CAS:										
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<p>Course Scope and Sequence: <u>8th Grade - American History (Early American History through the Civil War)</u></p> <p>Alignment to State Standards:</p> <ol style="list-style-type: none"> 1. Analyze the important principles in the Declaration of Independence, including inalienable rights and government by the consent of the governed. 1.A.d,3a,1,1.A.d 2. Analyze the important principles of the constitution including: limited government, rule of law, majority rule, separation of powers, checks and balances, amendment process. 2.A.b 3. Explain how leaders are selected and power is distributed among individuals and branches of government. 1.A.a (Legislative Branch) 4. Explain how leaders are selected and power is distributed among individuals and branches of government. 1.A.a (Executive Branch) 5. Explain how leaders are selected and power is distributed among individuals and branches of government. 1.A.a (Judicial Branch) 6. Apply important principles of the Bill of Rights: 1) basic freedoms (Amendments 1-6) and 2) protection against government (fair trial, right of the accused, due process) 7. Describe how to participate in government (i.e. voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.). 6.N.3a.M. 1.A.b <p>SUGGESTED INSTRUCTIONAL ACTIVITIES:</p> <p>Power Standard #1 Compare the two above-mentioned terms in regard to how the terms have changed from 1776 to the present Define inalienable and consent of the governed</p> <p>Power Standard #2 Create a Venn diagram to apply separation of powers and/or checks and balances Create a flow chart that establishes the basic powers of the federal government</p> <p>Power Standard #3 Role play an activity where students demonstrate their knowledge of the power of three branches of governments Divide class into House and Senate with elected President signing and vetoing bills</p>

**CONSTRUCT VIABLE ARGUMENTS AND CRITIQUE THE REASONING OF OTHERS.
 USE APPROPRIATE TOOLS SAFELY AND STRATEGICALLY.
 LOOK FOR AND MAKE USE OF STRUCTURE.**

**TEXTBOOKS AND RESOURCES:
 FREE ONLINE TUTORIAL SITES.
 FREE ONLINE MATH MATERIAL.
 THE FOLLOWING TEXTBOOKS ARE USED TO SUPPLEMENT INSTRUCTION – NOT GIVEN TO STUDENTS.
 MATH IN CONSTRUCTION TRADES
 MACHINIST MATH
 MATH FOR WELDERS
 COLLISION REPAIR MATHEMATICS
 MATH FOR THE TRADES
 MATH IN THE TECHNICAL TRADES**

**FUTURE:
 PLAN TO UTILIZE "ACCELERATED MATH FOR INTERVENTIONS" SOFTWARE TO DIFFERENTIATE INSTRUCTION.**

**REVIEWED AND SUGGESTED UTILIZING BOARD POLICY
 BOE APPROVAL DATE: / /**

I Applications (Personal/Business Finance)		N26, N27, N29, N32
Grade: 10-12 - LTC	Power Standards: Ratio and Proportion (TM1d)	Missouri CLE: CAS:
Kid Friendly Objective(s): I will be able to perform/apply math concepts as follows: (Check all concepts that apply to the activity.)		
<input type="checkbox"/> Write and Interpret <input type="checkbox"/> Basic operations <input type="checkbox"/> Applications <input type="checkbox"/> Calculator	N3E10, N3E8, N2D9 N3E10, N3E8, N2D9 N3E10, N3E8, N2D9 N3E10, N3E8, N2D9	
Grade: 10-12 - LTC	Power Standards: Units of Measure (TM1c)	Missouri CLE: CAS:
Kid Friendly Objective(s): I will be able to perform/apply math concepts as follows: (Check all concepts that apply to the activity.)		
<input type="checkbox"/> Conversion within systems <input type="checkbox"/> Conversion between systems <input type="checkbox"/> Reading tools of measurement <input type="checkbox"/> Measurement <input type="checkbox"/> Accuracy, precision, tolerance <input type="checkbox"/> Estimation	M1A5, M1B5, M2E5, M2E6, M2E7 M1A5, M1B5, M2E5, M2E6, M2E7 M1A5, M1B5 M1A5, M1C7 M2D10 M2D10, M2A6, M2D10	
Grade: 10-12 - LTC		
Course Scope and Sequence: Math 7 Math 8 (Or some other pre-algebra course) Technical Math 1 Technical Math 2		

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COURSE POWER STANDARDS:

- Demonstrate an understanding of the origins and early history of psychology.
- Know significant figures in psychology and be able to demonstrate knowledge of the importance of their contributions to psychology.
- Analyze and explain how the individual develops cognitively throughout the lifespan.
- Identify the different structures of the brain and be able to explain their importance in the behavior of humans and non-humans.

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- TM1a- Fractions, decimals, and percent
 - Compass-style achievement
 - Direct instruction
 - Tape measure or wrench fractions
 - Order
 - Compare
 - Coop-learning- pencil-paper lesson on common denominator through unlike denominators
 - Common Assessment- students gauge their mastery and analyze their weaknesses.
 - Practical application
 - Utilize 4 pt. scoring guide to gauge student mastery on existing student projects
 - Expand or extend an existing student project to "force" the use of math topic.
- TM1b- Measurement
 - Compass-style achievement
 - Direct instruction
 - Tape measure worksheets
 - Order
 - Compare
 - Coop-learning lab project- Students create a measuring activity for another group. Then each group completes an assessment.
 - Common Assessment- students gauge their mastery and analyze their weaknesses.
 - Practical application
 - Utilize 4 pt. scoring guide to gauge student mastery on existing student projects
 - Expand or extend an existing student project to "force" the use of math topic.
- TM1c- Integers
 - Compass-style achievement
 - Direct instruction
 - Common Assessment- students gauge their mastery and analyze their weaknesses.
 - Practical application
 - Utilize 4 pt. scoring guide to gauge student mastery on existing student projects
 - Expand or extend an existing student project to "force" the use of math topic.

non-humans.

- Identify the different structures that comprise the endocrine system and be able to explain their importance in the behavior of humans and non-humans.
- Compare and contrast the different types of conditioning that is involved in determining human behavior.
- Describe and evaluate the behavioral disorders that inhibit "normal" human behavior.

Course Scope and Sequence:

IV. Ratio

- Compass-style achievement
 - Direct instruction
 - Classroom examples of paper-pencil problems often found in the lab.
- Common Assessment- students gauge their mastery and analyze their weaknesses.
- Practical application
 - Utilize 4 pt. scoring guide to gauge student mastery on existing student projects
 - Expand or extend an existing student project to "force" the use of math topic.

COMMON ASSESSMENTS:

CREATED
 POSTED
 IMPLEMENTED

Fractions, Decimals and Percents Integers
 Ratio and Proportion Units of Measure

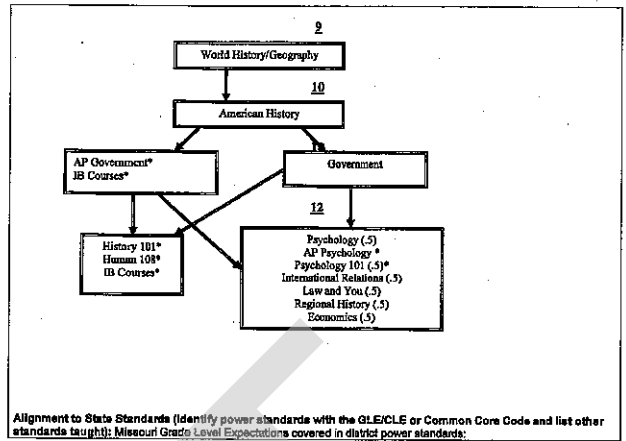
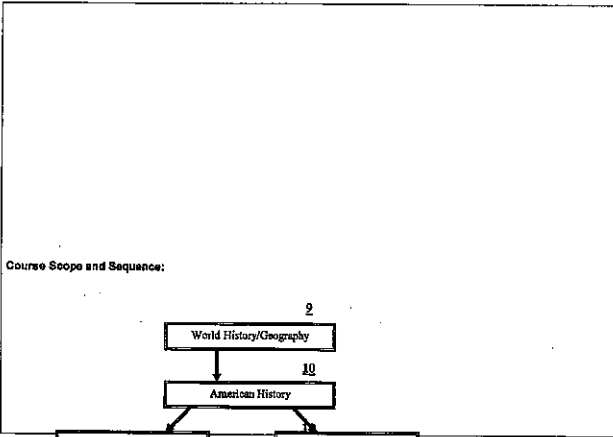
SUGGESTED INTERVENTIONS:

- Fractions(TM1a), Measurement(TM1b), Integers(TM1c), Ratios(TM1d)
 - Use common assessment to identify weaknesses
 - Small group direct instruction or coop-learning
 - Tutorials online or pencil-paper-based tailored to identified weakness
 - Use 4-pt scoring guide to identify weaknesses and use project results, speed of completion, job efficiency, or materials cost to highlight math use and/or motivate use of math.

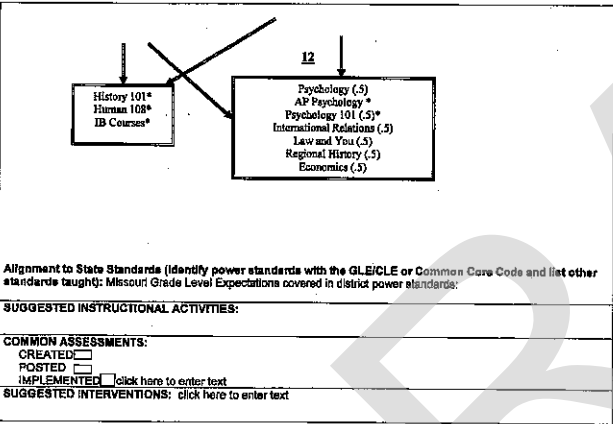
SUGGESTED ENRICHMENTS:

- Fractions(TM1a), Measurement(TM1b), Integers(TM1c), Ratios(TM1d)
 - SkillsUSA contest: Provide students prep-material for Related Technical Math contest.
 - Extend math concept for existing project. Consider owning a business and what new factors to include. Man-hours, costs, compensation, billing, insurance companies influence, etc.
 - Written projects or flowcharts
 - Instruction of peers.

**READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
 STUDENTS SHOULD BE ABLE TO MAKE SENSE OF PROBLEMS AND PERSIST IN SOLVING THEM.
 REASON ABSTRACTLY AND QUANTITATIVELY.**



Alignment to State Standards (Identify power standards with the GLE/CLE or Common Core Code and list other standards taught); Missouri Grade Level Expectations covered in district power standards:



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SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:
 CREATED
 POSTED
 IMPLEMENTED [click here to enter text](#)

SUGGESTED INTERVENTIONS: [click here to enter text](#)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:
 CREATED
 POSTED
 IMPLEMENTED [click here to enter text](#)

SUGGESTED INTERVENTIONS: [click here to enter text](#)

SUGGESTED ENRICHMENTS:

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
 No Prerequisite

TEXTBOOKS AND RESOURCES:
 REVIEWED AND SUGGESTED UTILIZING BOARD POLICY
 BOE APPROVAL DATE / /

SUGGESTED ENRICHMENTS: [click here to enter text](#)

Readiness (suggested preparation for students prior to grade/course enrollment):
 No Prerequisite

TEXTBOOKS AND RESOURCES:
 REVIEWED AND SUGGESTED UTILIZING BOARD POLICY
 BOE APPROVAL DATE / /

VISION: Everyone learning every day.

MISSION: Creates a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

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COURSE POWER STANDARDS:

Alignment to State Standards (Identify power standards with the GLE/CLE or Common Core Code and list other standards taught): Missouri Grade Level Expectations covered in district power standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:
 CREATED
 POSTED
 IMPLEMENTED [click here to enter text](#)
SUGGESTED INTERVENTIONS: [click here to enter text](#)

SUGGESTED ENRICHMENTS: [click here to enter text](#)

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
 Required for graduation
 No Prerequisite

TEXTBOOKS AND RESOURCES:
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COURSE POWER STANDARDS:
 1. Describe the changing role in the federal government and how it impacted African Americans and the South's customs, culture and economy during Reconstruction
 2. Trace the changing role of the federal government during America's westward expansion, describe how these changes impacted the migration of settlers westward and explain how this migration affected the Native American culture.

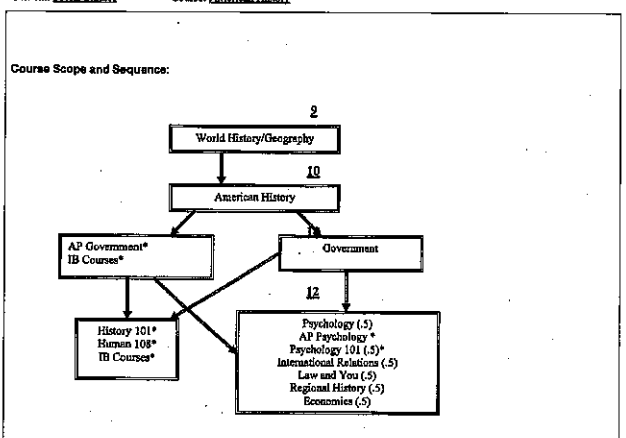
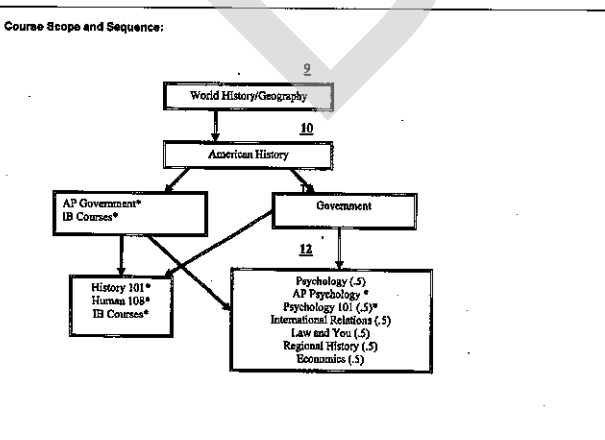
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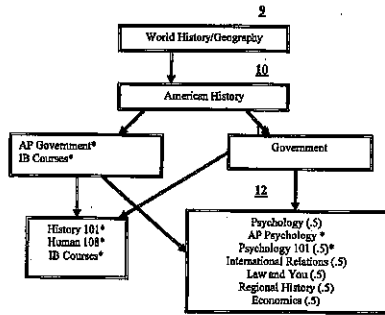
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COURSE POWER STANDARDS:

3. Analyze how immigration and the changing role of the federal government led to the United States transformation from an agrarian nation to an industrialized power and how this transformation affected the economic cycle of the era.
 4. Describe how immigration led to the urbanization of America, analyze immigrant's contribution to the changing culture of America and evaluate their impact on the changes in our economy.
 5. Trace the changing role of the federal government during the late 1800's and explain how these changes affected the populist movement and African Americans.
 6. Evaluate the importance of the rise of imperialism in the transformation of the United States from a fledgling nation to a world power.
 7. Trace the changing role of the federal government, during the Progressive Era, on American society.
 8. Analyze the factors that led to America's involvement in World War I, its effect on American society and its impact on the role of the government on society.
 9. Trace the changing role of the federal government, and the contribution of various cultures on American society during the 1920's
 10. Describe the changing role of the federal government on American society during the Great Depression and analyze how these changes impacted America's transition from a laissez-faire economy to a Keynesian economy.
 11. Evaluate the importance of World War II on America's transition to a world power, its role in culture conflicts and contributions and its impact on the changing role of the American government.
 12. Discuss how post-war American government's role, culture conflicts and contributions, and major world conflicts were affected by the Cold War
 13. Analyze how the civil rights movement impacted the changing role of the American government and cultural conflicts and contributions
 14. Evaluate the importance of the Vietnam War as a major conflict and its impact on cultural conflicts and contribution, and its role in the changing role of the American government



Course Scope and Sequence:



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READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
 8 OR HIGHER IN AMERICAN GOVERNMENT

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READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
 MUST HAVE RECEIVED A 'B' OR ABOVE IN AMERICAN HISTORY

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COURSE POWER STANDARDS:

1. Constitutional underpinnings of US Government
2. Political Beliefs and Behaviors
3. Political Parties, Interest Groups, and Mass Media
4. Institutions of National Government
5. Public Policy

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6. Civil Rights and Civil Liberties

* Power Standard according to AP required curriculum

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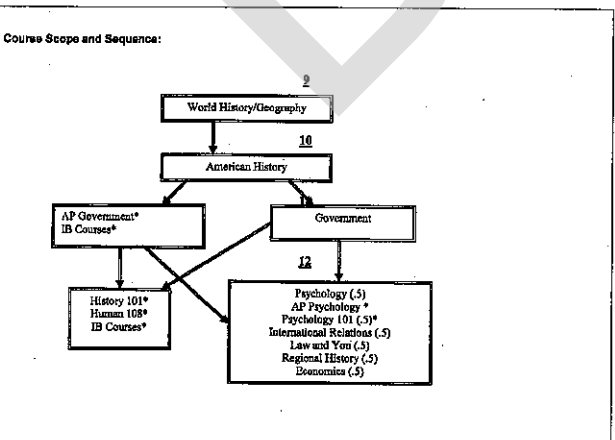
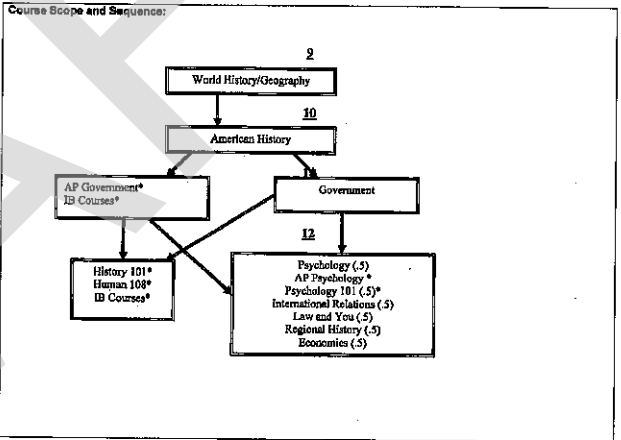
COURSE POWER STANDARDS:

1. Demonstrate an understanding of the origins and early history of psychology.
2. Know significant figures in psychology and be able to demonstrate knowledge of the importance of their contributions to psychology.
3. Analyze and explain how the individual develops cognitively throughout the lifespan.
4. Identify the different structures of the brain and be able to explain their importance in the behavior of humans and non-humans.
5. Identify the different structures that comprise the endocrine system and be able to explain their importance in the behavior of humans and non-humans.
6. Compare and contrast the different types of conditioning that is involved in determining human behavior.
7. Describe and evaluate the behavioral disorders that inhibit "normal" human behavior.
8. Describe and evaluate the various methods used to treat "abnormal" behavior.
9. Describe and evaluate the different theories on intelligence and how to measure intelligence.
10. Explain socio-culture psychology and analyze how it applies to the behavior of individuals in different cultures.
11. Explain the cognitive explanation of memory, emotion, and motivation.

COURSE POWER STANDARDS:

1. Constitutional underpinnings of US Government
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5. Public Policy
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SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:
 CREATED
 POSTED
 IMPLEMENTED [click here to enter text](#)

SUGGESTED INTERVENTIONS: [click here to enter text](#)

SUGGESTED ENRICHMENTS: [click here to enter text](#)

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
 Must have taken Psychology and earned at least a "B"

TEXTBOOKS AND RESOURCES:
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<p>COMMON ASSESSMENTS: CREATED <input type="checkbox"/> POSTED <input type="checkbox"/> IMPLEMENTED <input type="checkbox"/> click here to enter text</p>
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<p>SUGGESTED INTERVENTIONS: click here to enter text</p>
<p>SUGGESTED ENRICHMENTS: click here to enter text</p>
<p>READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):</p>
<p>Must have taken American History and received a t least a "B"</p>
<p>TEXTBOOKS AND RESOURCES: REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE / /</p>

<p>SUGGESTED ENRICHMENTS: click here to enter text</p>
<p>READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):</p>
<p>No Prerequisite</p>
<p>TEXTBOOKS AND RESOURCES: REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE / /</p>

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<p>COURSE POWER STANDARDS: 1. Governmental Systems 2. Political Leaders, Selection, Styles of Leadership 3. Concepts of Democracy 4. Democracies and Republics 5. Economic Systems 6. Documents, Enlightenment Writing 7. Representation 8. Due Process 9. Changing Role of Government 10. Constitutional Principles 11. Constitution 12. Citizenship 13. Political Parties and Interest Groups</p>

<p>Course Scope and Sequence:</p>

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COURSE POWER STANDARDS:

1. Prescribed subject 1: Peacekeeping-international relations 1919-39.
2. Route 2 topic 1: Causes, precursors and effects of wars.
3. Route 2 topic 5: The Cold War
4. Aspects of the history of Americas: Option 8 The Second World War and Americas 1933-45
5. Aspects of the history of Americas: Option 10 The Cold War and the Americas 1946-81

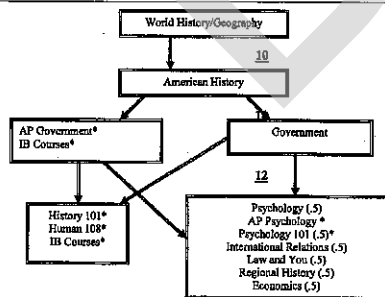
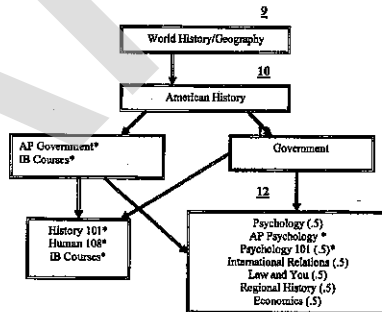
14. Legislative Branch
15. Executive Branch
16. Judicial Branch
17. Financing the Government
18. State and Local Government

6. Aspects of the history of Americas: Option 11 The Civil Rights and Social Movements in the Americas

*Power Standards according to IB required curriculum

Course Scope and Sequence:

Course Scope and Sequence:
 See attached (this should be a visual representation of the course scope and sequence k-12) K-6th Grade Social Studies (4th, 6th Grade focusing on Government, American and Missouri History), 7th Grade- Western Civilization, 8th Grade- American History (Early American History through the Civil War)



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SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:

CREATED:

POSTED:

IMPLEMENTED: click here to enter text

SUGGESTED INTERVENTIONS: click here to enter text

SUGGESTED ENRICHMENTS: click here to enter text

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

No Prerequisite
 Required for Graduation

TEXTBOOKS AND RESOURCES:

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READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
 IB History of Americas I

TEXTBOOKS AND RESOURCES:
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READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
 World History/Geography-A and Government-A

TEXTBOOKS AND RESOURCES:
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COURSE POWER STANDARDS:

1. Explain, where appropriate, how culture, ethical, gender, and methodological considerations may affect the interpretation of behavior in humans and non-humans.
2. Describe, compare and evaluate the four content topics of the perspective: development and cultural criteria, frameworks, methodologies, and application as it applies to behavior to humans.
3. Describe and evaluate theories and empirical studies of the perspective.

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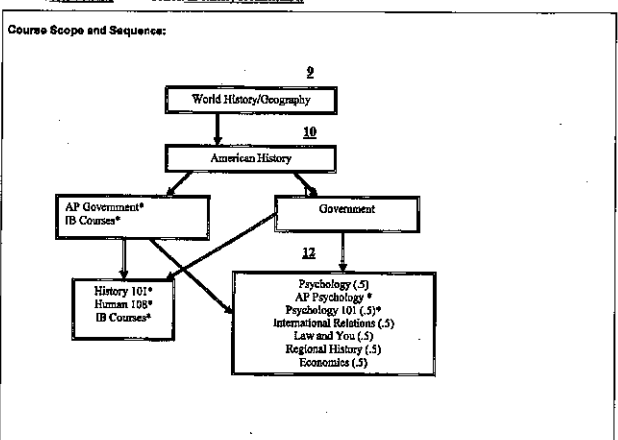
COURSE POWER STANDARDS:

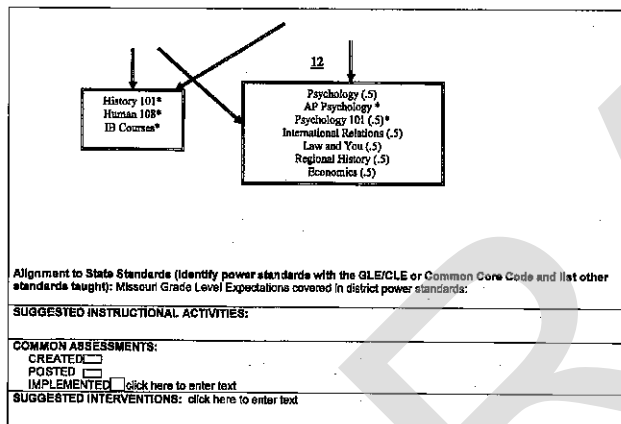
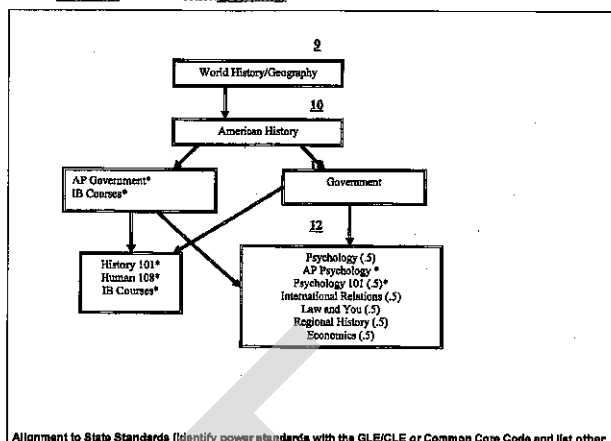
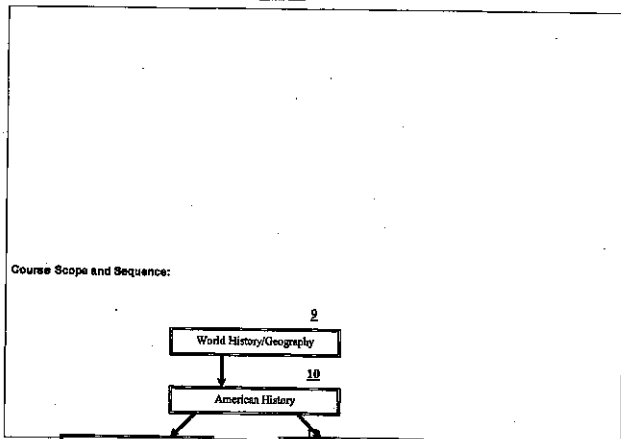
1. Prescribed subject 1: Peacemaking, Peacekeeping-International relations 1918-38.
2. Route 2 topic 1: Causes, practices and effects of wars.
3. Route 2 topic 6: The Cold War
4. Aspects of the history of Americas: Option 8 The Second World War and Americas 1933-45
5. Aspects of the history of Americas: Option 10 The Cold War and the Americas 1945-81
6. Aspects of the history of Americas: Option 11 The Civil Rights and Social Movements in the Americas

* Power Standard according to IB required curriculum

Course Scope and Sequence:

4. Identify and explain the strengths and limitations of explanations of behavior of each perspective of IB Psychology.
5. Describe and evaluate theories related to abnormal behavior.
6. Identify, explain and evaluate empirical studies relevant to abnormal behavior.
7. Apply theories and findings of empirical studies to the explanations of human behavior.
8. Analyze and compare issues within abnormal behavior.
9. Demonstrate the acquisition of knowledge and skills required for experimental design, data collection, data analysis and interpretation.





Standards taught): Missouri Grade Level Expectations covered in district power standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:
 CREATED
 POSTED
 IMPLEMENTED [click here to enter text](#)

SUGGESTED INTERVENTIONS: [click here to enter text](#)

SUGGESTED ENRICHMENTS: [click here to enter text](#)

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
 Students must be enrolled in the IB program, or have the permission of the IB Coordinator and the IB course instructor.

TEXTBOOKS AND RESOURCES:
 REVIEWED AND SUGGESTED UTILIZING BOARD POLICY
 BOE APPROVAL DATE / /

SUGGESTED ENRICHMENTS: [click here to enter text](#)

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
 No Prerequisite

TEXTBOOKS AND RESOURCES:
 REVIEWED AND SUGGESTED UTILIZING BOARD POLICY
 BOE APPROVAL DATE / /

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

The rationale for the Social Studies curriculum is to establish a guideline for Camden School district staff in order to promote uniform and consistent instruction. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. The curriculum guide provides a framework of procedures and information while allowing instructors freedom of choice in methodology.

The Social Studies Department of the Camden School District believes Social Studies is a diverse subject area that encompasses many fields of investigation and interests. History, geography, economics, government, social development, tolerance, and multicultural education, decision making and civic responsibility are all a part of Social Studies education. The real life connections are easily recognized, thus the importance of Social Studies in the curriculum is paramount.

We recognize the importance of fostering responsible citizens who will be both active in the school and in their community throughout their lives.

We have a responsibility to educate students so that they can succeed in a culturally diverse work place. By using literature distinct to different cultures, students not only learn about that culture, but develop tolerance for other beliefs, values, and attitudes.

We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be assimilated. Because of this, it is important to teach students methods of using current technology and guide resources to research information to help them make informed decisions to better participate in the world around them.

Students develop new understanding through a process of active construction of knowledge. Students are expected to strive to accomplish the instructional goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means.

COURSE POWER STANDARDS:

Phase II Curricular Revision Document
Content: General Social Studies Course: Kindergarten Social Studies

COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): Kindergarten Social Studies focuses on introducing students to citizenship and working within their classrooms, communities, and country effectively.
COURSE POWER STANDARDS: MISSOURI: <ul style="list-style-type: none">4.1: FOLLOWING CLASSROOM RULES;1.10: IDENTIFY PRIMARY AND SECONDARY SOURCES (DIARIES, LETTER, PEOPLE, INTERVIEWS, JOURNALS, PHOTOS)4.2: DEMONSTRATE HOW TO PEACEFULLY SOLVE PROBLEMS
Scope and Sequence: Kindergarten Focus Calendar of Kindergarten Focus Calendar 02 Kindergarten Focus Calendar 03 SUGGESTED INSTRUCTIONAL ACTIVITIES: KINDERGARTEN DECONSTRUCTED GLER
COMMON ASSESSMENTS: KINDERGARTEN CHECKLIST FOR COMMON ASSESSMENT SUGGESTED INTERVENTIONS: ANCHOR CHARTS, EXTRA MODELING, MODIFYING STEPS, PICTURE CUES, THINK SHEETS, FOCUS ROOM SUGGESTED ENRICHMENTS: STUDENT MODELING
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): COMPLETION OF KINDERGARTEN ENROLLMENT/SCREENING PROCESS
TEXTBOOKS AND RESOURCES: CLASSROOM TEXT SETS- EMBEDDED IN ENGLISH LANGUAGE ARTS CURRICULUM REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE / /

Phase II Curricular Revision Document
Content: General Social Studies Course: First Grade Social Studies

VISION: Everyone learning every day.
MISSION: Create a learning community that maximizes each individual's performance for future success.
COURSE RATIONALE: The Social Studies Department of Camden R-II supports the district mission in the following ways: <ul style="list-style-type: none">Student success at each level of learning leads to success at the next level.All students are unique with varying learning styles, abilities, strengths, and interests, and should be offered opportunities to maximize their capabilities.All students' learning is enhanced through social interaction.Teachers are key facilitators of learning and problem solving rather than just providers of information.The curriculum will address the requirements of the workplace and institutions of higher learning.All students should be encouraged to develop their talents in school and other community activities.Students and staff should be aware and show consideration for individual and cultural differences. The rationale for the Social Studies curriculum is to establish a guideline for Camden School District staff in order to promote uniform and consistent instruction. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. The curriculum guide provides a framework of procedures and information while allowing instructor freedom of choice in methodology. The Social Studies Department of the Camden School District believes Social Studies is a diverse subject area that encompasses many fields of investigation and interests. History, geography, economics, government, social development, tolerance, and multicultural education, decision making and civic responsibility are all a part of Social Studies education. The real life connections are easily recognized, thus the importance of Social Studies in the curriculum is paramount. We recognize the importance of fostering responsible citizens who will be both active in the school and in their community throughout their lives. We have a responsibility to educate students so that they can succeed in a culturally diverse work place. By using literature distinct to different cultures, students not only learn about that culture, but develop tolerance for other beliefs, values, and attitudes. We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be assimilated. Because of this, it is important to teach students methods of using current technology and outside resources to research the information to help them make informed decisions to better participate in the world around them. Students develop new understanding through a process of active construction of knowledge. Students are expected to strive to accomplish Phase I Curricular Revision Document instructional goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means. Focus Areas are: <ul style="list-style-type: none">GeographyHistoryCivic/PoliticsEconomicsSocial/CulturalResearch

Phase II Curricular Revision Document
Content: General Social Studies Course: Second Grade Social Studies

VISION: Everyone learning every day.
MISSION: Create a learning community that maximizes each individual's performance for future success.
COURSE RATIONALE: The Social Studies Department of Camden R-II supports the district mission in the following ways: <ul style="list-style-type: none">Student success at each level of learning leads to success at the next level.All students are unique with varying learning styles, abilities, strengths, and interests, and should be offered opportunities to maximize their capabilities.All students' learning is enhanced through social interaction.Teachers are key facilitators of learning and problem solving rather than just providers of information.The curriculum will address the requirements of the workplace and institutions of higher learning.All students should be encouraged to develop their talents in school and other community activities.Students and staff should be aware and show consideration for individual and cultural differences. The rationale for the Social Studies curriculum is to establish a guideline for Camden School District staff in order to promote uniform and consistent instruction. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. The curriculum guide provides a framework of procedures and information while allowing instructor freedom of choice in methodology. The Social Studies Department of the Camden School District believes Social Studies is a diverse subject area that encompasses many fields of investigation and interests. History, geography, economics, government, social development, tolerance, and multicultural education, decision making and civic responsibility are all a part of Social Studies education. The real life connections are easily recognized, thus the importance of Social Studies in the curriculum is paramount. We recognize the importance of fostering responsible citizens who will be both active in the school and in their community throughout their lives. We have a responsibility to educate students so that they can succeed in a culturally diverse work place. By using literature distinct to different cultures, students not only learn about that culture, but develop tolerance for other beliefs, values, and attitudes. We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be assimilated. Because of this, it is important to teach students methods of using current technology and outside resources to research the information to help them make informed decisions to better participate in the world around them. Students develop new understanding through a process of active construction of knowledge. Students are expected to strive to accomplish Phase I Curricular Revision Document instructional goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means. Focus Areas are: <ul style="list-style-type: none">GeographyHistoryCivic/PoliticsEconomicsSocial/CulturalResearch

Phase II Curricular Revision Document
Content: General Social Studies Course: First Grade Social Studies

COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): First Grade Social Studies focuses on three core areas: geography, government and economics. Students are introduced to geographical elements and tools including maps, demonstrate skills of producers and consumers, and practice rights and responsibilities of citizens within our government.
Scope and Sequence: First Grade Focus Calendar COURSE POWER STANDARDS: MISSOURI: <ul style="list-style-type: none">4.1: FOLLOWING CLASSROOM RULES- EXPALIN HOW RULES AND LAWS ARE MADE3.2: PROPOSE/PLAN RESOLUTIONS OF DISPUTES IN THE CLASSROOM AND ON THE PLAYGROUND1.5, 1.10: IDENTIFY AND USE PRIMARY AND SECONDARY SOURCES
SUGGESTED INSTRUCTIONAL ACTIVITIES: FIRST GRADE DECONSTRUCTED GLER
COMMON ASSESSMENTS: 1ST GRADE S. ASSESSMENTS
SUGGESTED INTERVENTIONS: ANCHOR CHARTS, EXTRA MODELING, MODIFYING STEPS, PICTURE CUES, THINK SHEETS, FOCUS ROOM SUGGESTED ENRICHMENTS: STUDENT MODELING
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): COMPLETION OF KINDERGARTEN
TEXTBOOKS AND RESOURCES: JOURNEYS BASAL TEXT- ALREADY IN USE REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE / /

Phase II Curricular Revision Document
Content: General Social Studies Course: Second Grade Social Studies

COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): Second Grade Social Studies focuses on three core areas: geography, government and economics. Students are introduced to geographical elements and tools including maps, demonstrate skills of producers and consumers, and practice rights and responsibilities of citizens within our government.
Scope and Sequence: Second Grade Focus Calendar COURSE POWER STANDARDS: MISSOURI: <ul style="list-style-type: none">1.10: DEMONSTRATE THE PROPOSED IDEAS FOR WORKING TOGETHER WITH OTHERS.1.4, 1.10: IDENTIFY AND SELECT PRIMARY AND SECONDARY SOURCES "SEE BELOW"4.2, 1.10.4.1: WRITE AND DESCRIBE WHY CITIES MAKE LAWS.
SUGGESTED INSTRUCTIONAL ACTIVITIES: SECOND GRADE DECONSTRUCTED GLER
COMMON ASSESSMENTS: 2ND GRADE S. ASSESSMENTS
SUGGESTED INTERVENTIONS: Anchor Charts, Extra Modeling, Modify the steps, Picture Cues, Think Sheets, Focus Room SUGGESTED ENRICHMENTS: STUDENT MODELING
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): COMPLETION OF FIRST GRADE
TEXTBOOKS AND RESOURCES: JOURNEYS TEXT-BOOK CURRENTLY IN USE REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE / /

Phase II Curricular Revision Document
Content: General Social Studies Course: Kindergarten Social Studies

VISION: Everyone learning every day.
MISSION: Create a learning community that maximizes each individual's performance for future success.
COURSE RATIONALE: The Social Studies Department of Camden R-II supports the district mission in the following ways: <ul style="list-style-type: none">Student success at each level of learning leads to success at the next level.All students are unique with varying learning styles, abilities, strengths, and interests, and should be offered opportunities to maximize their capabilities.All students' learning is enhanced through social interaction.Teachers are key facilitators of learning and problem solving rather than just providers of information.The curriculum will address the requirements of the workplace and institutions of higher learning.All students should be encouraged to develop their talents in school and other community activities.Students and staff should be aware and show consideration for individual and cultural differences. The rationale for the Social Studies curriculum is to establish a guideline for Camden School District staff in order to promote uniform and consistent instruction. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. The curriculum guide provides a framework of procedures and information while allowing instructor freedom of choice in methodology. The Social Studies Department of the Camden School District believes Social Studies is a diverse subject area that encompasses many fields of investigation and interests. History, geography, economics, government, social development, tolerance, and multicultural education, decision making and civic responsibility are all a part of Social Studies education. The real life connections are easily recognized, thus the importance of Social Studies in the curriculum is paramount. We recognize the importance of fostering responsible citizens who will be both active in the school and in their community throughout their lives. We have a responsibility to educate students so that they can succeed in a culturally diverse work place. By using literature distinct to different cultures, students not only learn about that culture, but develop tolerance for other beliefs, values, and attitudes. We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be assimilated. Because of this, it is important to teach students methods of using current technology and outside resources to research the information to help them make informed decisions to better participate in the world around them. Students develop new understanding through a process of active construction of knowledge. Students are expected to strive to accomplish Phase I Curricular Revision Document instructional goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means. Focus Areas are: <ul style="list-style-type: none">GeographyHistoryCivic/PoliticsEconomicsSocial/CulturalResearch

VISION: Everyone learning every day.
MISSION: Create a learning community that maximizes each individual's performance for future success.
COURSE RATIONALE: The Social Studies Department of Camdenon R-III supports the district mission in the following ways. ... Student success at each level of learning leads to success at the next level. ... All students are unique with varying learning styles, abilities, strengths, and interests, and should be offered opportunities to maximize their capabilities. ... All student learning is enhanced through social interaction. ... Teachers are key facilitators of learning and problem solving rather than just providers of information. ... The curriculum will address the requirements of the workplace and institutions of higher learning. ... All students should be encouraged to develop their talents in school and other community activities. ... Students and staff should be aware and show consideration for individual and cultural differences. The rationale for the Social Studies curriculum is to establish a guideline for Camdenon School district staff in order to promote uniform and consistent instruction. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. This curriculum guide provides a framework of procedures and information while allowing teachers freedom of choice in methodology. The Social Studies Department of the Camdenon School District believes Social Studies is a diverse subject area that encompasses many fields of investigation and interests: history, geography, economics, government, social development, tolerance, and multicultural education. Decision making and civic responsibility are all a part of Social Studies education. The real life connections are easily recognized, thus the importance of Social Studies in the curriculum is paramount. We recognize the importance of fostering responsible citizens who will be both active in the school and in their community throughout their lives. We have a responsibility to educate students so that they can succeed in a culturally diverse work place. By using literature distinct to different cultures, students not only learn about that culture, but develop tolerance for other beliefs, values, and attitudes. We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be accessed. Because of this, it is important to teach students methods of using current technology and social resources to research the information to help them make informed decisions to better participate in the world around them. Students develop new understanding through a process of active construction of knowledge. Students are expected to actively accomplish Phase I Curricular Revision Document. Individual goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means. Focus Areas are: - Geography - History - Civics/Politics - Economics - Social/Cultural - Research

VISION: Everyone learning every day.
MISSION: Create a learning community that maximizes each individual's performance for future success.
COURSE RATIONALE: The Social Studies Department of Camdenon R-III supports the district mission in the following ways. ... Student success at each level of learning leads to success at the next level. ... All students are unique with varying learning styles, abilities, strengths, and interests, and should be offered opportunities to maximize their capabilities. ... All student learning is enhanced through social interaction. ... Teachers are key facilitators of learning and problem solving rather than just providers of information. ... The curriculum will address the requirements of the workplace and institutions of higher learning. ... All students should be encouraged to develop their talents in school and other community activities. ... Students and staff should be aware and show consideration for individual and cultural differences. The rationale for the Social Studies curriculum is to establish a guideline for Camdenon School district staff in order to promote uniform and consistent instruction. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. This curriculum guide provides a framework of procedures and information while allowing teachers freedom of choice in methodology. The Social Studies Department of the Camdenon School District believes Social Studies is a diverse subject area that encompasses many fields of investigation and interests: history, geography, economics, government, social development, tolerance, and multicultural education. Decision making and civic responsibility are all a part of Social Studies education. The real life connections are easily recognized, thus the importance of Social Studies in the curriculum is paramount. We recognize the importance of fostering responsible citizens who will be both active in the school and in their community throughout their lives. We have a responsibility to educate students so that they can succeed in a culturally diverse work place. By using literature distinct to different cultures, students not only learn about that culture, but develop tolerance for other beliefs, values, and attitudes. We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be accessed. Because of this, it is important to teach students methods of using current technology and social resources to research the information to help them make informed decisions to better participate in the world around them. Students develop new understanding through a process of active construction of knowledge. Students are expected to actively accomplish Phase I Curricular Revision Document. Individual goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means. Focus Areas are: - Geography - History - Civics/Politics - Economics - Social/Cultural - Research

COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): Fifth Grade Social Studies focuses on four core areas: geography, government, American history, and economics. Students continue the study of geographical elements and tools including maps, practice the concepts of supply and demand and opportunity cost, practices rights and responsibilities of citizens within their communities, and their country and focus on government documents at the state and national levels. Students also explore the history of America, including Native Americans, explorers, colonies, the American Revolution, The Civil War, and westward expansion.
COURSE POWER STANDARDS: MISSOURI: 1AGS: THE STUDENT WILL BE ABLE TO DESCRIBE CITIZEN'S RIGHTS AND FREEDOMS AND LOCATE WHERE THESE ARE FOUND IN THE BILL OF RIGHTS 4AB: THE STUDENT WILL BE ABLE TO APPLY THE FOLLOWING ECONOMIC CONCEPTS IN ECONOMIC DECISIONS: SCARCITY; SUPPLY AND DEMAND; TRADE-OFFS (OPPORTUNITY COST) 2CS: THE STUDENT WILL BE ABLE TO COMPARE AND CONTRAST POWERS AND FUNCTIONS OF LOCAL, STATE AND NATIONAL GOVERNMENT. 5AS: THE STUDENT WILL USE GEOGRAPHIC RESOURCES TO CONSTRUCT A UNITED STATES MAP AND LABEL ALL THE IMPORTANT RIVERS, LAKES, LANDFORMS AND STATES.
SCOPE AND SEQUENCE: FIFTH GRADE FOCUS CALENDAR SUGGESTED INSTRUCTIONAL ACTIVITIES: FIFTH GRADE DECONSTRUCTED GLEs
COMMON ASSESSMENTS: 5th Grade Bill of Rights 1AGS Post-Test 5th Grade Bill of Rights 1AGS Post-Test 5th Grade Economics Pre-Test 5th Grade Economics Post-Test 5th Grade Functions and Powers of Government Pre-Test 5th Grade Functions and Powers of Government Post-Test 5th Grade Geography Pre-Test 5th Grade Geography Post-Test

COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): Third Grade Social Studies focuses on three core areas: geography, government and economics. Students continue the study of geographical elements and tools including maps, distinguish between different kinds of resources, and practice rights and responsibilities of citizens within their communities, as well as their country.
COURSE POWER STANDARDS: MISSOURI: • IDENTIFY AND EXPLAIN WHY CITIES MAKE LAWS AND ORDINANCES. • DISCUSS AND APPLY RESPONSIBILITIES OF CITIZENS, INCLUDING RESPECT FOR THE RIGHTS OF OTHERS AND TREATING OTHERS FAIRLY. • STATE THE MAIN PURPOSES OF THE DECLARATION OF INDEPENDENCE, AND IDENTIFY THE PURPOSE OF THE CONSTITUTION • DESCRIBE HOW AUTHORITY DECISIONS ARE MADE, ENFORCED AND INTERPRETED WITHIN THE FEDERAL GOVERNMENT AND IDENTIFY AND EXPLAIN THE FUNCTIONS OF THE THREE BRANCHES OF GOVERNMENT IN THE FEDERAL GOVERNMENT • IDENTIFY AND EXPLAIN PUBLIC GOODS AND SERVICES • DISTINGUISH AMONG NATURAL, CAPITAL AND HUMAN RESOURCES • CONDUCT A COST-BENEFIT ANALYSIS • IDENTIFY TAXES THAT STUDENTS EXPERIENCE, SUCH AS SALES TAXES. LIST HOW TAX MONIES ARE USED, WHO BENEFITS FROM TAX SUPPORTED SERVICES, AND WHO PAYS FOR THESE SERVICES. • READ AND CONSTRUCT MAPS
SCOPE AND SEQUENCE: THIRD GRADE FOCUS CALENDAR SUGGESTED INSTRUCTIONAL ACTIVITIES: THIRD GRADE DECONSTRUCTED GLEs
COMMON ASSESSMENTS: PS1A PS5A
SUGGESTED INTERVENTIONS: FLEX GROUPING BASED ON STUDENT NEED ACCORDING TO PRE AND POST TESTING DATA

SUGGESTED INTERVENTIONS: Interventions for Social Studies are tied into our English/Language Arts intervention block, because all Social Studies Teachers also teach the same students English/Language Arts. Students are placed into intervention classes based on posttest scores. If a student shows a score of a 2 (approaching grade level, but needs help to reach 6 th grade level) or a 1 (struggles to display grade level expectation even with help) they are placed with a teacher who assists them in their area of need. Title I services for reading comprehension within social studies are also offered.
SUGGESTED ENRICHMENTS: Enrichment courses are currently under planning for specific enrichment to social studies gles, such as studying the History of Camdenon and the Ozarks, Preparing History Museum Exhibits, and Participating in debates over government topics (rights/laws as they pertain to citizens in current events.) These will be decided upon based on student interest and scores and implemented during the 2013-14 school year.
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): COMPLETION OF FOURTH GRADE
TEXTBOOKS AND RESOURCES: LEVELED TEXT 9879, ONLINE RESOURCES REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE / /

SUGGESTED ENRICHMENTS: Independent research studies and projects based on higher level power standards
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): COMPLETION OF SECOND GRADE
TEXTBOOKS AND RESOURCES: JOURNEYS TEXT IS USED FOR INTERDISCIPLINARY STUDY ACROSS THE ENGLISH/LANGUAGE ARTS CURRICULUM; HUGHTON MIFFLIN SERIES FOR SOCIAL STUDIES; MAPS/GLOBES REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE / /

VISION: Everyone learning every day.
MISSION: Create a learning community that maximizes each individual's performance for future success.
COURSE RATIONALE: The Social Studies Department of Camden County supports the district mission in the following ways. ... Student success at each level of learning leads to success at the next level. ... All students are unique with varying learning styles, abilities, strengths, and interests, and should be offered opportunities to maximize their capabilities. ... All students' learning is enhanced through social interaction. ... Teachers are key facilitators of learning and problem solving rather than just providers of information. ... The curriculum will address the requirements of the workplace and traditions of higher learning. ... All students should be encouraged to develop their talents in school and other community activities. ... Students and staff should be aware and show consideration for individual and cultural differences. The rationale for the Social Studies curriculum is to establish a guideline for Camden County School District staff in order to promote uniform and consistent instruction. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. This curriculum guide provides a framework of procedures and information while allowing instructors freedom of choice in methodology. The Social Studies Department of the Camden County School District believes Social Studies is a diverse subject area that encompasses many fields of investigation and interests. History, geography, economics, government, social development, literature, and multicultural education, decision making, and civic responsibility are all a part of Social Studies education. The real life connections are easily recognized, thus the importance of Social Studies in the curriculum is paramount. We recognize the importance of teaching responsible citizens who will be both active in the school and in their community throughout their lives. We have a responsibility to educate students so that they can succeed in a culturally diverse work place. By using literature distinct to different cultures, students not only learn about that culture, but develop tolerance for other beliefs, values, and attitudes. We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be assimilated. Because of this, it is important to teach students methods of using current technology and outside resources to research the information to help them make informed decisions to better participate in the world around them. Students develop new understanding through a process of active construction of knowledge. Students are expected to strive to accomplish Phase I Curricular Revision Document. Instructional goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means. Focus Areas are: - Geography - History - Civics/Literacy - Economics - Social/Cultural Research

VISION: Everyone learning every day.
MISSION: Create a learning community that maximizes each individual's performance for future success.
COURSE RATIONALE: The Social Studies Department of Camden County supports the district mission in the following ways. ... Student success at each level of learning leads to success at the next level. ... All students are unique with varying learning styles, abilities, strengths, and interests, and should be offered opportunities to maximize their capabilities. ... All students' learning is enhanced through social interaction. ... Teachers are key facilitators of learning and problem solving rather than just providers of information. ... The curriculum will address the requirements of the workplace and traditions of higher learning. ... All students should be encouraged to develop their talents in school and other community activities. ... Students and staff should be aware and show consideration for individual and cultural differences. The rationale for the Social Studies curriculum is to establish a guideline for Camden County School District staff in order to promote uniform and consistent instruction. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. This curriculum guide provides a framework of procedures and information while allowing instructors freedom of choice in methodology. The Social Studies Department of the Camden County School District believes Social Studies is a diverse subject area that encompasses many fields of investigation and interests. History, geography, economics, government, social development, literature, and multicultural education, decision making, and civic responsibility are all a part of Social Studies education. The real life connections are easily recognized, thus the importance of Social Studies in the curriculum is paramount. We recognize the importance of teaching responsible citizens who will be both active in the school and in their community throughout their lives. We have a responsibility to educate students so that they can succeed in a culturally diverse work place. By using literature distinct to different cultures, students not only learn about that culture, but develop tolerance for other beliefs, values, and attitudes. We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be assimilated. Because of this, it is important to teach students methods of using current technology and outside resources to research the information to help them make informed decisions to better participate in the world around them. Students develop new understanding through a process of active construction of knowledge. Students are expected to strive to accomplish Phase I Curricular Revision Document. Instructional goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means. Focus Areas are: - Geography - History - Civics/Literacy - Economics - Social/Cultural Research

COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): Fifth Grade Social Studies focuses on four core areas: geography, government, world history, and economics. Students continue the study of geographical elements and tools including maps, distinguish between different kinds of resources, and practice rights and responsibilities of citizens within their communities, as well as their country. Students also focus on government documents at the state level.
Scope and Sequence: <u>Sixth Grade Focus Calendar</u>
COURSE POWER STANDARDS: MISSOURI: • CD1AA: THE STUDENT WILL DESCRIBE EXAMPLES OF CITIZEN'S AND GOVERNMENT'S RESPONSIBILITIES INCLUDING VOTING, STAYING INFORMED ABOUT POLITICAL ISSUES, PAYING TAXES AND FOLLOWING LAWS. • CD1AB: THE STUDENT WILL COMPARE AND CONTRAST THE FOLLOWING TERMS: LIMITED GOVERNMENT, RULE OF LAW, MAJORITY RULE, MINORITY RIGHTS. • GE05AAB: THE STUDENT WILL BE ABLE TO USE GEOGRAPHIC RESOURCES TO ANSWER QUESTIONS, SOLVE PROBLEMS AND CONSTRUCT MAPS. (OUTSIDE THE US) • EC3A: THE STUDENT WILL: • BE ABLE TO APPLY THE FOLLOWING TERMS TO A SET OF ECONOMIC DECISIONS. • SCARCITY • SUPPLY • DEMAND • SPECIALIZATION OF REGIONS, NATIONS, AND INDIVIDUALS (TRADE) • TRADEOFFS • INCOME • WEALTH AND SOURCES OF WEALTH
SUGGESTED INSTRUCTIONAL ACTIVITIES: <u>SIXTH GRADE DECONSTRUCTED GLES</u>
COMMON ASSESSMENTS: CD1Aa pre-post tests GE05Aab pretest

COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): Fourth Grade Social Studies focuses on three core areas: geography, government and economics. Students continue the study of geographical elements and tools including maps, distinguish between different kinds of resources, and practice rights and responsibilities of citizens within their communities, as well as their country. Students also focus on government documents at the state level.
COURSE POWER STANDARDS: MISSOURI: • 2.C.B.4: IDENTIFY AND EXPLAIN THE FUNCTIONS OF THE THREE BRANCHES OF GOVERNMENT IN THE STATE GOVERNMENT. • 2.C.A.4: DESCRIBE HOW AUTHORITATIVE DECISIONS ARE MADE, ENFORCED AND INTERPRETED WITHIN THE STATE GOVERNMENT. • 1.C.A: EXPLAIN THE MAJOR PURPOSE OF THE CONSTITUTION AND BILL OF RIGHTS. • 4.A.A.4: COMPARE SAVINGS AND INVESTMENT. • 4.A.B.4: EXPLAIN SUPPLY AND DEMAND. • 4.B.4: INTERPRET PAST; EXPLAIN PRESENT AND PREDICT FUTURE CONSEQUENCES OF ECONOMIC DECISIONS. (DECISIONS WOULD BE OF A NATURE THAT IS MEANINGFUL TO FOURTH GRADERS, SUCH AS DECISION MADE BY CONSUMERS AND DECISIONS PERTAINING TO THE ENVIRONMENT.) 4.B.4 • 6.A.4: CONSTRUCT AND INTERPRET MAPS.
SCOPE AND SEQUENCE: <u>FOURTH GRADE FOCUS CALENDAR</u>
SUGGESTED INSTRUCTIONAL ACTIVITIES: <u>FOURTH GRADE DECONSTRUCTED GLES</u>
COMMON ASSESSMENTS: • Econ Pre and Post Test • Econ Pre and Post Test Page 2 • Econ Pre and Post Pages 3-1 • Government Pre and Post Test • Map Skills Pre and Post Test
SUGGESTED INTERVENTIONS: FLEX GROUPING INSTRUCTION BASED ON STUDENT ASSESSMENT DATA, TITLE I READING SERVICES

SUGGESTED INTERVENTIONS: Interventions for Social Studies are tied into our English Language Arts Intervention Block, because all Social Studies Teachers also teach the same students English Language Arts. Students are placed into intervention classes based on posttest scores. If a student shows a score of a 2 (approaching grade level), but needs help to reach 5 th grade level or a 1 (struggles to display grade level expectation even with help) they are placed with a teacher who assists them in their area of need. Title I services for reading comprehension within social studies are also offered.
SUGGESTED ENRICHMENTS: Enrichment courses are currently under planning for specific enrichment to social studies gles, such as studying the History of Camden and the Ozarks, Preparing History Museum Exhibits, and Participating in debates over government topics (rights/laws as they pertain to citizens in current events). These will be decided upon based on student interest and scores and implemented during the 2013-14 school year.
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): COMPLETION OF FIFTH GRADE
TEXTBOOKS AND RESOURCES: TIME FOR KIDS MAGAZINE, LAKE SUN NEWS, ONLINE RESOURCES, CLASSROOM ATLAS SETS
REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE: / /

SUGGESTED ENRICHMENTS: Independent research project based on higher level standards of grade expectations
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): COMPLETION OF THIRD GRADE
TEXTBOOKS AND RESOURCES: MISSOURI, OUR HOME, CURRENT TEXTBOOK, UP-TO-DATE, NEEDED: CURRENT U.S. AND MISSOURI MAPS, REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE: / /

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- Power Standard 1
 - o Create a chart showing the duties of citizens.
 - o Create a help wanted ad for each of the three branches of government (including: requirements, length of term, salary, and responsibilities.)
 - o Create a chart to show the three branches of government check and balance each other.
- Power Standard 2
 - o Define and explain limited terms (limited government, rule of law, majority rule, and minority rights).
 - o Hold a mock vote to explain majority rule.
 - o Research examples of limited and unlimited governments.
- Power Standard 3
 - o Construct a T-chart over wants and needs.
 - o Have students compare/contrast the GDP of small and large countries.
 - o Students will make a concept map that shows and defines the five concepts above.
 - o Create an economic simulation that demonstrates how to buy and sell goods or services which reflects the principles of the free enterprise/market system.
- Power Standard 4
 - o Provide students with geographic information and ask them to create a series of fifteen statements.
 - o Use and create maps, charts, and graphs to predict future events, trends and outcomes.
 - o Students will pair off and choose a variety of locations. Each will take turns at describing and directing the other, using relative location. The other student will repeat the location using absolute location.
- Power Standard 5
 - o Use and create maps, charts, and graphs to predict future events, trends and outcomes.
 - o Students will create maps for the various continents and countries they will study in geography.
 - o Map location of major landforms, oceans and any other physical features.
 - o Students create a map and map key relating to the particular area of study, i.e., Mexico, Canada.
 - o Students will create facts and opinions about a specific topic using a graphic organizer.
- Power Standard 6
 - o Students will research and create a poster that shows use of various technological tools relating to Ancient Latin America Civilizations.
 - o Students will give a presentation that shows use of various technological tools over Ancient Greece and Rome.
- Power Standard 7
 - o Give the students laws and they come up with the effect those laws have on people.
 - o Students will create their own set of laws and punishment for not obeying the laws.

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

The Social Studies Department of Camdenton R-III supports the district mission in the following ways.

- Student success at each level of learning leads to success at the next level.
- All students are unique with varying learning styles, abilities, strengths, and interests, and should be offered opportunities to maximize their capabilities.
- All students learning is enhanced through social interaction.
- Teachers are key facilitators of learning and problem solving rather than just providers of information.
- The curriculum will address the requirements of the workplace and institutions of higher learning.
- All students should be encouraged to develop their talents in school and other community activities.
- Students and staff should be aware and show consideration for individual and cultural differences.

The rationale for the Social Studies curriculum is to establish a guideline for Camdenton School district staff in order to promote uniform and consistent instruction. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. This curriculum guide provides a framework of procedures and information while allowing instructors freedom of choice in methodology. The Social Studies Department of the Camdenton School District believe Social Studies is a diverse subject area that encompasses many fields of investigation and interests. History, geography, economics, government, social development, tolerance, and multicultural education, decision making and civic responsibility are all a part of Social Studies education. The real life connections are easily recognized, thus the importance of Social Studies in the curriculum is paramount. We recognize the importance of fostering responsible citizens who will be both active in the school and in their community throughout their lives. We have a responsibility to educate students so that they can succeed in a culturally diverse work place. By using literature distinct to different cultures, students not only learn about that culture, but develop tolerance for other beliefs, values, and attitudes. We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be assimilated. Because of this, it is imperative to teach students methods of using current technology and outside resources to research information to help them make informed decisions to better participate in the world around them. Students develop new understanding through a process of active construction of knowledge. Students are expected to strive to accomplish the instructional goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means.

COMMON ASSESSMENTS: 1, 2, 3, 4, 5, 8A, 8B

CREATED BY:
POSTED BY:
IMPLEMENTED BY: given 3 times a school year (August: Pre-Test; February: Progress Test; May: Post-Test)

- SUGGESTED INTERVENTIONS:**
- three branches of government (responsibilities, qualifications, terms, leaders)
 - basic map skills (how to read a map, scale, directions, political vs. physical)
 - economics (supply and demand, free market economy)

- SUGGESTED ENRICHMENTS:**
- Period 1 advanced Social Studies class
 - National History Day AHI (Area of Special Interest) and competition
 - Students who have excelled in areas of Social Studies are chosen for upper level activities during interventions

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
 Completion of prior grade level

TEXTBOOKS AND RESOURCES:
 Class set of textbooks (30) with one primer for each of the three 7th Grade S.S. classes

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY
BOE APPROVAL DATE / /

Focus Areas are:

- Geography
- History
- Civics/Politics
- Economics
- Social/Cultural
- Research

COURSE POWER STANDARDS:

- Role of citizens and governments in carrying out constitutional principles**
- 4-7 Identify principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see amendment 9). 1.A.C.5
 - 4-7 Identify responsibilities that governments and citizens need to accept to become effective in a constitutional democracy. 1.A.6
 - 4-7 Define the following: limited government, rule of law, majority rule, minority rights.
 - 4-7 Analyze responsibilities governments and citizens need to accept to become effective in a constitutional democracy and compare/contrast the following: limited government, rule of law, majority rule, minority rights. 1.A.7
- Processes of Governmental Systems**
- 4-7 Identify rights included in the Bill of Rights, including freedoms of religion, speech, press, to assemble peacefully, to petition the government, and to be treated fairly by the government. 1.A.5
 - 4-7 Distinguish between powers and functions of local, state and national government. 2.C.5
 - 4-7 Identify and explain the functions of the three branches of government in the state government. 2.C.h.4
 - 4-7 Describe how authoritative decisions are made, enforced and interpreted within the state government. 2.C.a.4
 - 4-7 Explain the major purpose of the Constitution and Bill of Rights. 1.C.4
- Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) and being able to explain them to interpret historical and current events.**
- 4-7 Compare Savings and investment. 4.A.a.4
 - 4-7 Explain supply and demand. 4.A.b.4
 - 4-7 Interpret and apply the following economic concepts: scarcity, supply and demand, trade-offs. 4.A.5
 - 4-7 Apply the following economic concepts: scarcity, supply and demand, specialization of regions, nations, and individuals, tradeoffs, income, wealth and sources of wealth. 4.A.6
 - 4-7 Apply the following economic concepts: investment, productivity, Gross Domestic Product, inflation, profit and profit motive. 4.A.7
 - 4-7 Interpret past, explain present and predict future consequences of economic decisions. (Decisions would be of a nature that is meaningful to fourth graders, such as decision made by consumers and decisions pertaining to the environment. 4.B.4

- Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment. Reading and constructing maps.**
- 4-7 Construct and interpret maps. 5.A.4
 - 4-7 Use geographic research sources to acquire information and answer questions and construct maps. 5.A.5
 - 4-7 Use geographic research sources to acquire and process information to answer questions and solve problems and construct maps. 5.A.6
 - 4-7 Use geographic research sources to process and report information to solve problems

Course Scope and Sequence:
 see attached (this should be a visual representation of the course scope and sequence 7th Grade- Western Civilization Focus Calendar)

Alignment to State Standards:

- 1) Students should be capable of explaining the origins of democracy and the principles and structures of the U.S. government and how they relate to citizens responsibilities. (1A, 6D)
- 2) Students should be able to recognize and explain the difference between majority/minority rights and limited/unlimited government. (1A, 3A, 4D)
- 3) Students must be capable of interpreting and expressing key economic concepts such as investment, productivity, profit, inflation, and GDP. (4A, 4B, 4F, 6D)
- 4) Students must be capable of using history and geography to interpret the present and predict the future using geographic information such as absolute and relative location, physical characteristics and human characteristics in geography. (6D, 4F, 5A, 5B, 5C, 5D, 5I, 5E, 5F, 5J)
- 5) Use maps, graphs, timelines, charts, diagrams, and documents to gather and communicate information for the use of recognizing bias and distinguishing between fact and opinion. (5A, 6D, 7A, 7B, 7C, 7D)
- 6) Identify, understand and connect the important contributions and innovations of early Western European Civilizations and our modern. (5I, 5E, 5F, 5J, 6F, 6G)
- 7) Recognize the relationship between laws and how they affect people. (6G)

IV. Evaluation/Assessment of Program and Students:

The District ELL, WIDA, and Department of Intervention administrators review the program goals and monitor and assess a minimum of three times a year when Strategic Planning is completed. The District ELL Vertical Team meets monthly to review the school year and to set annual goals as well as to review progress toward meeting department goals as well as personal goals as outlined on their Individualized Academic Plan (IAP).

Director ELL will be held to the same standards and evaluated in the same manner as other personnel in the district. ELL personnel are on the same pay scale as all other certified and classified staff in the district. Candidates R-11 School District, School Board Policy #CCN (Appendix F) governs evaluation of professional staff.

ELL team and personal goals are in line with district goals which are directly aligned with state standards and with WIDA standards. The ELL Vertical Team goal is the same as it is for all students in the district. To either meet or exceed the state target for proficiency in reading, mathematics, and science, the ELL team will focus on the following: ELL students will meet or exceed the state target for proficiency in reading, mathematics, and science. ELL students will meet or exceed the state target for proficiency in reading, mathematics, and science. ELL students will meet or exceed the state target for proficiency in reading, mathematics, and science.

Longitudinal data regarding demographics, placement, and assessment is collected and analyzed by the District Vertical ELL team and kept in the Department of Intervention. Data is analyzed and reported to the Board of Education. The ELL team will report progress every two years of monitoring after dismissal from reading, mathematics, and science. Data will be presented to the Board of Education. Data will be presented to the Board of Education. Data will be presented to the Board of Education.

Data is analyzed to identify program effectiveness and areas that require improvement. Data is analyzed to identify program effectiveness and areas that require improvement. Data is analyzed to identify program effectiveness and areas that require improvement. Data is analyzed to identify program effectiveness and areas that require improvement.

Once a student is identified as eligible for ELL programming and parent permission for enrollment has been obtained, the student will be placed in the appropriate program. Once a student is identified as eligible for ELL programming and parent permission for enrollment has been obtained, the student will be placed in the appropriate program. Once a student is identified as eligible for ELL programming and parent permission for enrollment has been obtained, the student will be placed in the appropriate program.

Director ELL, WIDA, and Department of Intervention administrators review the program goals and monitor and assess a minimum of three times a year when Strategic Planning is completed. The District ELL Vertical Team meets monthly to review the school year and to set annual goals as well as to review progress toward meeting department goals as well as personal goals as outlined on their Individualized Academic Plan (IAP).

**Condensed R-11 School District
Parent/Guardian Notification and Consent Form for English
Language Learner (ELL)**

ELL Teacher's Name: _____ School: _____
School Year and Date: _____ Grade: _____
Student Name: _____

Assessment Tools:
W-AFT (WIDA) (World-Class Instructional Design & Assessment-ACCESS)
Placement Test:
Writing (Listening, Speaking, Reading, Writing, Grammar, Vocabulary)

Eligibility Information: According to the current results and additional information, your child is eligible for the English Language Learner program. According to the current results and additional information, your child is eligible for the English Language Learner program.

Placement Test	Writing	Listening	Speaking	Reading	Writing	Grammar	Vocabulary	Overall	Level	Grade Level
W-AFT (WIDA)										
Placement Test										

I have reviewed this form and understand the ELL program set for my child.
Parent Signature: _____ Date: _____

Second semester for grade students through weekly grade students who have a combined proficiency of 5.0 or higher, they meet the minimum criteria for English proficiency and are not eligible for ELL services. If they have a combined proficiency score of 4.9 or lower, they are eligible for ELL services.

Parent Notification: Following notification and assessment, parents are notified of ELL services eligibility within 30 days of the beginning of the school year or to school days after enrollment as required by the No Child Left Behind Act, 2001 (20 U.S.C. 1141g) using the ELL Parent Notification and Consent Form (see Appendix B). Parents of newly enrolled students are notified of results of language proficiency testing, type of services and type of program and other options in a language the parents understand.

Grade Level Placement: The IAP team will need to have pertinent background information about the child. This information would include, as a minimum:
 The child's chronological age
 The child's English language background
 The child's academic performance

With this information, which should have been collected as expeditiously as possible, the IAP team will determine the appropriate placement for the child. The IAP team will determine the appropriate placement for the child. The IAP team will determine the appropriate placement for the child. The IAP team will determine the appropriate placement for the child.

Placement: A continuum of services is available depending on the student performance of the W-AFT and other multi-stress assessments. Decisions regarding ELL services implementation are made by the District Vertical ELL Team in conjunction with the Department of Intervention administrators and building administrators.

Recommendations and teacher interviews and recommendations are all taken into account when determining ELL student programming and services.

A score of 5 or higher on the ACCESS, academic grade, ELL teacher recommendations, and general education teacher recommendations may not be sufficient for receiving direct services. Students who are dismissed from receiving direct ELL instructional services are not eligible for the program. If a student is dismissed from the program, the student will be reassessed to see what type of services, if any, are needed.

Records concerning identification results, potential ELL status, referrals for language proficiency screening assessments, other referral requests, assessment results, and decisions regarding qualification, placement, and instructional time are maintained in the Department of Intervention Administrative Office by the District ELL Vertical Team.

VI. Parent Communication

Communication between the parents of all students, including ELL students, and the school district is maintained in a variety of ways. Our school website is open to all parents, and communication into various languages is available through a link on the site. School notifications, announcements, and other communications are sent to parents in their native language. Currently, we routinely have call translated into language identified through IAP for parents who need translation and transmitted via School Bus or via family and community members. Parents are notified of ELL services and are notified of ELL services. Parents are notified of ELL services and are notified of ELL services.

Vertical Team and office personnel throughout the district parents know that they may call for an interpreter at any time, and every attempt is made to find a person who speaks a language the family can understand. A list of available interpreters in the district and in the Administrative Office.

Director ELL personnel keep contact logs to track home visits and contact with ELL student family members. ELL personnel participate in parent-teacher conferences, interpret for family members, and provide interpretation services for parents. ELL personnel participate in parent-teacher conferences, interpret for family members, and provide interpretation services for parents.

Administrative Office: This includes the district office, after-school program which has staff ELL classes available to any ELL student's family. This includes the district office, after-school program which has staff ELL classes available to any ELL student's family.

This program focuses on building skills. English language learners functional, English as well as reading and writing skills. This program focuses on building skills. English language learners functional, English as well as reading and writing skills.

school, and he has contributed to greater numbers of ELL students participating in extra-curricular and special school activities.

VI. Additional Services

Acknowledgements

We would like to acknowledge the work of the Lan Plan Advisory Committee in the development of the Condensed R-11 School District Lan Plan.

Lan Plan Advisory Committee

The Lan Plan Advisory Committee was responsible for the review of the Lan Plan, and one current action regarding the Condensed R-11 School District Lan Plan. The committee was made up of building administrators, Department of Intervention administrators, ELL teachers, guidance counselors, parents of ELL students, and frequent secondary ELL students who have graduated the program.

Individualized Academic Program Team

The building Independent Academic Program Team will coordinate and oversee the implementation of the individualized academic program for each ELL student. The IAP team will be composed of the building administrator, ELL teacher, WIDA teacher, and other ELL staff. The IAP team will be composed of the building administrator, ELL teacher, WIDA teacher, and other ELL staff.

WIDA

WIDA English Language Learner: use of special curriculum and services to help students who come from a non-English language background learn English.

LEP

LEP: Limited English Proficiency: students have a primary language other than English and are unable to participate effectively in school. English is the language of instruction. (Also known as English Language Learner - ELL)

IAP

IAP: Individualized Academic Plan - A plan developed for an individual student defining the language services needed to make a transition from Non-English Speaking to Limited English Proficiency (LEP) to Fluent.

Lan Plan

Lan Plan: Informal reference to a set of investigations and law cases based on the Civil Rights Act. These cases required school districts to provide special assistance to English Language Learners who were unable to benefit from an education conducted primarily in English.

ELL

ELL: English Language Learner: students who have a primary language other than English in their background, but who do not yet qualify for ELL services. (New)

Learning English, receiving English proficiency, and/or making state required annual yearly progress (AYP).

IAPs are reviewed annually with ELL teams. Parents have a right to obtain any program changes. If a parent desires ELL programming, the district will be notified via a written form of ELL services. Parent notices and information will be translated orally via a written form of ELL services. Parent notices and information will be translated orally via a written form of ELL services.

Parents are notified of ELL services and are notified of ELL services. Parents are notified of ELL services and are notified of ELL services. Parents are notified of ELL services and are notified of ELL services.

For students currently enrolled in school, parents shall be notified of their child's ELL programming annually using the district IAP form (see Appendix F) and the Parent Notification and Consent Form (See Appendix B).

All IAPs and other ELL forms are maintained for documentation in the student's file in the Department of Intervention Administrative Office.

Individual student instruction is modified (essential components are at a lower level and/or fewer components are required than are required of the student's same age group) or students are placed in a separate classroom or program. Individual student instruction is modified (essential components are at a lower level and/or fewer components are required than are required of the student's same age group) or students are placed in a separate classroom or program.

Students are notified of ELL services and are notified of ELL services. Students are notified of ELL services and are notified of ELL services. Students are notified of ELL services and are notified of ELL services.

A language minority student (a student whose first language is not English) who is experiencing classroom difficulties may be tested for English language proficiency at any time during the school year. Test results will be reviewed by the District ELL Vertical Team and Department of Intervention administrators, and recommendations will be made.

All students receiving direct ELL services and those who are being monitored are notified annually with the ACCESS test. They also follow the district assessment schedule for all general education students. These scores, student goals, parent interviews and...

ALLEN SURVEYING, INC.
Land Surveyors
PO Box 1084
Osage Beach, MO 65065
573-348-2731 * Fax 573-348-6421

Order No 13-29

CONTRACT

Date: 6/3/13

Client Camdenton R-III School District c/o Dr. Tim Hadfield, Superintendent Phone _____

Address Box 1409 Camdenton, MO 65020

Order taken by Lonny Allen From Michael Kautz How Phone

Price Estimate Quoted \$12,000.00-\$13,000.00 Completion Date 6/31/13

Work to be done Topo, 20 Acre Osage Beach Elementary School Tract-Detail Nichols Drive, Street & Utilities, locate 20-30 White Oak trees, North & South of excavated site.

Location of work Nichols Drive

Outlots _____ Inlots _____ Lots _____ Block _____

Quarters _____ Section 09 Township 39 Range 16

Field Book _____, Page _____ Drawing No. _____

City of Osage Beach County of Camden, Mo. _____

Special items _____

Parcel # 082.009.0000.0001018.001

Papers left with us _____

Notify: Before _____ After _____ work is done.

THE UNDERSIGNED AGREES THAT PAYMENT IS DUE UPON PRESENTMENT OF A FINAL BILL, AND IF NOT PAID WITHIN 15 DAYS THEREAFTER, THE UNDERSIGNED AGREES TO PAY INTEREST THEREON AT THE RATE OF 1 AND ½ PERCENT PER MONTH, OR 18% PER ANNUM UNTIL PAID IN FULL. IN THE EVENT THIS ACCOUNT BECOMES DELINQUENT AND IS PLACED WITH AN ATTORNEY FOR COLLECTION, THE UNDERSIGNED AGREES TO PAY ALL REASONABLE ATTORNEY FEES FOR SUCH COLLECTION, WHETHER SUIT IS FILED OR NOT, AND ALL COURT COSTS INCURRED IN A SUIT FOR COLLECTION.

NOTICE TO OWNER

FAILURE OF THIS CONTRACTOR TO PAY THOSE PERSONS SUPPLYING MATERIAL OR SERVICES TO COMPLETE THIS CONTRACT CAN RESULT IN THE FILING OF A MECHANIC'S LIEN ON THE PROPERTY WHICH IS THE SUBJECT OF THIS CONTRACT-PURSUANT TO CHAPTER 429, RSMo. TO AVOID THIS RESULT YOU MAY ASK THIS CONTRACTOR FOR "LIEN WAIVERS" FROM ALL PERSONS SUPPLYING MATERIAL OR SERVICES FOR THE WORK DESCRIBED IN THIS CONTRACT. FAILURE TO SECURE LIEN WAIVERS MAY RESULT IN YOUR PAYING FOR LABOR AND MATERIAL TWICE.

CONSENT OF OWNER

CONSENT IS HEREBY GIVEN FOR FILING OF MECHANIC'S LIENS BY ANY PERSON WHO SUPPLIES MATERIALS OR SERVICES FOR THE WORK DESCRIBED IN THIS CONTRACT ON THE PROPERTY ON WHICH IT IS LOCATED IF THEY ARE NOT PAID. The person who signs this consent form is signing for all owners of the real property described herein, whether the owner is an individual, husband and wife, partnership, or corporate in nature.

(Owner)

Client's Signature

Board of Education

P Card Purchases

May 2013

VENDOR NAME	INVOICE NUMBER	INVOICE DESCRIPTION	PO NUMBER	AMOUNT
BMO Harris MasterCard	315126142	Signal - Fuel		91.23
BMO Harris MasterCard	315344207	Stadium BP Fuel		1.08
BMO Harris MasterCard	315344208	Stadium BP Fuel		146.84
BMO Harris MasterCard	315344209	Stadium BP Fuel		133.86
BMO Harris MasterCard	315344210	Stadium BP Fuel		68.37
BMO Harris MasterCard	315344211	Stadium BP Fuel		107.20
BMO Harris MasterCard	315344212	Stadium BP Fuel		98.78
BMO Harris MasterCard	316030551	Express Shop Fuel		61.00
BMO Harris MasterCard	316178386	University BP Fuel		30.00
BMO Harris MasterCard	316379473	Caseys Fuel		85.02
BMO Harris MasterCard	314371885	Intercontinental Room Charge A Ginnings	107-6711	156.98
BMO Harris MasterCard	14537357-863614	President Volunteer Service Award	412-6775	134.50
BMO Harris MasterCard	14537357-567492	Presidents Volunteer Service Award	412-7486	12.25
BMO Harris MasterCard	314251256	Signal Fuel		48.50
BMO Harris MasterCard	314894882	Petromart Fuel		40.07
BMO Harris MasterCard	315344205	Shell Oil Fuel		80.39
BMO Harris MasterCard	315344206	Shell Oil Fuel		31.91
Total BMO Harris MasterCard				1327.96
PCard - Comer - 9686	314251255	Credit The Container Store	106-6183	(127.07)
PCard - Comer - 9686	314371887	Amazon.com Power Strips, Extension Cord	106-6789	138.67
PCard - Comer - 9686	314690755	McDonalds Robotics	106-7375	31.44
PCard - Comer - 9686	314690756	Pizza Street Robotics	106-7375	174.51
PCard - Comer - 9686	315126137	McDonalds Robotics	106-7374	21.61
PCard - Comer - 9686	315126138	American Center	106-7374	10.00
PCard - Comer - 9686	315126140	Jimmy Johns Robotics	106-7374	211.18
PCard - Comer - 9686	315126141	Incredible Pizza Robotics	106-7374	74.97
PCard - Comer - 9686	315126139	LOGO LOC	106-7374	43.29
PCard - Comer - 9686	315554562	Amazon.com Power Strp	106-7034	88.44
PCard - Comer - 9686	315554563	Hampton Inn Robotics	106-7376	100.00
PCard - Comer - 9686	315554564	U of Mo Extension Robotics Training	106-7377	20.00
PCard - Comer - 9686	315554565	U of MO Extension Robotics training	106-7377	20.00
PCard - Comer - 9686	315829988	Amazon.com Robotics Book	106-7256	16.54
PCard - Comer - 9686	316379470	Hampton Inn Robotics	106-7410	234.96

Board of Education

P Card Purchases

May 2013

PCard - Comer - 9686	316379471	Hampton Inn Robotics	106-7410	223.76
PCard - Comer - 9686	316379472	Hampton Inn Robotics	106-7410	223.76
Total PCard - Comer - 9686				4506.06
Grand Total				2,834.04

Board of Education

Bills Paid Early

June 2013

VENDOR NAME	INVOICE NUMBER	INVOICE DESCRIPTION	PO NUMBER	AMOUNT
Lakeland Oil	18716	Gas Diesel		25,420.13
Lakeland Oil	18770	Oil		2,895.75
Lakeland Oil	18672	Diesel		393.96
Total Lakeland Oil				28,709.84
Scholastic Book Fairs	Acct# 68599	MS Book Fair	205-7640	(1,968.28)
Scholastic Book Fairs	Acct# 68599	MS Book Fair	205-7640	1,968.28
Scholastic Book Fairs	Acct# 68599	MS Book Fair	205-7640	1,968.28
Total Scholastic Book Fairs				1,968.28
Sunrise Beach Water System	70	Water		352.36
Total Sunrise Beach Water System				352.36
Xpedx	9015717205	Paper	700-6735	21,621.60
Total Xpedx				21,621.60
Grand Total				52,652.08

VENDOR NAME	INVOICE #	PO #	INVOICE DESCRIPTION	AMOUNT
A-B Rental & Sales	43518		Gear, Pinion	64.00
Total A-B Rental & Sales				64.00
Abrams, David	May 11, 2013		Ridercoach	225.00
Total Abrams, David				225.00
Advantage Systems, Inc.	10-44926	105-6632	Foam Boards	540.00
Advantage Systems, Inc.	10-44894	800-6841	Violation Notices	380.11
Total Advantage Systems, Inc.				920.11
Ahera Specialist, LLC	1815		Management Plan	100.00
Total Ahera Specialist, LLC				100.00
Airgas - Mid America	9015980739	110-7431	Argon	174.95
Total Airgas - Mid America				174.95
Al Scheppers Motor Co., Inc.	725653		Bus Parts	732.67
Al Scheppers Motor Co., Inc.	725525		Lever, EGR Kit	925.30
Al Scheppers Motor Co., Inc.	725785		Kit	57.65
Al Scheppers Motor Co., Inc.	726159		Gear	857.19
Al Scheppers Motor Co., Inc.	726154		Credit	(330.82)
Al Scheppers Motor Co., Inc.	725977		Seal	84.72
Al Scheppers Motor Co., Inc.	725922		Parts	507.27
Al Scheppers Motor Co., Inc.	725308		Bus Parts	455.49
Al Scheppers Motor Co., Inc.	724599		Fan Drive	354.00
Al Scheppers Motor Co., Inc.	724414		Credit Bus Parts	(171.00)
Al Scheppers Motor Co., Inc.	724277		Shock	62.40
Al Scheppers Motor Co., Inc.	724342		Mirror	39.79
Al Scheppers Motor Co., Inc.	724945		Terminal	1.92
Al Scheppers Motor Co., Inc.	724908		Bus Parts	254.00
Al Scheppers Motor Co., Inc.	725063		Parts	44.92
Al Scheppers Motor Co., Inc.	724648		Bus Parts	163.34
Al Scheppers Motor Co., Inc.	724896		Bus Parts	713.44
Total Al Scheppers Motor Co., Inc.				4,752.28
Alford, Denise I	4/5/13		Mileage	9.40
Alford, Denise I	5/9-23/2013		Mileage	52.64
Alford, Denise I	4/2-5/29/2013		Mileage	118.44
Total Alford, Denise I				180.48
All American Termite & Pest - 191	369447		Pest Control HDE	20.00
Total All American Termite & Pest - 191				20.00
All American Termite & Pest - 201	369462		Pest control	140.00
Total All American Termite & Pest - 201				140.00
All American Termite & Pest - 682	369189		Pest Control OB	25.00
Total All American Termite & Pest - 682				25.00
Allman, Larry	5/7/13		Reim for Food for Docudrama	101.21
Total Allman, Larry				101.21
Alternate Force	195053	106-6582	Manikins	3,128.00
Total Alternate Force				3,128.00
Amazon.Com	293019173205	700-6764	Book	16.10
Total Amazon.Com				16.10
Amsterdam Printing & Litho	3536050	106-6672	Global Pens	317.59
Total Amsterdam Printing & Litho				317.59
Andy Mark, Inc.	60119	106-7232	Supplies & Material	1,524.89
Andy Mark, Inc.	60278	106-7472	Materials & Supplies	468.03
Andy Mark, Inc.	60490	106-7625	Robotics Parts	1,681.51
Total Andy Mark, Inc.				3,674.43
Angela's Catering	5/19/2013	402-7322	DW Teacher Appreciation	228.00
Total Angela's Catering				228.00
Arrowhead Scientific, Inc	62913	106-6668	Supplies	4,782.55
Total Arrowhead Scientific, Inc				4,782.55
Auto Body Toolmart	199376	110-7611	Auto Body Tools	258.94
Total Auto Body Toolmart				258.94
Auto Jet Muffler Corp	330856		330856	293.51
Total Auto Jet Muffler Corp				293.51
Awards4U	339357	404-7362	Music Ensemble Pins	137.79
Awards4U	339357	404-7362	Music Ensemble Pins	137.79
Total Awards4U				275.58
B&H Photo	71226669	110-6997	Photo Paper	54.95
B&H Photo	71411213	106-7205	Go Pro and accessories	1,304.99
Total B&H Photo				1,359.94
Badge-A-Minit	A5576	106-7648	Badge Parts	423.80
Total Badge-A-Minit				423.80

Baker, Douglas	5/13/13		Mileage	47.00
Total Baker, Douglas				47.00
Balfour	694262	105-4157	Diplomas	35.64
Total Balfour				35.64
BarcodesInc	548361	805-7197	Barcode Scanner	142.85
Total BarcodesInc				142.85
Barnes & Noble, Inc.	IN 2556074	700-6993	Strengthsfinder	634.34
Barnes & Noble, Inc.	IN 2571046	404-7372	Nook	119.00
Barnes & Noble, Inc.	IN 2574534	404-7608	Books	63.88
Barnes & Noble, Inc.	IN 2575457	106-7566	Books	2,999.53
Barnes & Noble, Inc.	IN 2572482	106-7564	Books	1,999.61
Barnes & Noble, Inc.	IN 2572479	106-7564	Nooks	1,694.00
Total Barnes & Noble, Inc.				7,510.36
Basham, Stephanie R	4/30/13		Mileage	199.76
Basham, Stephanie R	5/23/13		Mileage, Supply, Food Reimbursement	153.18
Total Basham, Stephanie R				352.94
Bearden, Ryan	5/7/13		Travel Expense Reim	16.27
Total Bearden, Ryan				16.27
Beroco Printer Products	499594	402-7500	LEX E260 Toner	93.00
Beroco Printer Products	499600	402-7499	LEX E250	87.00
Beroco Printer Products	795625	402-7708	toner	295.00
Beroco Printer Products	499542	406-7385	HP96, HP97 toner	36.00
Beroco Printer Products	499576	406-7387	HP4700 Fuser Kit	241.00
Beroco Printer Products	499599	406-7618	Toner	32.00
Beroco Printer Products	795620	105-7654	LEX E250	87.00
Beroco Printer Products	499580		Toner	131.00
Beroco Printer Products	795601		Toner	132.00
Beroco Printer Products	499581	110-7519	Toner	132.00
Beroco Printer Products	499574	110-7478	HP96, HP97 Toner	231.00
Beroco Printer Products	499574	402-7324	Toner	879.00
Beroco Printer Products	795612	408-7602	Toner	183.00
Beroco Printer Products	799577	408-7300	Samsung Fax Toner	102.00
Beroco Printer Products	499588	408-7436	LEX E260 Toner	93.00
Beroco Printer Products	499573	105-7328	LEX E260 Toner	93.00
Beroco Printer Products	499579	105-7506	Toner	421.00
Beroco Printer Products	795603	105-7633	toner	109.00
Total Beroco Printer Products				3,245.00
Bills Art Center & Gallery	595739		Metal Frame, Plexiglass	194.00
Total Bills Art Center & Gallery				194.00
Blankenship, Anna Sue	5/2/13		Mileage	31.96
Total Blankenship, Anna Sue				31.96
Blick Art Materials	1757555	106-7482	Kilns	1,749.00
Blick Art Materials	1756144	106-7482	Art Supplies	2,999.90
Blick Art Materials	1769068	106-7482	Storage Cart	164.85
Total Blick Art Materials				4,913.75
Bonacker, Cheri	5/11/13		Travel Expense Reimbursement	186.70
Total Bonacker, Cheri				186.70
Books are Fun	473945-3	406-6517	Play & Take Book	17.00
Total Books are Fun				17.00
Bowling Electric	48948		Motor	71.00
Bowling Electric	48890		Limit	25.45
Bowling Electric	48974		Switch	12.50
Bowling Electric	48984	800-7657	Motor, Capacitor	111.50
Bowling Electric	49017		Motor, Tape	83.00
Total Bowling Electric				303.45
Bright-Capstick, Angela M	4/26/13		Travel Expense Reimbursement	20.00
Total Bright-Capstick, Angela M				20.00
Brown, Paula	5/8/13		Supply Reimbursement	36.77
Total Brown, Paula				36.77
Bull's Trophy House	13-18183	873-5047	Laminated Plaques	251.87
Total Bull's Trophy House				251.87
Butcher Shop LLC	10568	873-7389	Hospitality Room for Track	262.00
Butcher Shop LLC	10575	873-7429	HS Track Picnic	392.47
Butcher Shop LLC	10589	404-7551	Gift Certificates	100.00
Total Butcher Shop LLC				754.47
Caffey, Staci R	5/5/13		Reimburse Fitness Equipment	96.77
Caffey, Staci R	4/22/13		Mileage	265.55
Total Caffey, Staci R				362.32
Caldwell, Scott	5/2/13	873-7250	Soccer Official	117.20

Total Caldwell, Scott				117.20
Callahan, Chad	5/7/2013	873-7414	Baseball Official	132.00
Total Callahan, Chad				132.00
Camdenton Lawn & Garden Center	5/2/13	800-5040	Solar Salt	525.00
Camdenton Lawn & Garden Center	5/15/2013	110-7563	Fertilizer	105.46
Camdenton Lawn & Garden Center	5/15/2013	110-7585	Hay	70.00
Total Camdenton Lawn & Garden Center				700.46
Camdenton Steel Supply, Inc.	58621	110-7393	Round Stock	57.00
Total Camdenton Steel Supply, Inc.				57.00
Campbell, Cindy	5/8/13		Mileage	15.98
Campbell, Cindy	5/10/13		Supply reimbursement	23.49
Campbell, Cindy	5/9/2013		Flower Reimbursement	39.95
Total Campbell, Cindy				79.42
Carnahan, Whitney R	4/16-30/2013		Mileage	62.04
Carnahan, Whitney R	5/1-14/2013		Mileage	53.11
Total Carnahan, Whitney R				115.15
Carson-Dellosa Publishing Co., Inc.	132355	403-7111	We Are A Team	39.85
Total Carson-Dellosa Publishing Co., Inc.				39.85
CartWrite	CW00000001	106-6885	Netbook Cart	1,792.00
Total CartWrite				1,792.00
Case, Patricia	4/1-5/3/2013		Toll Charge Reimbursement	57.00
Total Case, Patricia				57.00
Casey's - Camdenton	1552722	403-7396	Pizza	47.56
Casey's - Camdenton	1552197	403-7395	Pizza	40.00
Casey's - Camdenton	1555615	403-7524	Pizza	20.00
Casey's - Camdenton	1555023	107-7505	Chips, Soda, Cups	51.69
Casey's - Camdenton	2175343	107-7426	Luncheon Drinks & Ice	10.17
Casey's - Camdenton	1552254	110-7394	Pizza	10.00
Casey's - Camdenton	1552198	402-7415	Pizza	250.00
Total Casey's - Camdenton				429.42
Castle, Barbara E	5/15/13		Mileage	137.71
Total Castle, Barbara E				137.71
CDW-G Computer Centers, Inc	CHB71761	805-7076	Monitor & Cable	45.78
CDW-G Computer Centers, Inc	CG04315	805-7489	Monitor	119.97
CDW-G Computer Centers, Inc	CB60085	805-6966	Projector	420.88
CDW-G Computer Centers, Inc	CB60392	805-7192	Lenovo Thinkpads	7,177.05
CDW-G Computer Centers, Inc	CD24270	805-7188	Projector Mounts	145.49
CDW-G Computer Centers, Inc	CC08482	805-7188	Projector	420.88
CDW-G Computer Centers, Inc	CD57794	805-7193	Lenovo Thinkpads	4,455.00
CDW-G Computer Centers, Inc	CB60392	805-7192	Lenovo Thinkpads	7,177.05
CDW-G Computer Centers, Inc	CG05423	805-7432	Projection screen	116.10
CDW-G Computer Centers, Inc	CF97211	805-7432	Projector	420.88
Total CDW-G Computer Centers, Inc				20,499.08
CED	0950-500030	800-6449	Digital Timer	24.50
CED	0950-500048	800-6449	Digital Timers	269.50
Total CED				294.00
Cellular Connection-Camdenton	CAMDEIN54984	107-7610	Cell Phone	114.99
Total Cellular Connection-Camdenton				114.99
Cenergistic	114050		June Energy Conservation Fee	10,300.00
Total Cenergistic				10,300.00
Central Armored Transport	9300		Deliver/Pickup Deposit	201.40
Total Central Armored Transport				201.40
Central States Bus Sales, Inc.	IN205887		Clutch Assembly	74.56
Central States Bus Sales, Inc.	IN205150		Bus Parts	167.19
Central States Bus Sales, Inc.	IN205401		Bus Parts	163.84
Central States Bus Sales, Inc.	IN204946		Bus Parts	16.95
Total Central States Bus Sales, Inc.				422.54
Chicago Brothers	5/6/13	110-6676	Pizza	204.00
Chicago Brothers	5/9/13	110-6676	Pizza	323.00
Total Chicago Brothers				527.00
Cintas Corporation - 10925	379814650	110-7156	Towel Service	38.03
Cintas Corporation - 10925	379815821	110-7156	Towel Service	38.03
Cintas Corporation - 10925	379817000	110-7156	Towel Service	45.08
Total Cintas Corporation - 10925				121.14
Cintas Corporation #379	379815823		Uniforms	279.54
Cintas Corporation #379	379814651		Uniforms	279.54
Cintas Corporation #379	379817001		Uniforms	279.54
Total Cintas Corporation #379				838.62

City of Camdenon	Summer Laker Pack	106-7605	Pool Passes	1,196.00
Total City of Camdenon				1,196.00
City of Cape Girardeau/Team Spirit	Conference Fees	105-7542	LOST Club Team Spirit Reg	100.00
Total City of Cape Girardeau/Team Spirit				100.00
Clark Tire II, LLC	30071		Tires	605.76
Clark Tire II, LLC	30328		Tires	49.95
Clark Tire II, LLC	30297	110-7547	Tires	272.22
Total Clark Tire II, LLC				927.93
Classroom Direct	308101580805	805-6563	Jeopardy/Easel	665.04
Classroom Direct	308101580208	403-6625	Calculator/Clock	89.21
Total Classroom Direct				754.25
Clayton, Trent	5/22/13		Script Purchase Reimbursement	85.00
Total Clayton, Trent				85.00
Colvin, Sophia C	5/9/13		Mileage	11.28
Total Colvin, Sophia C				11.28
Comer, Mitchell	5/10/13		Mileage, Web Page Reimbursement	175.00
Comer, Mitchell	5/10/13		Mileage, Web Page Reimbursement	175.00
Total Comer, Mitchell				350.00
Copy Products, Inc	8619		Meter Readings	658.24
Copy Products, Inc	8619		Meter Readings	658.24
Copy Products, Inc	8619		Meter Readings	658.24
Copy Products, Inc	8619		Meter Readings	658.24
Copy Products, Inc	8619		Meter Readings	658.24
Copy Products, Inc	8619		Meter Readings	658.24
Copy Products, Inc	8619		Meter Readings	658.24
Copy Products, Inc	8619		Meter Readings	658.24
Copy Products, Inc	8619		Meter Readings	658.24
Copy Products, Inc	8619		Meter Readings	658.24
Total Copy Products, Inc				5,924.16
CORE ECS	115289	805-7494	Minitower Base	937.79
CORE ECS	114747	805-7198	Minitower Base	937.79
CORE ECS	114744	805-7159	Minitower Base	937.79
Total CORE ECS				2,813.37
Cotta, Nicholas A	4/26/13		Travel Expense Reimbursement	116.42
Total Cotta, Nicholas A				116.42

Cowen, Randal	5/8/13		Supply reimbursement	263.78
Total Cowen, Randal				263.78
Creator Designs	65435	105-7016	Little Laker Dance Camp	445.50
Total Creator Designs				445.50
Cross, David	5/9/2013	873-7511	Soccer Official	90.00
Total Cross, David				90.00
Crowd Control Direct, Inc.	53422	106-7299	Velvet Rope, Stanchions	5,070.00
Total Crowd Control Direct, Inc.				5,070.00
Crown Awards	31788397	408-7304	Leadership Medals	234.10
Total Crown Awards				234.10
Culligan			Cooler Rental	6.95
			Bottled Water	6.95
Total Culligan				6.95
Dasso, Kara	5/11/2013	873-7560	Track Official	190.00
Total Dasso, Kara				190.00
Data Comm Inc	157547		Meter Reading	51.00
Total Data Comm Inc				51.00
Davis, Elizabeth	5/17/13		Mileage	23.50
Total Davis, Elizabeth				23.50
Davis, Ingrid	3/20-5/15/2013	550-7753	Exercise Instruction	450.00
Total Davis, Ingrid				450.00
DeGraw, Mike	5/2/2013	873-7244	Baseball Official	120.00
Total DeGraw, Mike				120.00
Dickemann, Joi	4/17/13		Reimburse Palm Trees	222.40
Total Dickemann, Joi				222.40
Dickerson Park Zoo	5/23/2013	402-7649	Zoo Admission 5/22/2013	791.00
Total Dickerson Park Zoo				791.00
Digi-Key Corporation	41760230	106-7148	Tool Crimp	142.49
Total Digi-Key Corporation				142.49
Discovery Education	90085731	107-6777	DVDs	309.65
Total Discovery Education				309.65
Dollamur Sport Surfaces	INV000055412	873-3800	Wrestling Mats	9,695.00
Total Dollamur Sport Surfaces				9,695.00
Dyer, Renee	5/22/13		Mileage	217.14
Total Dyer, Renee				217.14

GFI Digital	396684		Toshiba Monthly Base	1,542.30
GFI Digital	396684		Toshiba Monthly Base	1,542.30
GFI Digital	396684		Toshiba Monthly Base	1,542.30
GFI Digital	396684		Toshiba Monthly Base	1,542.30
GFI Digital	396684		Toshiba Monthly Base	1,542.30
GFI Digital	396684		Toshiba Monthly Base	1,542.30
GFI Digital	396684		Toshiba Monthly Base	1,542.30
Total GFI Digital				14,676.80
Gibbs Technology Leasing, LLC	078540		Copier Lease	4,459.00
Gibbs Technology Leasing, LLC	079161		Copier Lease	1,583.00
Total Gibbs Technology Leasing, LLC				6,042.00
Gift, Kathryn C	5/2-21/2013		Mileage	127.84
Total Gift, Kathryn C				127.84
Gilmore, Michael	5/7/2013	873-7508	Soccer Official	103.00
Gilmore, Michael	5/9/13	873-7510	Soccer Official	143.00
Gilmore, Michael	5/2/13	873-7249	Soccer Official	123.00
Total Gilmore, Michael				369.00
Golden Rock Winery	31572	410-7447	SWIFT Lunch	106.73
Golden Rock Winery	31484	410-7371	SWIFT Lunch	45.87
Total Golden Rock Winery				152.60
Grider, Anthony	May 11, 2013		Range Aid Motorcycle Safety	75.00
Total Grider, Anthony				75.00
Grider, Tami	May 11, 2013		Rider Coach Motorcycle Safety	225.00
Total Grider, Tami				225.00
Grizzly Industrial, Inc.	7062081-01	106-7149	Rolling Tool Cabinet	1,295.00
Grizzly Industrial, Inc.	7063680-01	106-7202	Anti Fatigue Mat	347.75
Grizzly Industrial, Inc.	7063720-01	106-7202	Storage Case	26.25
Grizzly Industrial, Inc.	7063680-02	106-7202	Materials & Supplies	414.20
Grizzly Industrial, Inc.	7075107-01	106-7502	Work Bench	470.40
Total Grizzly Industrial, Inc.				2,553.60
Hagen Vacuum	351461	800-7584	Vacuum Supplies	209.96
Total Hagen Vacuum				209.96
Halfsauced Barbeque	971	107-7425	Last Day Luncheon	225.00
Total Halfsauced Barbeque				225.00

Hayes, Robert	5/7/13		Dues, Travel Expense Reimbursement	69.00
Total Hayes, Robert				69.00
Heinemann	6193188	408-7307	Calkins Writing	1,378.30
Heinemann	6197825	700-7183	Calkins Writing	196.90
Total Heinemann				1,575.20
High Brothers	264816	110-7520	Supplies	18.68
Total High Brothers				18.68
High Brothers Lumber	954066	106-7131	Shelf Supports	79.09
High Brothers Lumber	956060	106-7707	Sound Board	2,620.02
High Brothers Lumber	956077	106-7651	Drywall Materials	4,286.37
High Brothers Lumber	954550	106-7131	Lumber	5.40
High Brothers Lumber	955803	800-7728	Masking Tape	133.34
High Brothers Lumber	954404		Window Bolt	2.69
High Brothers Lumber	954311		Nuts, Bolts	2.23
High Brothers Lumber	955316		Supplies	98.42
High Brothers Lumber	954919	205-7480	Semi Gloss Laquer	91.96
High Brothers Lumber	955545	800-7471	Roof Repair Materials	2,763.69
Total High Brothers Lumber				10,083.21
Hiland Dairy Foods	9588945	550-7574	Bottled Water	5.70
Total Hiland Dairy Foods				5.70
Hinrichs, Glenda K	4/25/13		Reimburse Supplies	23.10
Total Hinrichs, Glenda K				23.10
Holiday Inn Columbia-East	37787	105-5781	Hotel Room Speech/Debate	335.92
Holiday Inn Columbia-East	37788	105-5781	Room charge Speech/Debate	335.92
Holiday Inn Columbia-East	37789	105-5781	Room charge Speech/Debate	335.92
Total Holiday Inn Columbia-East				1,007.76
Homewood Suites	Confirm # 81931780	105-6811	Rooms June 15-22, 2013	1,899.24
Total Homewood Suites				1,899.24
Hulett Chevrolet, Buick, GMC, Inc.	58291		Parts	166.41
Total Hulett Chevrolet, Buick, GMC, Inc.				166.41
Hummert International	65529	110-7392	Hose, Potting Mix, Peat	468.50
Total Hummert International				468.50
HyVee #1475	Volunteer Flowers	412-7592	Corsages	114.00
Total HyVee #1475				114.00

Imprint Enterprises	288095		Labels	332.00
Total Imprint Enterprises				332.00
Incredible Pizza Company	July 17, 2013	106-7540	Laker Pack Summer Trip	825.68
Total Incredible Pizza Company				825.68
IPA Educational Supplies	196994	402-5679	Inspiration Station	759.42
IPA Educational Supplies	197801	106-7452	Classroom Supplies	302.84
IPA Educational Supplies	197548	403-7114	Posters	22.79
Total IPA Educational Supplies				1,085.05
J.W. Pepper	11875112	403-6950	Books	105.57
Total J.W. Pepper				105.57
Jacks Sporting Goods	364160	106-7443	Staple Gun, Staples	63.24
Jacks Sporting Goods	362683		Supplies	13.20
Jacks Sporting Goods	364108		Electrical Outlet	1.38
Jacks Sporting Goods	363800		Flares	10.18
Jacks Sporting Goods	363849		Wire	9.88
Jacks Sporting Goods	364310	873-7317	Track T Shirts	216.00
Jacks Sporting Goods	364379		Plumbing Supplies	3.38
Jacks Sporting Goods	364046		Epoxy	9.98
Jacks Sporting Goods	363892		Super Glue	1.39
Jacks Sporting Goods	364037		Nuts, Bolts	7.91
Jacks Sporting Goods	362698		Plumbing Supplies	80.21
Jacks Sporting Goods	363929		Casters	11.98
Jacks Sporting Goods	363878	110-5171	Supplies	23.73
Jacks Sporting Goods	364589	110-5207	Supplies	198.86
Jacks Sporting Goods	364473		Welded Ring, Filter	62.89
Jacks Sporting Goods	364585		Supplies	91.30
Total Jacks Sporting Goods				605.53
Jackson, James	5/15/13		Travel Expense Reimbursement	29.21
Total Jackson, James				29.21
Janine's	111241	105-7581	Graduation Flowers	527.00
Janine's	110772	408-7460	Flowers D Dill	58.00
Janine's	110583	110-7118	Flowers J Kitchen	61.00
Janine's	110267	106-7200	Flowers E Roelker	43.50
Total Janina's				689.50
John Deere Financial	12827		Parts for Mower	40.04
John Deere Financial	9544	800-6967	Voltage Regulator	62.54
John Deere Financial	660423000420014		Interest Charge Refund	(39.00)
John Deere Financial	660423000420022		Interest Charge Refund	(49.69)
John Deere Financial	10601	800-7060	Ignition	56.82
Total John Deere Financial				70.71
Johnny's	3536162*1	110-7477	Epazote, Zaatar, Bright Lights	18.10
Total Johnny				18.10
Johnson Brothers, Inc.	10171538-2	110-6525	Parts	127.89
Total Johnson Brothers, Inc.				127.89
Jones School Supply Co., Inc.	1111809	205-7306	Medals	398.69
Jones School Supply Co., Inc.	1108985	403-7210	Ribbons, Medals	193.73
Jones School Supply Co., Inc.	1114455	404-7402	Certificates	88.75
Total Jones School Supply Co., Inc.				681.17
Keebler, Deann	Aug 12 - May 13		Mileage reimb	143.82
Total Keebler, Deann				143.82
Keeth, Kristopher	5/7/13	873-7474	Security - Soccer	80.00
Total Keeth, Kristopi				80.00
Kitchen, Jeffrey	5/2/13		FFA, DW festival reimb	69.13
Kitchen, Jeffrey	5/2/13		FFA, DW festival reimb	69.13
Total Kitchen, Jeffrey				138.26
Kitchen, Jennifer M	5/8/13		Classroom supplies reimb	16.68
Total Kitchen, Jennifer M				16.68
Knolls	12851	873-7809	Tennis Court fees	168.00
Total Knolls				168.00
Kroger - Admin	REF# 027984	805-7637	Cake	79.98
Kroger - Admin	REF# 124786	700-7635	Cake	79.98
Kroger - Admin	REF# 022650	404-7370	Cookies	15.98
Kroger - Admin	REF# 056584	900-7399	Donuts	18.00
Total Kroger - Admin				193.94
Kroger - Dogwood	REF# 236102	402-7046	Donuts	18.47
Kroger - Dogwood	REF# 105265	402-7045	Donuts	23.72
Kroger - Dogwood	REF# 167826	402-7047	Donuts, juice	22.44
Total Kroger - Dogwood				64.63

Kroger - Hawthorn	REF# 022324	403-7361	Cookies -	15.98
Total Kroger - Hawthorn				15.98
Kroger - High School	REF# 209814	108-7638	Fried chicken	183.96
Kroger - High School	REF# 209814	108-7631	Cake	30.99
Kroger - High School	REF# 052355	107-6602	Donuts	57.27
Kroger - High School	REF# 083396	873-7195	Senior night flowers	26.50
Kroger - High School	REF# 183477	873-7196	Senior night flowers	21.50
Total Kroger - High School				320.22
Kroger - Middle School	REF# 236831	205-7459	MAP Celebration items	17.95
Total Kroger - Middle School				17.95
Krueger, Teri	5/20/13		Mileage - OBE/HDE	23.36
Total Krueger, Teri				23.36
L&B Electronics	32018		Check unit	35.00
L&B Electronics	32017		Check unit, replace part, Materials	85.00
L&B Electronics	32016		Check unit	35.00
L&B Electronics	32017		Check unit, replace part, Materials	85.00
L&B Electronics	5021304		NMO-Q, springs, HM152	397.00
Total L&B Electronics				637.00
L.O. Enterprises, Inc	5/29/13	107-7740	Gift cards	200.00
Total L.O. Enterprises, Inc				200.00
Lake Area Industries	May 5, 2013	110-7022	Hanging baskets	27.90
Total Lake Area Industries				27.90
Lake Bloomers Garden Club	Project PASS	106-7440	Supplies	500.00
Total Lake Bloomers Garden Club				500.00
Lake Engineering Prof Services, Inc	131281	110-7586	Engineering services	2,000.00
Total Lake Engineering Prof Services, Inc				2,000.00
Lake Printing Company	57852	805-7400	Educator of the year brochure	63.00
Total Lake Printing Company				63.00
Lake Sun / Advertising Dept.	Acct# 01100309	700-7405	Classified Ad - Secretarial	42.80
Lake Sun / Advertising Dept.	PN: 18041	700-6821	Bid-Roof	54.00
Lake Sun / Advertising Dept.	PN: 18086	700-7488	Bid - OR Chiller system	54.00
Lake Sun / Advertising Dept.	PN: 18071	000-7253	Bid - Security Entrance	225.00
Lake Sun / Advertising Dept.	00039634	700-6538	Specialized maintenance ad	45.00
Lake Sun / Advertising Dept.	Ad# 00040090	700-7678	Ad for summer technology help	26.40
Total Lake Sun / Advertising Dept.				487.20
Lake Valley Country Club	3-23-13	873-6081	Bushness range finders	1,380.00
Lake Valley Country Club	3/13/13	873-6082	Winter gloves	185.50
Total Lake Valley Country Club				1,565.50
Lake West Chamber of Commerce	6402	700-7712	Civic/individual membership	60.00
Total Lake West Chamber of Commerce				60.00
Lake Winlectric	66828	403-6954	Power outlet strip	120.00
Lake Winlectric	066998	800-7247	Bulbs	73.68
Lake Winlectric	067278		MS elevator part	7.91
Lake Winlectric	66999		Supplies	1.95
Lake Winlectric	67006	800-7246	Plugs & receptacles	186.06
Lake Winlectric	67096	800-7311	Wireless chime	40.00
Total Lake Winlectric				429.60
Lakeland Oil	18794		Diesel	3,006.03
Total Lakeland Oil				3,006.03
Lakeside Office Supply	286482	700-6823	Signature stamp	15.26
Total Lakeside Office Supply				15.26
Laurie Marine & Sporting Goods, Inc	7159	110-7449	ORing, Head gasket	107.27
Total Laurie Marine & Sporting Goods, Inc				107.27
Lee's Summit High School	5/13/13	106-7490	CowTown Throw Down Robotics	200.00
Total Lee's Summit High School				200.00
Lego Education	54027	106-7368	Registration	1,773.10
Lego Education	53994	106-7353	Registration	1,748.15
Lego Education	53998	106-7354	Registration	1,773.23
Lego Education	53999	106-7355	Registration	1,773.10
Lego Education	54001	106-7357	Registration	1,773.10
Lego Education	54002	106-7358	Registration	1,698.10
Lego Education	54001	106-7357	Registration	1,773.10
Lego Education	54002	106-7358	Registration	1,698.10
Lego Education	54006	106-7360	Registration	1,698.10
Lego Education	437909	106-7441	Expansion set	1,222.15
Lego Education	53994	106-7353	Registration	1,748.15
Lego Education	53998	106-7354	Registration	1,773.23
Lego Education	53999	106-7355	Registration	1,773.10

Lego Education	54023	106-7367	Registration	1,698.10
Lego Education	54010	106-7363	Registration	1,773.10
Lego Education	54013	106-7365	Registration	1,773.10
Lego Education	54017	106-7366	Registration	1,773.10
Lego Education	54023	106-7367	Registration	1,698.10
Lego Education	437909	106-7441	Expansion set	1,222.15
Lego Education	54006	106-7360	Registration	1,698.10
Lego Education	54027	106-7368	Registration	1,773.10
Lego Education	446326	106-6187	Software	3,610.46
Lego Education	54010	106-7363	Registration	1,773.10
Lego Education	54013	106-7365	Registration	1,773.10
Lego Education	54017	106-7366	Registration	1,773.10
Total Lego Education				44,569.32
Leighty, Grant A	5/22/13		Toll bridge & mileage	14.98
Total Leighty, Grant A				14.98
Lewis, Larry	5/14/13		Mileage/Meal reimb	739.39
Total Lewis, Larry				739.39
Liberty North High School	1/16/13	105-4796	Entry fees	126.00
Total Liberty North High School				126.00
Library Video Co.	N30371870103	402-5680	DVD's	26.90
Total Library Video Co.				26.90
Lively, Christy L	5/22/13		Reimburse supplies	27.27
Lively, Christy L	5/20/13		Grad supply reimb	96.51
Total Lively, Christy L				123.78
Long, Michelle	5/13/13		Mileage reimb	79.90
Total Long, Michelle				79.90
Long, Tina J	5/17/13		Supplies for K Graduation	28.40
Total Long, Tina J				28.40
Lorenz and Jones	1097392-01	110-7455	Bearing Installation, Carrier retainer	325.35
Total Lorenz and Jones				325.35
Lowe's	86995	106-6134	Robotics items	199.50
Lowe's	02090	106-7465	PASS	2,246.34
Lowe's	02747	800-7745	Tank sprayer	410.68
Lowe's	987596	106-7492	Plywood	502.92
Total Lowe's				3,481.99
Lowe's	15515		24" Drum fan	122.55
Total Lowe's				3,481.99
MAACCE	June 19, 2013	106-7373	Students & Adults 5K Run	240.00
MAACCE	Reg ID 55714442	106-7352	Conference - SComer,TThompson	398.00
Total MAACCE				638.00
Mack, Andrea	5/30/13		MMEA application & postage	30.60
Total Mack, Andrea				30.60
Mad Science of Greater Kansas City	13-665	106-7445	Fantastic fun Fridays	7,150.00
Mad Science of Greater Kansas City	13-665	106-7445	Fantastic fun Fridays	7,150.00
Mad Science of Greater Kansas City	13-665	106-7445	Fantastic fun Fridays	7,150.00
Mad Science of Greater Kansas City	13-665	106-7445	Fantastic fun Fridays	7,150.00
Mad Science of Greater Kansas City	13-665	106-7445	Fantastic fun Fridays	7,150.00
Mad Science of Greater Kansas City	13-665	106-7445	Fantastic fun Fridays	7,150.00
Mad Science of Greater Kansas City	13-665	106-7445	Fantastic fun Fridays	7,150.00
Total Mad Science of Greater Kansas City				50,050.00
MailFinance	N3977476		14-JUN-13 to 13--SEP-13	900.15
Total MailFinance				900.15
Marco Products, Inc.	156555	404-7218	DVD's	197.78
Total Marco Products, Inc.				197.78
Martin Yale Industries	681109	205-7752	Paper Folders	1,070.49
Total Martin Yale Industries				1,070.49
Martin, Deanna	5/16/13		Reimb club awards	265.36
Total Martin, Deanna				265.36
MASA	3717	700-6585	COA Conf Reg - RNeal	200.00
Total MASA				200.00
Master Teacher	116710759	403-7530	Awards	291.30
Total Master Teacher				291.30
Mathes, Rosemary	May 13, 2013	107-7042	Graduation Cake	60.00
Total Mathes, Rosemary				60.00
Matthes, Lori J	5/24/13		Mileage	42.30
Total Matthes, Lori J				42.30
Mayer-Johnson LLC	23383-MJI-864 18	410-7007	Boardmaker plus	75.00
Mayer-Johnson LLC	23383-MJI-86021	410-5791	Velcro dots	1,156.87
Total Mayer-Johnson LLC				1,231.87

MCCTA Office	July 24, 2013	110-6914	Conference reg & meal	25.00
MCCTA Office	2013-14 Membership	110-7116	MO ACTE - KHueste	255.00
MCCTA Office	2013-14 Membership	110-5285	MO ACTE - GWhite	310.00
Total MCCTA Office				590.00
McDaniel's Small Engine Inc.	069717		Spool for weed eater	13.90
Total McDaniel's Small Engine Inc.				13.90
McDonald's - Camdenton	May 29 2013	107-7741	Gift cards	100.00
McDonald's - Camdenton	May 31, 2013	106-7569	Summer Laker Pack - Gift Cards	450.00
Total McDonald's - Camdenton				550.00
McGraw Hill Companies	73894876001	110-7493	GED Science test book	74.45
McGraw Hill Companies	73841083001	107-7475	Practicing Cap & Punc	34.60
McGraw Hill Companies	73829479001	810-7238	Terra Nova3	230.15
Total McGraw Hill Companies				339.20
McKee, Andy	5/7/13	873-7512	Official - Soccer	121.00
Total McKee, Andy				121.00
McMaster Carr	52301104	106-7624	PASS	635.34
Total McMaster Carr				635.34
Meadors Vision Consulting, LLC	27	410-7784	Services for May	1,931.25
Meadors Vision Consulting, LLC	27	410-7784	Services for May	1,931.25
Total Meadors Vision Consulting, LLC				3,862.50
Menards	19837	110-6998	Tools	1,000.00
Total Menards				1,000.00
MFA Propane	D0000680224		MS Tank #1	285.10
MFA Propane	D0000680232		HS Tank #11	190.00
MFA Propane	299488732		Grill tanks	43.50
Total MFA Propane				518.60
MHC Kenworth	T25560703722		Bus parts	14.33
MHC Kenworth	T25560703662		Filter lube	16.83
MHC Kenworth	T25560703661		Antifreeze - fleetcoo	156.00
MHC Kenworth	T25560704185		Drive fan	336.15
MHC Kenworth	T25560705943		Filter Hydraulic p/s, filter	110.28
MHC Kenworth	T25560704473		Filters, Oil	150.16
MHC Kenworth	M25560171764		Return - Hydraulic filter	(3.12)
Total MHC Kenworth				780.63
Mickes, Goldman, O'Toole, LLC	15999		General - Services Rendered	373.00
Mickes, Goldman, O'Toole, LLC	16000		General - Prof services	425.00
Total Mickes, Goldman, O'Toole, LLC				798.00
Miller, Jean E	4/30/13		Mileage reimb	10.81
Miller, Jean E	5/16/13		Mileage reimb	9.40
Miller, Jean E	5/7/13		Mileage reimb - Conference	76.61
Total Miller, Jean E				96.82
Mills, Amy J	5/15/13		Mileage	182.36
Total Mills, Amy J				182.36
Missouri Bell Telecom	127702		Volunteer services	394.00
Missouri Bell Telecom	127778		Maint/MS network	190.50
Missouri Bell Telecom	127746		Maintenance repair	85.00
Missouri Bell Telecom	127760		Lightening damage	195.00
Missouri Bell Telecom	127785		Capstone repair	85.00
Missouri Bell Telecom	127705		Capstone	284.00
Missouri Bell Telecom	127726	805-3889	Wireless	152.75
Missouri Bell Telecom	127742	805-3889	wireless	112.75
Missouri Bell Telecom	127743	805-3889	Wireless	112.75
Missouri Bell Telecom	127744	805-3889	Wireless	152.75
Missouri Bell Telecom	127738		LCTC New Ag building	437.50
Missouri Bell Telecom	127698	805-3889	Wireless	112.75
Missouri Bell Telecom	127699	805-3889	Wireless	112.75
Missouri Bell Telecom	127723	805-3889	Wireless	152.75
Missouri Bell Telecom	127745	805-3889	Wireless	152.75
Missouri Bell Telecom	127724	805-3889	Wireless	112.75
Missouri Bell Telecom	127725	805-3889	Wireless	112.75
Missouri Bell Telecom	127779		HS repairs (Lightening)	4,859.00
Missouri Bell Telecom	127739		Tech spare amp	789.00
Missouri Bell Telecom	127802	805-7777	Door phone	800.00
Missouri Bell Telecom	127803	805-7777	Door phone	800.00
Missouri Bell Telecom	127804	805-7777	Door phone	800.00
Missouri Bell Telecom	127805	805-7777	Door phone	800.00
Total Missouri Bell Telecom				11,806.50
Missouri Cotton Exchange	76951 Camdenton HS	873-7579	District Track t-shirts	1,377.00

Total Missouri Cotton Exchange				1,377.00
Missouri FBLA	Camdenton HS	105-7595	FBLA conference 7/29-30/13	100.00
Total Missouri FBLA				100.00
Missouri Trap Shooters Assoc	1098	105-7242	Practice targets & ammo	1,498.50
Total Missouri Trap Shooters Assoc				1,498.50
MO FFA Association	Camdenton HS	110-7591	2013 LEAD conference	70.00
Total MO FFA Association				70.00
Morgan Music Service Inc.	79119	205-7710	Labor King French Horn	30.00
Morgan Music Service Inc.	79544	205-3827	Labor Yamaha trumpet	18.50
Total Morgan Music Service Inc.				48.50
MOSAC	May 31, 2013	106-7801	Conference registration	770.00
Total MOSAC				770.00
Mott Auto Inc.	34383	110-6525	Parts for trailblazer	25.00
Mott Auto Inc.	34539	110-6528	Return - Incorrect part	(25.00)
Total Mott Auto Inc.				0.00
Moulder, Matthew W	5/14/13		Baseballs for JC tournament	60.00
Total Moulder, Matthew W				60.00
MSC Industrial Supply Co.	24000313	110-7747	Vise repair kit	19.95
Total MSC Industrial Supply Co.				19.95
MSHSA	13-002117	105-6708	Choir awards	71.00
MSHSA	13-002117	105-6778	Band awards	414.00
MSHSA	13-CM0106	105-5695	Credit	(150.00)
MSHSA	13-CM0106	105-5697	Credit	(300.00)
MSHSA	2013 Track & Field	873-7597	2013 District T&F financial report	1,241.00
Total MSHSA				2,276.00
MTC	50827	805-7433	Color Laser Duplex	1,511.00
MTC	50827	805-7433	Color Laser Duplex	1,511.00
MTC	50827	805-7433	Color Laser Duplex	1,511.00
MTC	50871	805-7548	HP color, laser, duplex printer	1,511.00
MTC	50827	805-7433	Color Laser Duplex	1,511.00
MTC	50827	805-7433	Color Laser Duplex	1,511.00
MTC	50827	805-7433	Color Laser Duplex	1,511.00
MTC	50827	805-7433	Color Laser Duplex	1,511.00
MTC	50827	805-7433	Color Laser Duplex	1,511.00
MTC	50827	805-7433	Color Laser Duplex	1,511.00

Total MTC				13,599.00
Music In Motion	00442405	404-6733	Pencils	78.00
Total Music In Motion				78.00
Music Products Inc.	2046810	408-6052	Rockin' Rhythm	26.94
Total Music Products Inc.				26.94
NAESP	191212	404-7321	Citizenship pins	89.00
NAESP	188438	403-7093	Achievement pins	914.00
Total NAESP				1,003.00
Nasco	352664	404-7115	6th Gr. science supplies	295.46
Nasco	342043	404-7030	Science lab	173.72
Nasco	296301	106-6117	Student microscopes	714.43
Nasco	349464	106-6687	Forensics kit	555.64
Nasco	363567	106-6687	Mobile lab	1,179.59
Nasco	349464	106-6687	Forensics kit	555.64
Nasco	363567	106-6687	Mobile lab	1,179.59
Nasco	351950	110-7214	Oxygen test kit	54.36
Total Nasco				4,708.43
NAASP	2013-2014	105-7521	Renewal Invoice for 2013-2014	115.00
Total NAASP				115.00
National Geographic Explorer	Acct# NSP/NGK/208	106-6360	P10913 Pioneer Edition	71.77
National Geographic Explorer	Acct# NSP/NGK/208	106-6360	YE0913 Young Explorer	47.85
Total National Geographic Explorer				119.62
National Inst. of Metalworking	201305007	110-6842	Credentialing fees	75.00
Total National Inst. of Metalworking				75.00
National Pen Company	106852388	105-6634	Flashlight keychains	134.90
Total National Pen Company				134.90
NCA Summer Camps	534551	105-7380	Balance for camp	1,380.00
Total NCA Summer Camps				1,380.00
NCCER-Assessment Program manager	2074403-IN	110-6381	Carpentry/Cabinet making	269.00
Total NCCER-Assessment Program manager				269.00
NCS-Springfield	5928519	110-7476	Transaction #6532759	1,930.66
Total NCS-Springfield				1,930.66
Newton, Jackie	July 12, 2013	106-7409	Clown Show	100.00
Newton, Jackie	July 19, 2013	106-7407	The ART of Writing	100.00

Newton, Jackie	July 26, 2013	106-7408	Karaoke for Kids PartyI	100.00
Total Newton, Jackie				900.00
Nicklas, Robert T	5/2/13		Meal reimb	21.26
Nicklas, Robert T	5/7/13		Golf sectional - Hotel/Meals	209.20
Total Nicklas, Robert T				230.46
Noel, Rodney	5/2/13	873-7243	Official/Mileage - Baseball	156.00
Total Noel, Rodney				156.00
Northern Tool & Equipment	28227139	106-6173	Credit	(4.39)
Northern Tool & Equipment	28356418	106-7337	Storage Compartments, Anti Fatigue Mat	457.58
Northern Tool & Equipment	28356418	106-7337	Storage Compartments, Anti Fatigue Mat	457.58
Northern Tool & Equipment	28412484	106-7588	Mobile Cabinets	1,624.62
Northern Tool & Equipment	28290725	106-6690	Cabinets	2,725.52
Northern Tool & Equipment	28079763	106-6173	Credit	(2.74)
Northern Tool & Equipment	28220936	106-6173	Credit	(0.55)
Total Northern Tool & Equipment				5,257.62
O'Quinn, Barbara	7/31/12		Mileage	77.08
Total O'Quinn, Barbara				77.08
O'Reilly Auto Parts	4044-208110	110-7155	CV Shaft	114.08
O'Reilly Auto Parts	4044-203441	110-6299	Return	(105.31)
O'Reilly Auto Parts	4044-210744	110-7151	Mask paper	5.57
O'Reilly Auto Parts	4044-210743	110-7151	Madk paper	5.57
O'Reilly Auto Parts	4044-210672	110-7151	Multi hose	5.52
O'Reilly Auto Parts	4044-210630	110-7151	Fuel hose	51.18
O'Reilly Auto Parts	4044-211806	110-7151	Foam pad	27.36
O'Reilly Auto Parts	4044-210682	110-7151	Fuel hose	3.42
O'Reilly Auto Parts	4044-209519	110-7151	Activator	104.60
O'Reilly Auto Parts	4044-199670	110-6303	Sanding disc	35.74
O'Reilly Auto Parts	4044-210613	110-7151	Bolts, system kit	100.96
O'Reilly Auto Parts	4044-206214	110-7151	Enamel paint, polish	36.98
O'Reilly Auto Parts	4044-206742	110-7151	Masking tape	2.40
O'Reilly Auto Parts	4044-206695	110-7151	Leak seal, leak detect	67.45
O'Reilly Auto Parts	4044-208892	110-7151	Adhesive	7.39
O'Reilly Auto Parts	4044-209629	110-7151	Ignition sw, lock cyl	27.44
O'Reilly Auto Parts	4044-210433	110-7151	Return	(6.51)
O'Reilly Auto Parts	4044-212060	110-7151	Ext spring	7.38
O'Reilly Auto Parts	4044-211973	110-7151	Radiator	131.74
O'Reilly Auto Parts	4044-210988	110-7151	Activator	53.48
O'Reilly Auto Parts	4044-210411	110-7151	Thinner	47.78
O'Reilly Auto Parts	4044-211921	110-7151	Hydrl oil	12.49
O'Reilly Auto Parts	4044-208735	110-7154	Micro-V Belt	25.07
O'Reilly Auto Parts	4044-205413	110-6300	Wrench	10.99
O'Reilly Auto Parts	4044-212523	110-7154	Roll pin	0.05
O'Reilly Auto Parts	4044-212412	110-7154	Roll pins	0.30
O'Reilly Auto Parts	4044-211011	110-7154	Blades	11.99
O'Reilly Auto Parts	4044-207751	110-7154	Return	(13.49)
O'Reilly Auto Parts	4044-208145	110-7154	Whl cyl, brake shoe, spark plug	67.77
O'Reilly Auto Parts	4044-210363	110-7154	Brake Cln	32.28
O'Reilly Auto Parts	4044-210799	110-7154	Return	(7.99)
O'Reilly Auto Parts	4044-208858	110-7154	Car/turned	20.00
O'Reilly Auto Parts	4044-208671	110-7154	Headlamp adj.	3.99
O'Reilly Auto Parts	4044-208753	110-7154	Bolts, pressure reg	47.23
O'Reilly Auto Parts	4044-208725	110-7154	Mini bulb	4.99
O'Reilly Auto Parts	4044-207742	110-7154	License kit	2.49
O'Reilly Auto Parts	4044-207408	110-7154	Locking cap & Puller	26.60
O'Reilly Auto Parts	4044-208450	110-7154	Megacrimp, hyd hose	25.71
O'Reilly Auto Parts	4044-210792	110-7154	Adapter	7.99
O'Reilly Auto Parts	4044-210642	110-7154	Adapter	7.99
O'Reilly Auto Parts	4044-206361	110-7154	Metallic pad	29.00
O'Reilly Auto Parts	4044-206398	110-7154	Parts	19.37
O'Reilly Auto Parts	4044-206414	110-7154	Brake fluid	20.07
O'Reilly Auto Parts	4044-206430	110-7154	Return	(1.89)
O'Reilly Auto Parts	4044-208415	110-7154	Hinge pin kit	9.99
O'Reilly Auto Parts	4044-208466	110-7154	Ign wire set	27.42
O'Reilly Auto Parts	4044-210366	110-7154	Carb cln	27.48
O'Reilly Auto Parts	4044-206378	110-7154	Brake rotor	75.87
O'Reilly Auto Parts	4044-206420	110-7154	Parts	2.36
O'Reilly Auto Parts	4044-210380	110-7154	Return	(89.69)
O'Reilly Auto Parts	4044-208163	110-7154	Spindle nut	6.99

O'Reilly Auto Parts	4044-210622	110-7154	Oil filter & Oil	48.11
O'Reilly Auto Parts	4044-206375	110-7154	Wheel stud	1.94
O'Reilly Auto Parts	4044-208166	110-7154	Gear oil	12.49
O'Reilly Auto Parts	4044-211848	110-7154	Valve stems	0.82
O'Reilly Auto Parts	4044-210365	110-7154	Return	(32.28)
O'Reilly Auto Parts	4044-212199	110-7147	Spark plug	3.98
O'Reilly Auto Parts	4044-207443	110-7147	Comp tester	29.99
O'Reilly Auto Parts	4044-207554	110-7147	Impeller, W/pump kit	88.50
O'Reilly Auto Parts	4044-208566	110-7147	Ceramic pad	35.99
O'Reilly Auto Parts	4044-208783	110-7147	Battery	48.49
O'Reilly Auto Parts	4044-210055	110-7147	Pump	294.93
O'Reilly Auto Parts	4044-210772	110-7147	Air filter	7.49
O'Reilly Auto Parts	4044-211016	110-7147	supplies	7.58
O'Reilly Auto Parts	4044-208549	110-7147	Electrical tape	9.99
O'Reilly Auto Parts	4044-209561	110-7147	Sealant	3.49
O'Reilly Auto Parts	4044-209932	110-7147	JBStik	6.69
O'Reilly Auto Parts	4044-206015	110-7147	Fuel filter	7.77
O'Reilly Auto Parts	4044-206060	110-7147	Primer bulb	22.38
O'Reilly Auto Parts	4044-206813	110-7147	Mini bulb	5.99
O'Reilly Auto Parts	4044-206698		Tie rod end	48.19
O'Reilly Auto Parts	4044-211173		Coil wire	38.52
O'Reilly Auto Parts	4044-211179		Oil filter, wiper blades, belt	160.82
O'Reilly Auto Parts	4044-212800		Belt	13.55
O'Reilly Auto Parts	4044-176343		Supplies	23.48
O'Reilly Auto Parts	4044-212192		Filter	14.28
O'Reilly Auto Parts	4044-210029		Motor oil	17.99
O'Reilly Auto Parts	4044-206849		Spark Plug	7.98
O'Reilly Auto Parts	4044-208425		Fuse Holder	8.48
O'Reilly Auto Parts	4044-206410		Pwr rtd belt	9.35
O'Reilly Auto Parts	4044-206734		Maintenance supplies	13.08
O'Reilly Auto Parts	4044-215944		pump	45.01
O'Reilly Auto Parts	4044-215902		Thermostat,, gasket, pump	95.60
O'Reilly Auto Parts	4044-205782		Starter, whl cyl	90.82
O'Reilly Auto Parts	4044-205734		Vac Connect	7.99

O'Reilly Auto Parts	4044-205724		Return	(49.00)
O'Reilly Auto Parts	4044-205832		Return	(35.00)
O'Reilly Auto Parts	4044-206339		Drag link	80.82
O'Reilly Auto Parts	4044-206510		Tie rod end	51.28
O'Reilly Auto Parts	4044-207508		Seals, u-joint	30.70
O'Reilly Auto Parts	4044-206866		Idler arm, tie rod end, pitman arm	285.30
O'Reilly Auto Parts	4044-205376		Hydro boost	217.14
O'Reilly Auto Parts	4044-205845		Ctrl arm bsh	51.66
O'Reilly Auto Parts	4044-206338		Tie rod end, ball joint, idler arm	286.12
O'Reilly Auto Parts	4044-205823		Starter	163.24
O'Reilly Auto Parts	4044-206869		Idler arm	59.86
O'Reilly Auto Parts	4044-208187		Supplies	51.99
O'Reilly Auto Parts	4044-207939		Dist cap, motor, spark plug	115.93
O'Reilly Auto Parts	4044-208159		Gasket	6.95
O'Reilly Auto Parts	4044-208084		Coolant hose	4.19
O'Reilly Auto Parts	4044-207390		Pinion seal, gear oil	60.41
O'Reilly Auto Parts	4044-209655		Return	(17.97)
O'Reilly Auto Parts	4044-209833		Ball Brg	31.99
O'Reilly Auto Parts	4044-209637		Parts	28.10
O'Reilly Auto Parts	4044-210647		Oil filter	3.42
O'Reilly Auto Parts	4044-208775		Anti freeze	67.96
O'Reilly Auto Parts	4044-207466		Return	(326.00)
O'Reilly Auto Parts	4044-210845		T/Gate hndle	34.99
O'Reilly Auto Parts	4044-210840		Dor rod clip	3.99
O'Reilly Auto Parts	4044-209851		Agri brg	26.40
O'Reilly Auto Parts	4044-209872		Return	(113.09)
O'Reilly Auto Parts	4044-214737		Bus filters	42.88
O'Reilly Auto Parts	4044-214440		Bus filters	39.41
O'Reilly Auto Parts	4044-207399		Pickle fork	53.99
O'Reilly Auto Parts	4044-208424		Shop items	3.99
O'Reilly Auto Parts	4044-207722		Absorbent	11.58
O'Reilly Auto Parts	4044-205687		Shop supplies	27.52
O'Reilly Auto Parts	4044-210995	110-7154	Razor blades	5.00
O'Reilly Auto Parts	4044-211038	110-7154	Return -	(5.00)

O'Reilly Auto Parts	4044-209529	110-7154	Wheel nut	1.94
O'Reilly Auto Parts	4044-210663	110-7154	Valve & Torque tool	3.27
O'Reilly Auto Parts	4044-206369	110-7154	Wheel nut	2.43
O'Reilly Auto Parts	4044-201990	110-6300	Pwr stg pump	194.54
O'Reilly Auto Parts	4044-204293	110-6300	Ball joint	150.62
O'Reilly Auto Parts	4044-199499	110-6300	Ctrl arm kit	60.44
O'Reilly Auto Parts	4044-182455	110-4514	Return	(7.49)
O'Reilly Auto Parts	4044-182446	110-4514	Silicon	7.49
O'Reilly Auto Parts	4044-209672	110-7154	Battery	90.19
O'Reilly Auto Parts	4044-209540	110-7154	Return	(75.00)
O'Reilly Auto Parts	4044-212723		Belt	15.76
O'Reilly Auto Parts	4044-214352		Shop supplies	16.47
O'Reilly Auto Parts	4044-212559		Blk numbers	13.60
O'Reilly Auto Parts	4044-214351		Torch kit	52.99
O'Reilly Auto Parts	4044-214285		Purchase & return	0.69
O'Reilly Auto Parts	4044-214251		Belt	24.30
Total O'Reilly Auto Parts				4,190.11
Occupational Therapy Solutions LLC	4/30/2013	410-7404	April for student services	600.00
Total Occupational Therapy Solutions LLC				600.00
Oelschlager, Kathleen E	5/16/13		Toll reimbursement	44.00
Oelschlager, Kathleen E	4/22/13		MAP incentive reimb	53.44
Oelschlager, Kathleen E	5/20/13		Toll reimbursement April	78.00
Total Oelschlager, Kathleen E				175.44
Old Kinderhook	52113heg	403-7804	Hawthorn staff celebration	1,476.00
Total Old Kinderhook				1,476.00
Orscheln Farm & Home	TRX 4705		Trimmer head speed	61.98
Orscheln Farm & Home	TRX 9351		Trimmer head echomatic	24.99
Orscheln Farm & Home	TRX 2043		Trimmer straight shaft echo	285.00
Orscheln Farm & Home	TRX 7310	110-7760	Shop vac	135.99
Orscheln Farm & Home	TRX 4812	110-7544	Pine shavings, chicken starter, etc	193.81
Orscheln Farm & Home	TRX 4958	110-7544	Supplies	21.90
Orscheln Farm & Home	TRX 0019	110-6410	Flowers, batteries	98.69
Orscheln Farm & Home	TRX 9406	110-7544	Fork Dura plastic red	30.93
Orscheln Farm & Home	TRX 4135		Supplies	56.63

Total Orscheln Farm & Home				909.92
Osage River Popcorn Co.	0080983	404-7312	Popcorn bags	160.00
Total Osage River Popcorn Co.				160.00
Osborn, Karen	4/30/13		Mileage - shuttle students	19.74
Total Osborn, Karen				19.74
Otto, Mary	4/25/13		Magazines for Class	39.75
Total Otto, Mary				39.75
OverDrive, Inc.	134004073-032113	105-7448	EBooks	1,163.54
Total OverDrive, Inc.				1,163.54
Ozark Breads, Inc	1050	404-7308	Bagels	83.94
Ozark Breads, Inc	1052	403-7349	Bagels	41.97
Total Ozark Breads, Inc				125.91
Ozark Flag Distributors, LLC	4779	105-7313	Flags	237.25
Total Ozark Flag Distributors, LLC				237.25
Ozark Trophy & Engraving	645421	408-7437	Gold medals	137.50
Ozark Trophy & Engraving	645438	700-7711	Retirement & name plate	26.00
Ozark Trophy & Engraving	645437	700-7711	Plaque	45.00
Ozark Trophy & Engraving	645436	700-7711	Plaque	60.00
Ozark Trophy & Engraving	645424	700-7444	Plaque	7.00
Ozark Trophy & Engraving	645429	700-7582	Plaques	120.00
Ozark Trophy & Engraving	645433	402-7590	Perfect attendance trophy's	48.00
Ozark Trophy & Engraving	645435	402-7634	Citizenship medals	60.00
Ozark Trophy & Engraving	645434	850-7615	Parking sign & name plate	40.00
Ozark Trophy & Engraving	645431	700-7582	Engraving	10.00
Ozark Trophy & Engraving	645423	873-7316	Plaques, medallions w/ribbons	243.50
Ozark Trophy & Engraving	645426	873-7532	Plaques	230.00
Ozark Trophy & Engraving	645427	873-7534	Lady Laker track awards	255.00
Ozark Trophy & Engraving	645428	873-7527	Year end boys golf plaques	303.00
Ozark Trophy & Engraving	645432	873-7557	Baseball medals	78.00
Total Ozark Trophy & Engraving				1,663.00
Ozarkland	50113	105-6742	Pins	470.82
Total Ozarkland				470.82
Ozarks Coca-Cola - 2014142	501124	110-7051	Beverages	177.00
Ozarks Coca-Cola - 2014142	501826	110-7051	Return	(36.00)

Total Ozarks Coca-Cola - 2014142				141.00
Ozarks Coca-Cola - 2015186	505790	205-7808	Beverages	108.00
Total Ozarks Coca-Cola - 2015186				108.00
Ozarks Coca-Cola - 2024696	481152	700-7715	High School title 1	97.00
Ozarks Coca-Cola - 2024696	499264	404-7568	Beverages	453.00
Total Ozarks Coca-Cola - 2024696				550.00
Ozarks Coca-Cola - 2048564	1005011		Beverages	53.67
Ozarks Coca-Cola - 2048564	1005008		Beverages	24.75
Ozarks Coca-Cola - 2048564	1005003		Beverages	24.75
Total Ozarks Coca-Cola - 2048564				103.17
Ozarks Coca-Cola - 7004968	501764	403-7212	Beverages	225.97
Ozarks Coca-Cola - 7004968	506678	403-7792	Water	39.54
Total Ozarks Coca-Cola - 7004968				265.51
P.A.T. National Center Inc.	531954	410-6542	Table drape, play mats	128.26
Total P.A.T. National Center Inc.				128.26
Pace, Angela	5/23/13		Mileage	126.90
Total Pace, Angela				126.90
Page & Brown Convention Services	00024622	105-7570	Set up	512.50
Total Page & Brown Convention Services				512.50
Page, Christina L	5/22/13		Mileage	47.94
Page, Christina L	5/7/13		Reimb books from Amazon	19.96
Total Page, Christina L				67.90
Papa John's Pizza	5/9/13	105-7237	Pizza	184.75
Papa John's Pizza	4/25/13	106-6574	Pizza	67.25
Papa John's Pizza	5/1/13	873-7153	Pizza	142.25
Papa John's Pizza	4/11/13	205-6555	Pizza	353.25
Papa John's Pizza	5/6/13	108-6901	Pizza	78.97
Papa John's Pizza	5/7/13	106-7334	Pizza	48.69
Papa John's Pizza	5/8/13	105-7241	Pizza	70.25
Papa John's Pizza	5/17/13	105-7552	Pizza	22.25
Total Papa John's Pizza				967.66
Parker, Debbie	5/15/13		Mileage	125.96
Total Parker, Debbie				125.96
Pearson Clinical Assessment	4009646	700-7572	Response booklets	639.45

Total Pearson Clinical Assessment				639.45
PenceOhio Company	20-10201	110-7384	Portfolios	1,146.65
Total PenceOhio Company				1,146.65
Pencil Wholesale Co.	24000	402-7501	Pencils, paper	143.80
Total Pencil Wholesale Co.				143.80
Perma-Bound	1526379-01	105-6029	Books	327.58
Perma-Bound	1531948-00	205-6594	Books	802.15
Total Perma-Bound				1,129.73
Phillips, McElyea, Carpenter &	38		General - Prof services	415.00
Total Phillips, McElyea, Carpenter				415.00
Pitsco Education/Hearlily & Comp	542177-1	106-7601	PASS	2,563.52
Total Pitsco Education/Hearlily & Comp				2,563.52
Pizza Hut - Camdenton	3359	105-5391	Pizza	120.00
Total Pizza Hut - Camdenton				120.00
Platt, Robert A	5/7/13		Mileage - transport students	14.10
Platt, Robert A	5/7/13		Mileage	8.93
Total Platt, Robert A				23.03
Pleasant Hope R-6 School District	May 2, 2013	410-7406	Educational services for student	7,998.28
Total Pleasant Hope R-6 School District				7,998.28
Pop-A-Wheelies Pizzeria	33	873-7495	Pizza	80.00
Pop-A-Wheelies Pizzeria	46	873-6945	Pizza	128.00
Pop-A-Wheelies Pizzeria	34	404-7194	Pizza	96.00
Total Pop-A-Wheelies Pizzeria				304.00
Porters of Laurie	1727652		Drill bits	14.18
Total Porters of Laurie				14.18
Positive Promotions	04717926	106-6665	PASS	1,690.65
Positive Promotions	04736337	106-6859	PASS	1,990.75
Total Positive Promotions				3,681.40
Postmaster	PO Box 1409		Annual PO box fee	80.00
Total Postmaster				80.00
Potts, Doug	5/1/13	873-7497	Starter track	198.00
Total Potts, Doug				198.00
Powerwerx	4227223	000-7158	PASS	185.99
Total Powerwerx				185.99

Prairie Fire Coffee Roasters	525638	403-2006	Coffee	119.70
Prairie Fire Coffee Roasters	525636		Coffee	131.70
Prairie Fire Coffee Roasters	525635		Coffee	296.14
Prairie Fire Coffee Roasters	525634	105-1211	Coffee	156.86
Prairie Fire Coffee Roasters	529823	105-1211	Coffee	156.86
Prairie Fire Coffee Roasters	529824		Coffee	227.60
Prairie Fire Coffee Roasters	525637		Coffee	146.80
Total Prairie Fire Coffee Roasters				1,235.66
President's Challenge	65020CAMDEN9217	408-6996	Fitness Awards	65.75
President's Challenge	65020CAMDEN5651	402-7165	Fitness Awards	26.70
President's Challenge	650209217ZZZZZ	403-7204	Fitness Certificates	23.45
Total President's Challenge				115.90
Project Graduation	Track	105-7577	Concessions - Track	81.00
Project Graduation	Baseball	105-7580	Concessions - Baseball	118.00
Project Graduation	Track	873-7578	District track shirts	250.00
Total Project Graduation				449.00
Prufrock Press Inc.	43248	810-7713	Scoring pads, booklets	556.60
Total Prufrock Press Inc.				556.60
Pureland Supply	352840	805-7491	Projector lamp	216.75
Total Pureland Supply				216.75
Reeves, Christopher D	5/20/13		Meal/Fuel - Reimb	719.02
Total Reeves, Christopher D				719.02
Revolving	Knopf, Annette	403-7421	10178 - Refund library book	28.88
Revolving	Hooker, Jennifer		10151 - Lunch refund	18.90
Revolving	Kincaid, Maddine		10156 - Refund senior lunch	5.50
Revolving	Hutchinson, Cyndi		10157 - Refund senior lunch	6.55
Revolving	Woodland, Kathy		10158 - Senior lunch refund	6.90
Revolving	Sims, Carla		10159 - Senior lunch refund	7.45
Revolving	Parker, Lucy		10160 - Senior lunch refund	7.70
Revolving	Byrne, Jeannie		10173 - Senior lunch refund	55.20
Revolving	Ford, Deedee		10174 - Senior lunch refund	7.10
Revolving	Voss, Patsy		10167 - Senior lunch refund	14.50
Revolving	McWhirter-Kirkman, H		10168 - Senior lunch refund	15.15
Revolving	Lai, Melissa		10169 - Senior lunch refund	20.45
Revolving	Thompson, Pamela		10170 - Senior lunch refund	21.75
Revolving	Lashley, Ann		10171 - Senior lunch refund	23.60
Revolving	Perkins, Elizabeth		10172 - Senior lunch refund	24.75
Revolving	Smith, Kim		10161 - Senior lunch refund	8.30
Revolving	Loomis, Christina		10162 - Senior lunch refund	8.95
Revolving	Gilbert, Pam		10163 - Senior lunch refund	9.40
Revolving	Goodwin, Stacey		10164 - Senior lunch refund	10.20
Revolving	Theis, Terry		10165 - Senior lunch refund	12.55
Revolving	Vale, Rochelle		10166 - Senior lunch refund	13.95
Revolving	State of MO - HaHa	106-7555	10175 - Shelter reservation	45.00
Revolving	GED Office	107-7716	10182 - Testing Application	20.00
Revolving	GED Office	107-7469	10155 - Testing Application	20.00
Revolving	GED Office	107-7078	10150 - Testing Application	20.00
Revolving	GED Office	107-7346	10154 - Testing Application	20.00
Revolving	Bernsen, Karen		10152 - Refund Community Ed	45.00
Revolving	UPS		10153 - Inv6X3421183	166.32
Revolving	UPS		10177 - Inv6X3421203	42.21
Revolving	Allen, Kellie		10180 - Refund library book	7.76
Revolving	Campbell, Scott		10179 - Refund library book	14.46
Revolving	State Fair Comm	110-7613	10183 - Compass retake	10.00
Revolving	MO State Hwy Patrol	110-7456	10181 - Records check	30.00
Revolving	Subway	205-5329	10176 - Sandwiches	50.00
Total Revolving				816.48
Roberts, Carolyn	5/13/13		Mileage reimbursement	143.82
Roberts, Carolyn	5/17/13		Mileage reimb	31.96
Total Roberts, Carolyn				175.78
Robie, Marty	5/1/13		Food exp for library week	34.04
Total Robie, Marty				34.04
Rolf, Sarah	5/7/13		Writers club prizes	90.00
Total Rolf, Sarah				90.00
S&S Activewear	706748	110-7293	TShirts	144.33
Total S&S Activewear				144.33
S&S Worldwide	7708272	106-7538	Pedometers	1,094.73
Total S&S Worldwide				1,094.73

Sanmar	44153940	110-7450	TShirts	1,586.18
Sanmar	44153986	110-7450	T Shirts	66.00
Sanmar	44080606	110-7450	T Shirts	2.20
Total Sanmar				1,654.38
Schaefer, Paul	5/8/13		Meal reimb	18.66
Total Schaefer, Paul				18.66
Schelp, Brian	May 2013		Mileage reimb - MS Track	61.10
Total Schelp, Brian				61.10
Schillers	4115256-01	805-7252	Interactive projector	5,940.00
Schillers	4115256-01	805-7252	Interactive projector	5,940.00
Schillers	4115258-01	805-7216	Master controller	184.90
Schillers	4115256-01	805-7252	Interactive projector	5,940.00
Total Schillers				18,004.90
School Media Associates	086206	205-6598	DVD's	432.49
Total School Media Associates				432.49
School Specialty	208110254696	402-6829	10x13 Envelopes	92.07
School Specialty	208110261971	402-7199	Certificates of Achievement	19.32
School Specialty	308101591231	402-6741	Certificates	239.58
School Specialty	208110335272	106-7454	Dollhouse figures pets	40.08
School Specialty	308101584989	000-6876	PASS	856.98
School Specialty	208110224670	403-6946	Asst rubber bands	39.77
School Specialty	308101580895	403-6624	Instr supplies	1,086.75
School Specialty	308101587919	403-7209	Paper, DVD cases	85.59
School Specialty	208110279689	403-7207	Card stock	24.45
Total School Specialty				2,044.59
Schwantes, Allen K	5/7/13		Meal reimb.	21.50
Total Schwantes, Allen K				21.50
Screen Flex	95950	106-7335	Partition	1,145.00
Screen Flex	95950	106-7335	Partition	1,145.00
Screen Flex	95950	106-7335	Partition	1,145.00
Total Screen Flex				3,435.00
Select Drink and Foods, Inc.	759840	403-7549	Sno Cone supplies	127.16
Total Select Drink and Foods, Inc.				127.16
Sellers, Angela B	4/29/13		Mileage reim	84.60

Total Sellers, Angela B				84.60
Seyer, Ken	5/4/13	873-7323	Official - Girls Soccer	60.00
Total Seyer, Ken				60.00
Shewmaker Auto Parts	392570		Supplies	182.20
Shewmaker Auto Parts	392603		Supplies	8.91
Shewmaker Auto Parts	393532		Bus parts	282.69
Total Shewmaker Auto Parts				473.80
Shockley, Tara F	5/3/13		Fingerprint reimbursement	44.80
Total Shockley, Tara F				44.80
Shore, Jeffrey	5/3/13		Mileage - Coaching clinic	54.52
Total Shore, Jeffrey				54.52
Silver Dollar City	69660	107-5392	Park admission w/meal	538.29
Total Silver Dollar City				538.29
Skelton Key & Lock	5/21/13	110-7661	Keys	14.00
Skelton Key & Lock	5/7/13		Key	15.00
Skelton Key & Lock	5/6/13		Keys	4.00
Skelton Key & Lock	5/20/13		Keys	11.00
Total Skelton Key & Lock				44.00
SkillsUSA	A8575	110-6161	Photography	20.00
Total SkillsUSA				20.00
Smith Paper & Janitor Supply	552607-1		Floor squeegee	42.38
Total Smith Paper & Janitor Supply				42.38
Solution Tree	DEP - 9/26/2013	700-7779	Deposit Workshop 9/26/2013	1,300.00
Total Solution Tree				1,300.00
Soum, Sherrl	5/9/13		Fingerprint reimbursement	44.80
Total Soum, Sherrl				44.80
Sports Nation	4/27/2013	107-6803	Teacher appreciation	352.00
Total Sports Nation				352.00
Springfield Cardinals	4/29/13	105-6853	7 tickets for 4/29/13	77.00
Total Springfield Cardinals				77.00
Springfield News Leader	NL2242845	105-1337	Through 6/30/13	21.06
Total Springfield News Leader				21.06
SSI Furnishings	23246	106-7462	A+ Stack Chairs	771.00
Total SSI Furnishings				771.00

Staples	30423	408-7301	Misc. supplies	283.04
Staples	2056009	205-6009	Social Studies class supplies	90.96
Staples	1428679002	107-6669	Picnic table	479.99
Staples	1428679012	107-6669	Return -	(479.99)
Staples	28346	408-6216	Misc. supplies	72.98
Staples	4460308001	110-7522	Chair	224.99
Staples	3616748001	110-6824	Cups, red pens, duct & scotch tape	87.46
Staples	4463987001	110-7518	Chair	224.99
Staples	26377	403-6714	Round corner paper	17.98
Staples	28347	406-6515	Misc. supplies	82.27
Total Staples				1,084.67
Staples Advantage	3199081439	700-7122	Office supplies	72.74
Staples Advantage	3199762746	805-7427	Office supplies	23.94
Total Staples Advantage				96.68
Starkey, Douglas E	5/1/13		Mileage - Supervise BB	263.20
Starkey, Douglas E	5/1/13		Supplies for FCA lock-in	188.26
Starkey, Douglas E	5/2/13		Supplies FCA meetings	214.42
Starkey, Douglas E	5/2/13		Supplies for FCA meetings	165.77
Total Starkey, Douglas E				831.65
State Fair Community College	A13-041	105-7734	Retakes	240.00
Total State Fair Community College				240.00
Stevens, Winn	5/11/13	873-7515	Security - Prom	125.00
Total Stevens, Winn				125.00
Stonecrest Book and Toys	5/6/13	404-6324	Misc. books	87.74
Stonecrest Book and Toys	4/19/13	404-6324	Misc. books	912.26
Stonecrest Book and Toys	4/17/13	408-7001	Misc. books	438.73
Stonecrest Book and Toys	4/15/13	408-6222	Misc books	348.48
Total Stonecrest Book and Toys				1,787.21
Student Aid Administrators, Inc.	2295	110-0933	Monthly services	270.00
Total Student Aid Administrators, Inc.				270.00
Subway - Wal-Mart Super Center (C)	5/7/13	105-7356	Nurse's day lunch	10.45
Subway - Wal-Mart Super Center (C)	5/3/13	403-7203	Title I Parent/School Lunch	48.10
Subway - Wal-Mart Super Center (C)	5/21/13	700-7646	Lunch for interview team	39.85
Subway - Wal-Mart Super Center (C)	5/8/13	410-7424	Sandwiches	20.75
Total Subway - Wal-Mart Super Center (C)				119.15
Sullivan, Charles	5/4/13	873-7326	Official/Mileage - Soccer	108.00
Total Sullivan, Charles				108.00
Sutton, Betty	139617	412-7614	Cake Pops	264.00
Total Sutton, Betty				264.00
Tan-Tar-A Resort	Folio# 884139	105-5311	Prom	2,850.00
Tan-Tar-A Resort	Folio# C21382	410-6695	Pizza	84.00
Tan-Tar-A Resort	Folio# C19609	106-5889	HDE Field trip	115.00
Tan-Tar-A Resort	Folio# C19609	106-5809	HDE Field trip	442.00
Total Tan-Tar-A Resorts				3,491.00
Therapy Assoc. of the Ozarks, Inc	702	410-7636	Speech therapy	241.36
Total Therapy Assoc. of the Ozarks, Inc.				241.36
Thomas, Candice	5/15/13		Mileage - training	298.92
Total Thomas, Candice				298.92
Thompson, Tabitha K	5/7/13		Mileage - school visits, meeting	219.96
Total Thompson, Tabitha K				219.96
Thompson, Theresa	5/9/13		Mileage reimb	95.88
Total Thompson, The				95.88
Thyssenkrupp Elevator	6000029978	800-6349	Replace starter	2,968.39
Total Thyssenkrupp Elevator				2,968.39
Tim Krueger	1212	700-7626	Board member shirts	149.79
Total Tim Krueger				149.79
TJB-INC	113706	800-7177	Turf	2,094.04
Total TJB-INC				2,094.04
Toledo PE Supply, Inc.	169551-00	106-7536	Disc golf & speed ropes	127.88
Toledo PE Supply, Inc.	169551-01	106-7536	Participant ribbons	137.50
Total Toledo PE Supply, Inc.				265.38
Tom's Slaughter House	9166	404-7332	Ground beef	49.80
Tom's Slaughter House	9149	110-6973	Pork loin - FFA Banquet	149.40
Total Tom's Slaughter House				199.20
Treasurer State of Missouri	May 15, 2013	110-7121	Teacher of the year clinic	40.00
Treasurer State of Missouri	6/17-6/19	000-7587	Registration - BLEUWERKE, BKenagy	100.00
Total Treasurer State of Missouri				140.00
Truesdell Enterprises, Inc.	328	800-5825	Furnish & install fence	960.00

Total Truesdel Enterprises, Inc.				960.00
Two Guys Music, LLC	38366	805-7653	Remote, wireless headset & mic	800.00
Total Two Guys Music, LLC				800.00
Tyler Technologies Inc.	045-87031	805-5607	User Conference	150.00
Tyler Technologies Inc.	045-87111	805-6286	User Conference	50.00
Tyler Technologies Inc.	045-86888	700-5983	Annual user conference	100.00
Tyler Technologies Inc.	045-86887	700-5797	Annual user conference	100.00
Total Tyler Technologies Inc.				400.00
UniFirst Corp - 353954	225 2771040		Uniforms	78.96
UniFirst Corp - 353954	225 2769728		Uniforms	78.96
Total UniFirst Corp - 353954				157.92
University of Minnesota	0180001609	105-6408	Scientific service	35.00
Total University of Minnesota				35.00
VanLant, Deb	5/6/13		Reimb - retirement gift, magnets	256.57
Total VanLant, Deb				256.57
Vex Robotics, Inc	11063898	106-7231	PASS	1,026.44
Total Vex Robotics, Inc				1,026.44
Wall, Anne	5/7/13		Mileage/Meal - soccer supervise	28.85
Total Wall, Anne				28.85
Wal-Mart - Admin.	TR# 09106	550-6662	Misc. health supplies	1,175.53
Wal-Mart - Admin.	TR# 00022	550-6662	Misc. health supplies	250.44
Wal-Mart - Admin.	TR# 09995	550-7110	Misc. supplies	280.00
Wal-Mart - Admin.	TR# 09106	550-6662	Misc. health supplies	1,175.53
Wal-Mart - Admin.	TR# 00022	550-6662	Misc. health supplies	250.44
Wal-Mart - Admin.	TR# 09995	550-7110	Misc. supplies	280.00
Wal-Mart - Admin.	TR# 09995	550-7110	Misc. supplies	280.00
Wal-Mart - Admin.	TR# 01589	550-7018	Misc. supplies	199.27
Wal-Mart - Admin.	TR# 07307	805-7023	Web cameras	44.88
Wal-Mart - Admin.	TR# 03647	805-7442	Supplies Blair committee meeting	7.48
Wal-Mart - Admin.	TR# 05036	805-7095	Misc. supplies	200.85
Wal-Mart - Admin.	TR# 00845	550-7112	Misc. supplies	72.26
Wal-Mart - Admin.	TR# 09369	805-6622	Paper, rubber cement	73.43
Total Wal-Mart - Admin.				4,290.11
Wal-Mart - Hawthorn	TR# 09171	810-6486	Reprints	24.96
Wal-Mart - Hawthorn	TR# 05655	403-6375	Donuts	11.94
Total Wal-Mart - Hawthorn				36.90
Wal-Mart - High School	TR# 09882	108-6934	IB Contract signing supplies	55.37
Wal-Mart - High School	TR# 03265	850-6705	Soda, won tons	33.74
Wal-Mart - High School	TR# 06835	873-7157	Snacks	30.05
Wal-Mart - High School	TR# 00189	873-6943	Cookies	59.92
Wal-Mart - High School	TR# 06831	105-7104	Supplies for Teacher Apprec	98.95
Wal-Mart - High School	TR# 09312	873-7391	District track hosp room	114.47
Wal-Mart - High School	TR# 05856	105-7017	Lemonade	20.44
Wal-Mart - High School	TR# 09837	105-6793	Tea, candy	57.68
Wal-Mart - High School	TR# 04768	105-6736	Duct tape, popcorn oil	114.12
Wal-Mart - High School	TR# 03416	105-6736	Return	(71.55)
Wal-Mart - High School	TR# 06070	105-7059	Math contest supplies	92.36
Wal-Mart - High School	TR# 06384	105-5935	Return	(17.88)
Wal-Mart - High School	TR# 08785	107-6601	Activity snacks	168.55
Wal-Mart - High School	TR# 06937	107-6678	Gift cards	30.00
Wal-Mart - High School	TR# 04471	107-7041	Grad party snacks	77.47
Wal-Mart - High School	TR# 06509	107-7120	Biscuits	17.60
Total Wal-Mart - High School				881.29
Wal-Mart - LCTC	TR# 00172	106-7163	Flip top boxes & 2 dr. cart	21.31
Wal-Mart - LCTC	TR# 09607	110-6683	Supplies	87.56
Wal-Mart - LCTC	TR# 09775	110-6926	Misc. notebooks	19.28
Wal-Mart - LCTC	TR# 01834	110-7403	Supplies	90.49
Wal-Mart - LCTC	TR# 08649	110-6964	Gift cards	300.00
Wal-Mart - LCTC	TR# 08648	110-6703	Gift cards	100.00
Wal-Mart - LCTC	TR# 01693	110-6304	April supplies	20.16
Wal-Mart - LCTC	TR# 09974	110-6304	April supplies	39.20
Wal-Mart - LCTC	TR# 05348	110-6304	April supplies	25.48
Wal-Mart - LCTC	TR# 01543	110-6304	April supplies	70.51
Wal-Mart - LCTC	TR# 00465	110-6304	April supplies	14.10
Wal-Mart - LCTC	TR# 06216	110-6304	April supplies	35.20
Wal-Mart - LCTC	TR# 04846	106-6910	PASS - ORI Robotics	100.00
Wal-Mart - LCTC	TR# 07485	106-6387	PASS - ORI Last day celebration	27.57
Wal-Mart - LCTC	TR# 06674	110-7150	May supplies	16.02

Wal-Mart - LCTC	TR# 03570	110-7150	May supplies	32.66
Wal-Mart - LCTC	TR# 00056	110-7150	May supplies	56.56
Wal-Mart - LCTC	TR# 00057	110-7150	May supplies	86.18
Wal-Mart - LCTC	TR# 08051	106-7142	Return - hitch	(24.77)
Wal-Mart - LCTC	TR# 00928	106-7129	FRC Supplies	387.35
Wal-Mart - LCTC	TR# 02309	106-6881	PASS - FRC for Worlds	131.72
Wal-Mart - LCTC	TR# 06726	106-7142	Trailer receiver hitch	24.77
Wal-Mart - LCTC	TR# 09608	106-6882	Cookies	22.48
Wal-Mart - LCTC	TR# 04820	106-6940	PASS - DGE Last Day supplies	57.76
Wal-Mart - LCTC	TR# 05025	110-6703	Soda	80.71
Wal-Mart - LCTC	TR# 05059	110-5169	Supplies	80.96
Wal-Mart - LCTC	TR# 01755	110-6840	Ketchup, frames, batteries	56.58
Wal-Mart - LCTC	TR# 00843	106-7102	PASS supplies	539.40
Wal-Mart - LCTC	TR# 00841	106-7100	Sunscreen, storage containers	200.00
Wal-Mart - LCTC	TR# 00842	106-7033	Gift cards for snacks for Summer LP	1,000.00
Total Wal-Mart - LCTC				3,699.24
Wal-Mart - Main.	TR# 08390	800-7451	Misc. office supplies	66.79
Wal-Mart - Main.	TR# 00277	800-7543	Luncheon - MPickford	44.40
Total Wal-Mart - Main.				111.19
Wal-Mart - Special Service	TR# 09518	410-7069	Tubs, baby oil, flour	83.00
Wal-Mart - Special Service	TR# 09957	410-6849	HS CBI	68.68
Wal-Mart - Special Service	TR# 08911	410-6848	HS CBI - Shirt, wallet	47.97
Wal-Mart - Special Service	TR# 02333	410-6837	HS Lifeskills	97.32
Wal-Mart - Special Service	TR# 08193	410-6880	Team Building day supplies	118.55
Wal-Mart - Special Service	TR# 09719	410-6846	HS CBI	61.93
Wal-Mart - Special Service	TR# 09716	410-6851	HS CBI	77.31
Wal-Mart - Special Service	TR# 09717	410-6851	Go phone	29.88
Wal-Mart - Special Service	TR# 02465	410-6845	HS CBI	119.52
Wal-Mart - Special Service	TR# 09041	410-5816	Vest	49.77
Wal-Mart - Special Service	TR# 01039	410-7037	HS Life skills	62.18
Wal-Mart - Special Service	TR# 08908	410-6847	HS CBI - Games, candy etc.	216.18
Wal-Mart - Special Service	TR# 08910	410-6874	Clothing, sunglasses, pringles.	156.77
Wal-Mart - Special Service	TR# 02469	410-6844	Shoes, DVD, clothing	139.92
Wal-Mart - Special Service	TR# 05041	410-6994	HS Lifeskills/Balloons	14.23
Wal-Mart - Special Service	TR# 00161	410-7055	Balls, baskets, organizational items	15.87
Wal-Mart - Special Service	TR# 03767	410-6862	HS CBI	128.27
Wal-Mart - Special Service	TR# 09306	410-7004	Gift Cards	55.91
Wal-Mart - Special Service	TR# 02675	410-6991	Supplies	30.43
Wal-Mart - Special Service	TR# 09826	410-6928	DW Lifeskills	103.19
Wal-Mart - Special Service	TR# 06018	410-6587	HS Lifeskills	136.66
Wal-Mart - Special Service	TR# 06785	410-6540	PAT supplies	495.76
Wal-Mart - Special Service	TR# 01065	410-7320	Paper products, yogurt, breakfast bars	84.96
Total Wal-Mart - Special Service				2,394.26
Webster, Jamie J K	May 2013		Box Top rewards	20.83
Total Webster, Jamie J K				20.83
Welsh, Jody	5/15/13		Mileage/Meal - MIBS meeting	258.30
Total Welsh, Jody				258.30
Welty, Ken	April 2013		Bus #32	138.50
Welty, Ken	April 2013		Bus #32	138.50
Welty, Ken	March 2013		Bus #29	46.00
Total Welty, Ken				323.00
West Circle Books	13-05-9368	105-7048	Books	111.19
West Circle Books	13-05-9358	105-7048	Books	446.35
Total West Circle Books				557.54
Westlake Aquatic Center	178	406-7553	65 Swimmers	195.00
Westlake Aquatic Center	150000	408-7369	MAP Swim reward	81.00
Total Westlake Aquatic Center				276.00
Wilder, John C	5/3/13		Fingerprint reimbursement	44.80
Total Wilder, John C				44.80
William V. Macgill & Co.	IN0441554	550-7329	Probe covers, cone cups	1,178.35
William V. Macgill & Co.	IN0441554	550-7329	Probe covers, cone cups	1,178.35
William V. Macgill & Co.	IN0441554	550-7329	Probe covers, cone cups	1,178.35
William V. Macgill & Co.	IN0441554	550-7329	Probe covers, cone cups	1,178.35
William V. Macgill & Co.	IN0440886	550-7133	Duffels with LED light	209.58
William V. Macgill & Co.	IN0441554	550-7329	Probe covers, cone cups	1,178.35
William V. Macgill & Co.	IN0441554	550-7329	Probe covers, cone cups	1,178.35
William V. Macgill & Co.	IN0441554	550-7329	Probe covers, cone cups	1,178.35
William V. Macgill & Co.	IN0441554	550-7329	Probe covers, cone cups	1,178.35
William V. Macgill & Co.	IN0441554	550-7329	Probe covers, cone cups	1,178.35

Total William V. Masgill & Co.				9,636.38
Williams, Chris	5/11/13	873-7516	Security - Prom	125.00
Williams, Chris	5/11/13	873-7507	Security - District Track	160.00
Williams, Chris	5/4/13	873-7318	Security - Soccer	80.00
Williams, Chris	5/2/13	873-7319	Security - Soccer & BB	80.00
Williams, Chris	5/7/13	873-7473	Security - BB	80.00
Total Williams, Chris				525.00
Wolfe, Deborah A	5/17/13		Mileage	56.40
Total Wolfe, Deborah A				56.40
Wolff, Brandon	5/2/13	873-7245	Official/Mileage - Soccer	122.20
Total Wolff, Brandon				122.20
Woods Supermarket #477	5/16/13	408-7513	Cake, etc.	38.97
Total Woods Supermarket #477				38.97
WT. Cox Subscriptions, Inc.	2955433	205-0609	Magazines	850.40
Total WT. Cox Subscriptions, Inc.				850.40
Xerox	068107032	110-7773	Meter usage	36.36
Xerox	068053020	110-7773	Services & prints for April	492.99
Xerox	068107031	110-7773	Reversal of charges	(414.20)
Xerox	068107032	110-7773	Meter usage	36.36
Xerox	068053020	110-7773	Services & prints for April	492.99
Xerox	068107031	110-7773	Reversal of charges	(414.20)
Total Xerox				230.30
Xpedx	9015726972	800-6723	Disinfectant cleaner	306.92
Xpedx	9015747375	800-7221	Towels	1,956.90
Xpedx	9015732126	800-6822	Silicone & lubricating sprays	67.58
Total Xpedx				2,331.40
Zephyr Headwear	609773-42	873-3792	Hats	447.24
Total Zephyr Headwear				447.24

	Inc. Operations	Teachers	Capital Proj.	Lease Purch.	Sub Total	Debt Service	Grand Total	Medical SI Acct
Rev. Rec	18,199,196.76	6,858,869.35	3,785,278.69	1,760,161.76	30,603,506.56	1,684,930.47	32,288,437.03	1,881,033.82
Expend.	598,331.35	956,813.72	5,304.85	11,807.57	1,572,257.49	20,992.55	1,593,250.04	399,801.16
*Adjustment	1,402,703.62	1,150,212.16	481,635.43	20.00	3,034,571.21	300.00	3,034,871.21	600,272.02
Ending Bal	17,394,824.49	6,665,470.91	3,308,948.11	1,771,949.33	29,141,192.84	1,705,623.02	30,846,815.86	1,680,562.96
Prev. Year	17,221,017.02	3,466,536.23	5,055,287.92	1,781,317.16	27,524,158.33	1,722,982.31	29,247,140.64	1,979,020.73
YTD Interest	13,487.54	2,414.30	7,247.10		23,148.94	1,696.19	24,845.13	823.52
YTD Sum.								
Beg Bal	14,369,538.54	72.76	4,784,092.51	1,797,673.71	20,951,377.52	1,745,956.93	22,697,334.45	2,587,708.04
Rev Budget	19,485,147.81	22,920,108.32	808,542.32	1,357,348.68	44,571,147.13	2,143,133.00	46,714,280.13	
Rev YTD Actual	19,344,780.57	22,759,441.01	663,421.77	1,476,648.56	44,244,291.91	2,179,441.09	46,423,733.00	4,298,508.81
Exp Budget	16,296,015.78	25,459,688.81	1,884,854.00	1,487,692.00	45,128,250.59	2,220,475.00	47,348,725.59	
EXP YTD Actual	14,451,740.48	17,961,797.00	2,138,566.17	1,502,372.94	36,054,476.59	2,219,775.00	38,274,251.59	5,205,653.89
*Transfer	1,867,754.14	1,867,754.14						
*Adjustment								
Ending Bal	17,394,824.49	6,665,470.91	3,308,948.11	1,771,949.33	29,141,192.84	1,705,623.02	30,846,815.86	1,680,562.96
Bank Recon								
1st Nat'l A/P 2895	154,402.58							
1st Nat'l Payroll	91,344.80							
Central A/P	54,441.34							
Central Payroll	4,004,176.02							
Revolving	3,000.00							
Cred Card	23,507.03							
Escrow 0150022007	108,000.00							
Escrow 0150022008	322,011.00							
Central Debt Acct	24,891.98							
1st Nat'l Debt Acct	74,088.52							
Mosip Debt Acct	1,174,231.52							
MOSIP	19,747,530.52							
Central Lunch Acct.	65,190.55							
CD	5,000,000.00							
Grand Total	30,846,815.86							
Medical SI Acct.	1,680,562.96							

30,846,815.86 Fund Accounts
30,846,815.86 Bank Accounts

0.00

Monthly Financial Report								
	Incidental	Teachers	Capital Projects	Lease Purchase	Total Operating Funds	Debt Service	Total All Funds	Med. SI Acct
May Opening Balance	\$ 18,199,197	\$ 6,858,869	\$ 3,785,279	\$ 1,760,162	\$ 30,603,507	\$ 1,664,930	\$ 32,288,437	\$ 1,881,034
May								
2013 Ending Balance	\$ 17,394,824	\$ 6,665,471	\$ 3,308,948	\$ 1,771,949	\$ 29,141,192	\$ 1,705,623	\$ 30,846,815	\$ 1,680,563
2012 Ending Balance	\$ 17,221,017	\$ 3,466,536	\$ 5,055,288	\$ 1,781,317	\$ 27,524,158	\$ 1,722,982	\$ 29,247,140	\$ 1,979,021
2011 Ending Balance	\$ 13,960,027	\$ 4,590,338	\$ 5,568,976	\$ 1,531,112	\$ 25,650,453	\$ 1,470,808	\$ 27,121,261	\$ 1,318,582
2010 Ending Balance	\$ 13,480,061	\$ 4,745,680	\$ 4,775,889	\$ 1,813,701	\$ 24,815,331	\$ 1,594,657	\$ 26,409,988	\$ 1,204,402
2009 Ending Balance	\$ 13,747,588	\$ 5,188,890	\$ 3,363,288	\$ 1,635,722	\$ 23,935,488	\$ 1,520,228	\$ 25,455,716	\$ 1,545,805
2008 Ending Balance	\$ 12,882,651	\$ 4,744,875	\$ 3,160,298	\$ 1,628,088	\$ 22,415,910	\$ 1,407,306	\$ 23,823,216	\$ 2,068,391
2007 Ending Balance	\$ 13,944,786	\$ 2,170,893	\$ 2,409,455	\$ 1,278,413	\$ 19,803,547	\$ 1,496,253	\$ 21,299,800	\$ 3,077,731
2006 Ending Balance	\$ 11,306,354	\$ 2,379,834	\$ 1,704,834	\$ 1,130,453	\$ 16,521,475	\$ 1,176,557	\$ 17,698,032	\$ 2,436,022
May								
2013 Receipts	\$ 598,331	\$ 956,814	\$ 5,305	\$ 11,808	\$ 1,572,258	\$ 20,993	\$ 1,593,251	\$ 399,801
2012 Receipts	\$ 592,141	\$ 893,295	\$ 14,545	\$ 43,635	\$ 1,543,616	\$ 26,741	\$ 1,570,357	\$ 300,744
2011 Receipts	\$ 604,850	\$ 1,211,745	\$ 128,651	\$ 32,163	\$ 1,977,409	\$ 19,911	\$ 1,997,320	\$ 363,372
2010 Receipts	\$ 558,970	\$ 1,051,210	\$ 276,081	\$ 64,760	\$ 1,951,021	\$ 20,485	\$ 1,971,506	\$ 514,160
2009 Receipts	\$ 517,790	\$ 1,059,940	\$ 51,068	\$ 16,127	\$ 1,644,925	\$ 21,827	\$ 1,666,752	\$ 348,281
2008 Receipts	\$ 479,772	\$ 873,912	\$ 69,415	\$ 24,389	\$ 1,447,488	\$ 28,146	\$ 1,475,634	\$ 314,451
2007 Receipts	\$ 716,893	\$ 742,435	\$ 44,386	\$ 19,022	\$ 1,522,736	\$ 30,375	\$ 1,553,111	\$ 291,383
2006 Receipts	\$ 742,408	\$ 500,419	\$ 26,010	\$ 15,941	\$ 1,284,778	\$ 21,577	\$ 1,306,355	\$ 284,945
May								
2013 Expenditures	\$ 1,402,704	\$ 1,150,212	\$ 481,635	\$ 20	\$ 3,034,571	\$ 300	\$ 3,034,871	\$ 600,272
2012 Expenditures	\$ 1,158,192	\$ 2,000,638	\$ 12,806	\$ -	\$ 3,171,636	\$ -	\$ 3,171,636	\$ 361,928
2011 Expenditures	\$ 1,241,168	\$ 1,984,424	\$ 46,753	\$ -	\$ 3,272,345	\$ 300	\$ 3,272,645	\$ 317,267
2010 Expenditures	\$ 1,266,381	\$ 1,945,900	\$ 317,421	\$ -	\$ 3,529,702	\$ 294	\$ 3,529,996	\$ 379,755
2009 Expenditures	\$ 1,139,060	\$ 1,860,902	\$ 42,145	\$ -	\$ 3,042,107	\$ 300	\$ 3,042,407	\$ 324,233
2008 Expenditures	\$ 1,141,155	\$ 1,746,182	\$ 219,042	\$ -	\$ 3,106,379	\$ -	\$ 3,106,379	\$ 237,142
2007 Expenditures	\$ 1,066,485	\$ 1,639,887	\$ 93,168	\$ -	\$ 2,799,540	\$ -	\$ 2,799,540	\$ 198,297
2006 Expenditures	\$ 1,296,599	\$ 1,369,403	\$ 13,050	\$ -	\$ 2,679,052	\$ -	\$ 2,679,052	\$ 232,962
YTD								
2013 Receipts	\$ 19,344,780	\$ 22,759,441	\$ 663,422	\$ 1,476,650	\$ 44,244,293	\$ 2,179,443	\$ 46,423,736	\$ 4,298,509
2012 Receipts	\$ 18,453,690	\$ 21,959,851	\$ 596,991	\$ 1,790,976	\$ 42,801,508	\$ 2,259,416	\$ 45,060,924	\$ 3,537,113
2011 Receipts	\$ 15,583,546	\$ 22,826,391	\$ 4,596,104	\$ 1,149,027	\$ 44,155,068	\$ 1,805,795	\$ 45,960,863	\$ 3,830,811
2010 Receipts	\$ 15,871,386	\$ 22,632,081	\$ 4,615,328	\$ 1,278,376	\$ 44,397,171	\$ 1,809,947	\$ 46,207,118	\$ 3,849,328
2009 Receipts	\$ 15,170,343	\$ 22,578,561	\$ 4,087,867	\$ 1,290,905	\$ 43,127,676	\$ 1,778,923	\$ 44,906,599	\$ 3,322,422
2008 Receipts	\$ 14,713,149	\$ 21,141,323	\$ 4,487,266	\$ 1,561,721	\$ 41,903,459	\$ 1,946,953	\$ 43,850,412	\$ 2,965,041
2007 Receipts	\$ 16,071,329	\$ 17,388,655	\$ 3,333,079	\$ 1,321,320	\$ 38,114,383	\$ 1,870,037	\$ 39,984,420	\$ 2,820,836
2006 Receipts	\$ 17,899,605	\$ 15,241,157	\$ 2,132,715	\$ 1,307,149	\$ 36,380,626	\$ 1,742,856	\$ 38,123,482	\$ 2,806,786

YTD									
2013 Expenditures	\$ 14,451,741	\$ 17,961,797	\$ 2,138,566	\$ 1,502,374	\$ 36,054,478	\$ 2,219,776	\$ 38,274,254	\$5,205,653	
2012 Expenditures	\$ 13,982,923	\$ 18,496,522	\$ 1,054,575	\$ 1,557,958	\$ 35,091,978	\$ 2,029,327	\$ 37,121,305	\$3,419,976	
2011 Expenditures	\$ 13,762,298	\$ 18,236,062	\$ 3,466,636	\$ 1,457,582	\$ 36,922,578	\$ 1,946,126	\$ 38,868,704	\$3,970,570	
2010 Expenditures	\$ 14,352,473	\$ 18,193,463	\$ 3,559,883	\$ 1,408,245	\$ 37,514,064	\$ 1,755,145	\$ 39,269,209	\$4,528,479	
2009 Expenditures	\$ 13,349,310	\$ 17,389,392	\$ 3,527,883	\$ 1,330,393	\$ 35,596,978	\$ 1,699,935	\$ 37,296,913	\$4,225,166	
2008 Expenditures	\$ 13,011,014	\$ 16,396,447	\$ 4,716,916	\$ 1,248,153	\$ 35,372,530	\$ 2,069,876	\$ 37,442,406	\$3,494,595	
2007 Expenditures	\$ 11,209,107	\$ 15,217,763	\$ 2,522,026	\$ 1,188,263	\$ 30,137,159	\$ 1,588,125	\$ 31,725,284	\$2,591,574	
2006 Expenditures	\$ 12,865,801	\$ 12,861,324	\$ 1,760,736	\$ 1,152,717	\$ 28,640,578	\$ 1,977,559	\$ 30,618,137	\$2,533,977	

DRAFT

Camdenton R-III School District
 Tim Hadfield
 Superintendent of Schools

Financial Summary – May 2013

June 2013

To: Board of Education

- May 2013 ending balances were \$1,599,675 more than May 2012.
- May 2013 total receipts were \$22,894 more than May 2012.
- May 2013 total expenditures were \$136,765 less than May 2012.
- YTD total receipts are up \$1,362,812 as compared to this time last year.
- YTD total expenditures are up \$1,152,949 as compared to this time last year.

Source	Budget Adopted	Actual	Percent of Budget
Total Federal Receipts	\$4,092,950	\$4,145,306	101.27%
Title I	\$1,007,000	\$1,004,508	99.75%
Federal Lunch Reimbursement	\$600,000	\$765,085	95.63%
School Breakfast	\$275,000	\$262,472	95.44%
IDEA	\$770,000	\$762,539	99.03%

Source	Budget Adopted	Actual	Percent of Budget
Total Budgeted Revenue	\$46,714,280	\$46,423,736	99.3%
Total Budgeted Expenses	\$47,348,725	\$38,274,254	82.8%

Source	Budget Adopted	Actual	Percent of Budget
Total Local Receipts	\$35,076,780	\$35,343,775	100.7%
Prop C Sales Tax	\$3,220,000	\$3,184,723	98.9%
Earnings on Investments	\$100,000	\$24,845	24.84%
Current Taxes	\$27,988,240	\$28,492,313	101.8%
Delinquent Taxes	\$2,129,540	\$2,071,133	97.25%
Local Food Service	\$740,000	\$623,542	84.26%

Source	Budget Adopted	Actual	Percent of Budget
Total County Receipts	\$975,884	\$940,601	96.38%
Fines & Forfeitures	\$400,000	\$298,020	74.5%
SARRU	\$575,884	\$642,581	111.58%

Source	Budget Adopted	Actual	Percent of Budget
Total State Receipts	\$5,892,920	\$5,906,045	100.22%
Foundation Formula	\$2,630,000	\$2,559,820	97.33%
Transportation	\$575,000	\$527,293	91.7%
Classroom Trust Fund	\$1,400,000	\$1,373,416	98.1%

Pledged Securities

Bank	Deposit Balance	FDIC Insurance	Balance	Securities Pledged	Amt Under/Over Collateralized
US Bank	\$1,680,562.96	\$250,000.00	\$1,430,562.96	\$3,500,000.00	\$2,069,437.04(Over)
First National Bank	\$343,342.93	\$250,000.00	\$93,342.93	\$4,295,237.00	\$4,201,894.07(Over)
Central Bank	\$8,159,855.89	\$250,000.00	\$7,909,855.89	\$8,566,504.61	\$656,648.72(Over)

**INVESTMENT SCHEDULE
2012-2013**

Maturity Date	Investment Date	Financial Institution	Principal Amount	Interest Rate	Interest Quoted	Interest Earned at Maturity
4/23/2013 (BT52)	2/13/2013	Central Bank	\$2,500,000	0.06%	\$282.90	BT 62 CR 1012
5/24/2013 (BT48)	2/13/2013	Central Bank	\$2,500,000	0.06%	\$410.00	BT 75 CR 1235
6/21/2013 (BT49)	2/13/2013	Central Bank	\$2,500,000	0.08%	\$700.16	
7/23/2013 (BT50)	2/13/2013	Central Bank	\$2,500,000	0.09%	\$985.60	

2012-2013 MONTHLY

FINANCIAL STATEMENT

JULY 2012 FINANCIAL STATEMENT

Medical Self-Insurance Account

Beginning Bal.	Revenues Received	Expenses	Ending Bal.
\$2,587,708.04			\$2,342,401.12
	Premiums	Fixed Premium	\$71,322.59
	COBRA	Claims	\$283,611.71
	Interest	Overpay/Refund	\$0.00
	Reimb/Void Ck.	Sv. Chg./NSF Chks	\$126.70
	Stop Loss Reimb.	ERRP Adm. fees	\$0.00
			\$354,871.00

AUGUST 2012 FINANCIAL STATEMENT

Medical Self-Insurance Account

Beginning Bal.	Revenues Received	Expenses	Ending Bal.
\$2,342,401.12			\$2,020,500.95
	Premiums	Fixed Premium	\$71,208.41
	COBRA	Claims	\$408,976.99
	Interest	Overpay/Refund	\$0.00
	Reimb/Void Ck.	Sv. Chg./NSF Chks	\$98.56
	Stop Loss Reimb.	ERRP Adm. fees	\$0.00
			\$480,283.96

SEPTEMBER 2012 FINANCIAL STATEMENT

Medical Self-Insurance Account

Beginning Bal.	Revenues Received	Expenses	Ending Bal.
\$2,020,500.95			\$2,018,458.75
	Premiums	Fixed Premium	\$71,799.50
	COBRA	Claims	\$297,969.21
	Interest	Overpay/Refund	\$0.00
	Reimb/Void Ck.	Sv. Chg./NSF Chks	\$125.40
	Stop Loss Reimb.	ERRP Adm. fees	\$0.00
			\$369,894.11

OCTOBER 2012 FINANCIAL STATEMENT

Medical Self-Insurance Account

Beginning Bal.	Revenues Received	Expenses	Ending Bal.
\$2,018,458.75			\$1,944,978.04
	Premiums	Fixed Premium	\$71,875.32
	COBRA	Claims	\$309,519.56
	Interest	Overpay/Refund	\$3,029.76
	Reimb/Void Ck.	Sv. Chg./NSF Chks	\$555.40
	Stop Loss Reimb.	ERRP Adm. fees	\$0.00
			\$444,980.04

NOVEMBER 2012 FINANCIAL STATEMENT

Medical Self-Insurance Account

Beginning Bal.	Revenues Received	Expenses	Ending Bal.
\$1,944,978.04			\$1,970,544.59
	Premiums	Fixed Premium	\$72,378.52
	COBRA	Claims	\$281,331.80
	Interest	Overpay/Refund	\$0.00
	Reimb/Void Ck.	Sv. Chg./NSF Chks	\$138.25
	Stop Loss Reimb.	ERRP Adm. fees	\$0.00
			\$353,848.57

DECEMBER 2012 FINANCIAL STATEMENT

Medical Self-Insurance Account

Beginning Bal.	Revenues Received	Expenses	Ending Bal.
\$1,970,544.59			\$1,923,248.19
	Premiums	Fixed Premium	\$72,893.79
	COBRA	Claims	\$344,447.92
	Interest	Overpay/Refund	\$0.00
	Reimb/Void Ck.	Sv. Chg./NSF Chks	\$100.40
	Stop Loss Reimb.	ERRP Adm. fees	\$0.00
			\$417,442.11

Corrected a \$.44 error on premiums on November.

JANUARY 2013 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Revenues Received	Expenditures	Ending Bal.	
	Premiums	Fixed Premium	\$144,641.61	
	COBRA	Claims	\$640,607.35	
	Interest	Overpay/Refund	\$0.00	
	Reimb/Void Ck.	Sv. Chg./NSF Chks	\$99.00	
	Stop Loss Reimb.	ERRP Adm. Fees	\$0.00	
\$1,923,248.19			\$785,347.96	\$1,504,828.88

February Fixed Premium of \$72,314.77 was taken out of January by mistake. None will be taken out in February.

FEBRUARY 2013 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Revenues Received	Expenditures	Ending Bal.	
	Premiums	Fixed Premium	\$0.00	
	COBRA	Claims	\$335,319.29	
	Interest	Overpay/Refund	\$450.35	
	Reimb/Void Ck.	Sv. Chg./NSF Chks	\$101.70	
	Stop Loss Reimb.	ERRP Adm. Fees	\$0.00	
\$1,504,828.88			\$335,871.34	\$1,803,485.61

MARCH 2013 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Revenues Received	Expenditures	Ending Bal.	
	Premiums	Fixed Premium	\$72,478.48	
	COBRA	Claims	\$542,822.33	
	Interest	Overpay/Refund	\$0.00	
	Reimb/Void Ck.	Sv. Chg./NSF Chks	\$100.30	
	Stop Loss Reimb.	ERRP Adm. Fees	\$0.00	
\$1,803,485.61			\$615,401.11	\$1,791,335.63

Transfer on 3/25 of \$53,071.09 was transferred again on 3/26. Will be refunded in April from Med-Pay

APRIL 2013 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Revenues Received	Expenditures	Ending Bal.	
	Premiums	Fixed Premium	\$72,039.03	
	COBRA	Claims	\$377,751.83	
	Interest	Overpay/Refund	\$579.22	
	Reimb/Void Ck.	Sv. Chg./NSF Chks	\$101.35	
	Stop Loss Reimb.	ERRP Adm. Fees	\$0.00	
\$1,791,335.63			\$430,471.43	\$1,881,033.82

MAY 2013 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Revenues Received	Expenditures	Ending Bal.	
	Premiums	Fixed Premium	\$71,939.07	
	COBRA	Claims	\$528,231.95	
	Interest	Overpay/Refund	\$0.00	
	Reimb/Void Ck.	Sv. Chg./NSF Chks	\$101.00	
	Stop Loss Reimb.	ERRP Adm. Fees	\$0.00	
\$1,881,033.82			\$399,801.16	\$1,680,562.96

2012-2013 School Year-to-Date (July 1 - May 31)				
Premiums	\$3,529,059.44	Fixed Premium	\$792,386.32	
COBRA	\$2,768.68	Claims	\$4,410,589.94	
Interest	\$895.43	Overpay/Refund	\$4,059.33	
Reimb/Void Ck.	\$88,122.42	Sv. Chg./NSF Chks	\$1,648.06	
Stop Loss Reimb.	\$680,692.60	ERRP Adm. Fees	\$0.00	
Revenue Totals	\$4,301,538.57	Expenditure Totals	\$5,208,683.65	

Revised

2012-2013 MONTHLY FINANCIAL STATEMENT

**JULY 2012 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	Sv. Chg./NSF Chks	ERRP Adm. fees
	\$100,299.53	\$71,132.59	\$283,611.71	\$0.00	\$126.70	\$0.00
COBRA	\$0.00					
Interest	\$105.75					
Reimb/Void Ck.	\$9,158.80					
Stop Loss Reimb.	\$0.00					
Total	\$109,564.08	\$354,871.00	\$2,342,401.12	\$2,587,708.04		

**AUGUST 2012 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	Sv. Chg./NSF Chks	ERRP Adm. fees
	\$111,982.17	\$71,208.41	\$408,976.99	\$0.00	\$98.56	\$0.00
COBRA	\$0.00					
Interest	\$92.43					
Reimb/Void Ck.	\$0.00					
Stop Loss Reimb.	\$46,309.19					
Total	\$158,383.79	\$480,283.96	\$2,020,500.95	\$2,342,401.12		

**SEPTEMBER 2012 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	Sv. Chg./NSF Chks	ERRP Adm. fees
	\$367,767.90	\$71,799.50	\$297,969.21	\$0.00	\$125.40	\$0.00
COBRA	\$0.00					
Interest	\$84.01					
Reimb/Void Ck.	\$0.00					
Stop Loss Reimb.	\$0.00					
Total	\$367,851.91	\$369,894.11	\$2,018,458.75	\$2,020,500.95		

**OCTOBER 2012 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	Sv. Chg./NSF Chks	ERRP Adm. fees
	\$368,643.14	\$71,875.32	\$369,519.56	\$3,029.76	\$555.40	\$0.00
COBRA	\$2,768.68					
Interest	\$87.51					
Reimb/Void Ck.	\$0.00					
Stop Loss Reimb.	\$0.00					
Total	\$371,499.33	\$444,980.04	\$1,944,978.04	\$2,018,458.75		

**NOVEMBER 2012 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	Sv. Chg./NSF Chks	ERRP Adm. fees
	\$370,893.14	\$72,378.52	\$281,331.80	\$0.00	\$138.25	\$0.00
COBRA	\$0.00					
Interest	\$81.99					
Reimb/Void Ck.	\$8,439.99					
Stop Loss Reimb.	\$0.00					
Total	\$379,415.12	\$353,848.57	\$1,970,544.59	\$1,944,978.04		

**DECEMBER 2012 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	Sv. Chg./NSF Chks	ERRP Adm. fees
	\$370,062.79	\$72,893.79	\$344,447.92	\$0.00	\$100.40	\$0.00
COBRA	\$0.00					
Interest	\$82.92					
Reimb/Void Ck.	\$0.00					
Stop Loss Reimb.	\$0.00					
Total	\$370,145.71	\$417,442.11	\$1,923,248.19	\$1,970,544.59		

Corrected a \$44 error on premiums on November.

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

	Premiums	Fixed Premium	Claims	Overpay/Refund	Sv. Chg./NSF Chks	ERRP Adm. fees
	\$366,856.74	\$144,641.61	\$640,607.35	\$0.00	\$99.00	\$0.00
COBRA	\$0.00					
Interest	\$71.91					
Reimb/Void Ck.	\$0.00					
Stop Loss Reimb.	\$0.00					
Total	\$366,928.65	\$785,347.96	\$1,504,828.88	\$1,923,248.19		

February Fixed Premium of \$72,314.77 was taken out of January by mistake. None will be taken out in February.

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

	Premiums	Fixed Premium	Claims	Overpay/Refund	Sv. Chg./NSF Chks	ERRP Adm. fees
	\$369,261.74	\$0.00	\$335,519.29	\$450.35	\$101.70	\$0.00
COBRA	\$0.00					
Interest	\$65.40					
Reimb/Void Ck.	\$9,976.09					
Stop Loss Reimb.	\$255,223.84					
Total	\$634,528.07	\$335,871.34	\$1,803,485.61	\$1,504,828.88		

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

	Premiums	Fixed Premium	Claims	Overpay/Refund	Sv. Chg./NSF Chks	ERRP Adm. fees
	\$369,416.39	\$72,478.48	\$542,822.33	\$0.00	\$100.30	\$0.00
COBRA	\$0.00					
Interest	\$74.05					
Reimb/Void Ck.	\$0.00					
Stop Loss Reimb.	\$233,760.69					
Total	\$603,251.13	\$615,401.11	\$1,791,335.63	\$1,803,485.61		

Transfer on 3/25 of \$52,071.09 was transferred again on 3/26. Will be refunded in April from Med-Pay

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

	Premiums	Fixed Premium	Claims	Overpay/Refund	Sv. Chg./NSF Chks	ERRP Adm. fees
	\$366,077.95	\$72,039.03	\$377,751.83	\$579.22	\$101.35	\$0.00
COBRA	\$0.00					
Interest	\$74.55					
Reimb/Void Ck.	\$50,547.54					
Stop Loss Reimb.	\$113,469.58					
Total	\$540,169.62	\$450,471.43	\$1,791,335.63	\$1,881,033.82		

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

	Premiums	Fixed Premium	Claims	Overpay/Refund	Sv. Chg./NSF Chks	ERRP Adm. fees
	\$367,797.95	\$71,939.07	\$528,231.95	\$0.00	\$101.00	\$0.00
COBRA	\$0.00					
Interest	\$73.91					
Reimb/Void Ck.	\$0.00					
Stop Loss Reimb.	\$31,929.30					
Total	\$399,801.16	\$600,272.02	\$1,881,033.82	\$1,881,033.82		

2012-2013 School Year-to-Date (July 1 - May 31)

*Premiums	\$3,526,029.68	Fixed Premium	\$792,386.32
COBRA	\$2,768.68	Claims	\$4,410,589.94
Interest	\$855.43	*Overpay/Refund	\$1,029.57
Reimb./Void Ck.	\$88,122.42	Sv. Chg./NSF Chks	\$1,648.06
Stop Loss Reimb.	\$680,692.60	ERRP Adm. fees	\$0.00
Revenue Totals	\$4,298,508.81	Expenditure Totals	\$5,205,653.89

*These totals reflect an adjustment to YTD Revenues and Expenditures to correct an error in September 2012 - \$3,029.76

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

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

ENDING BAL.	12-13 Med-Pay	11-12 Med-Pay	10-11 Med-Pay	09-10 Med-Pay	08-09 Med-Pay	07-08 Med-Pay	06-07 Med-Pay	05-06 Med-Pay	04-05 Med-Pay	03-04 Med-Pay
July	\$2,342,401.12	\$1,778,463.34	\$1,290,123.31	\$1,519,208.40	\$2,219,251.64	\$2,247,901.71	\$2,743,175.51	\$1,990,479.12	\$1,405,052.13	\$732,281.15
August	\$2,020,500.95	\$1,555,840.66	\$1,068,654.63	\$1,084,739.74	\$1,943,307.87	\$1,972,318.12	\$2,516,667.11	\$1,844,329.10	\$1,293,874.89	\$652,166.64
September	\$2,018,458.75	\$1,656,465.73	\$1,084,561.66	\$1,223,531.50	\$1,983,836.00	\$2,061,260.27	\$2,591,203.84	\$1,876,376.20	\$1,412,907.63	\$604,225.16
October	\$1,944,978.04	\$1,849,342.69	\$1,086,260.23	\$1,380,986.96	\$2,069,605.93	\$2,040,015.95	\$2,647,375.12	\$1,922,364.82	\$1,546,279.68	\$752,563.91
November	\$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	\$1,997,768.23	\$1,587,513.47	\$727,790.43
December	\$1,923,248.19	\$1,947,829.81	\$1,182,695.03	\$1,407,949.09	\$1,801,549.29	\$2,071,788.95	\$2,751,330.33	\$2,043,557.19	\$1,641,944.28	\$719,625.14
January	\$1,504,828.88	\$1,932,663.64	\$1,242,822.18	\$1,291,254.88	\$1,750,245.27	\$1,987,174.73	\$2,719,007.58	\$2,139,116.83	\$1,621,403.72	\$752,419.67
February	\$1,803,485.61	\$1,921,673.92	\$1,409,517.93	\$1,192,724.07	\$1,776,115.70	\$1,939,554.54	\$2,803,867.63	\$2,148,965.93	\$1,668,769.75	\$827,471.99
March	\$1,791,335.63	\$1,943,934.31	\$1,081,226.00	\$1,222,988.32	\$1,860,988.26	\$1,988,239.08	\$2,890,136.79	\$2,245,745.08	\$1,735,650.63	\$914,136.08
April	\$1,881,033.82	\$2,040,436.96	\$1,272,477.12	\$1,069,996.72	\$1,521,756.36	\$1,991,081.99	\$2,984,645.73	\$2,384,039.28	\$1,861,600.57	\$975,544.29
May	\$1,680,562.96	\$1,979,020.73	\$1,318,582.01	\$1,204,401.70	\$1,545,804.73	\$2,068,391.30	\$3,077,731.48	\$2,436,022.30	\$1,796,353.55	\$1,088,051.57
June		\$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	\$2,163,214.87	\$1,503,987.81

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.

Camdenton R-III
Flex Benefit Account
First National Bank

Account # 7228968

Balance 5/01/2013 \$62,827.38

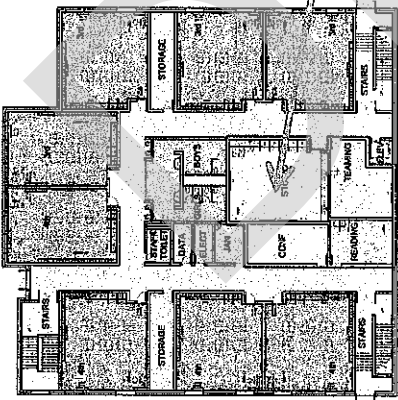
Deposits \$21,231.90 Premium
1,876.33 Correction below
\$6.55 Interest

Total Deposits \$21,257.38

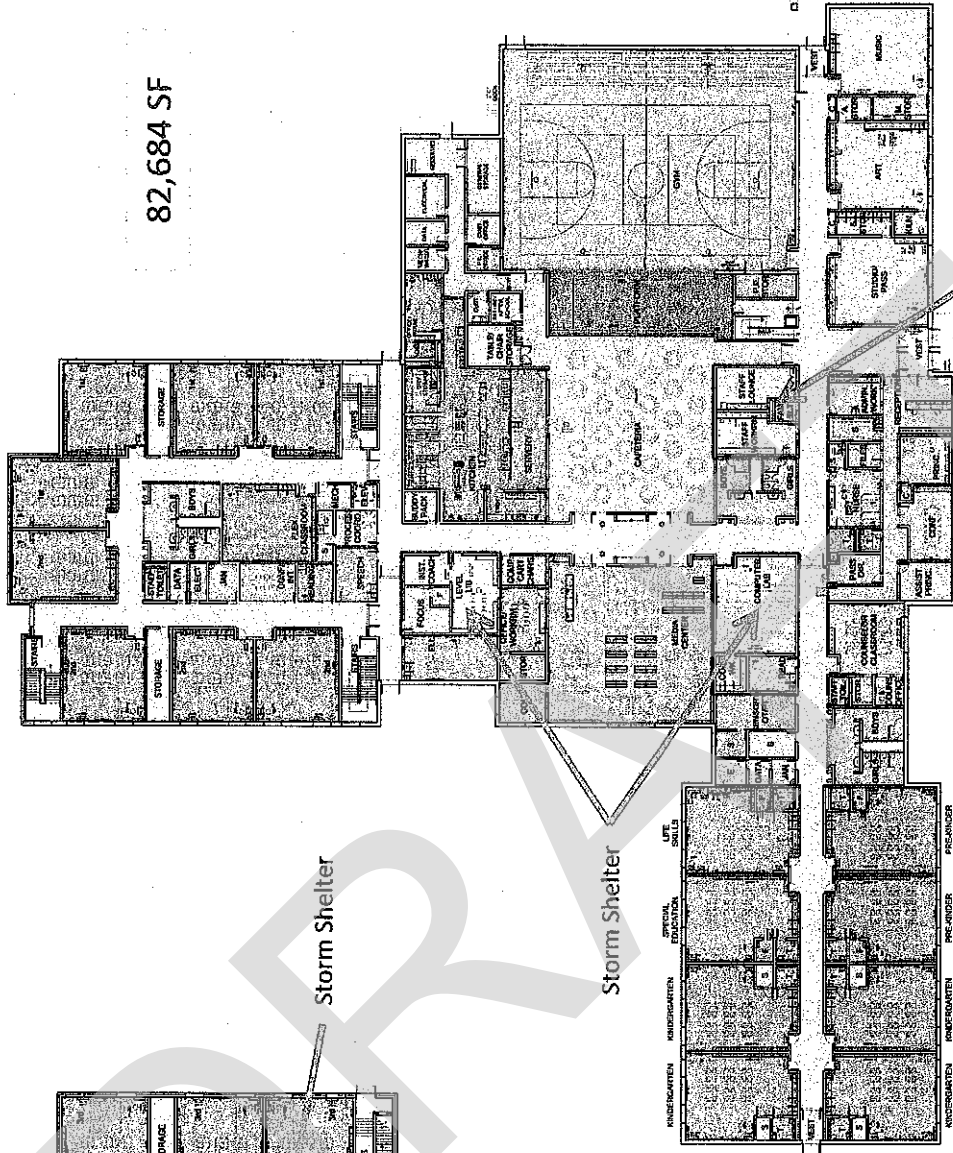
Withdrawals \$ 3,296.17
1,065.93
1,027.40
1,876.33
379.00
1,876.33
1,002.10
1,276.76
2,018.35
497.32
2,851.68
643.40
739.11
2,967.24
261.90 Claims

Total Withdrawals \$21,779.02

Balance 5/31/2013 \$64,163.14



82,684 SF



82,684 SF

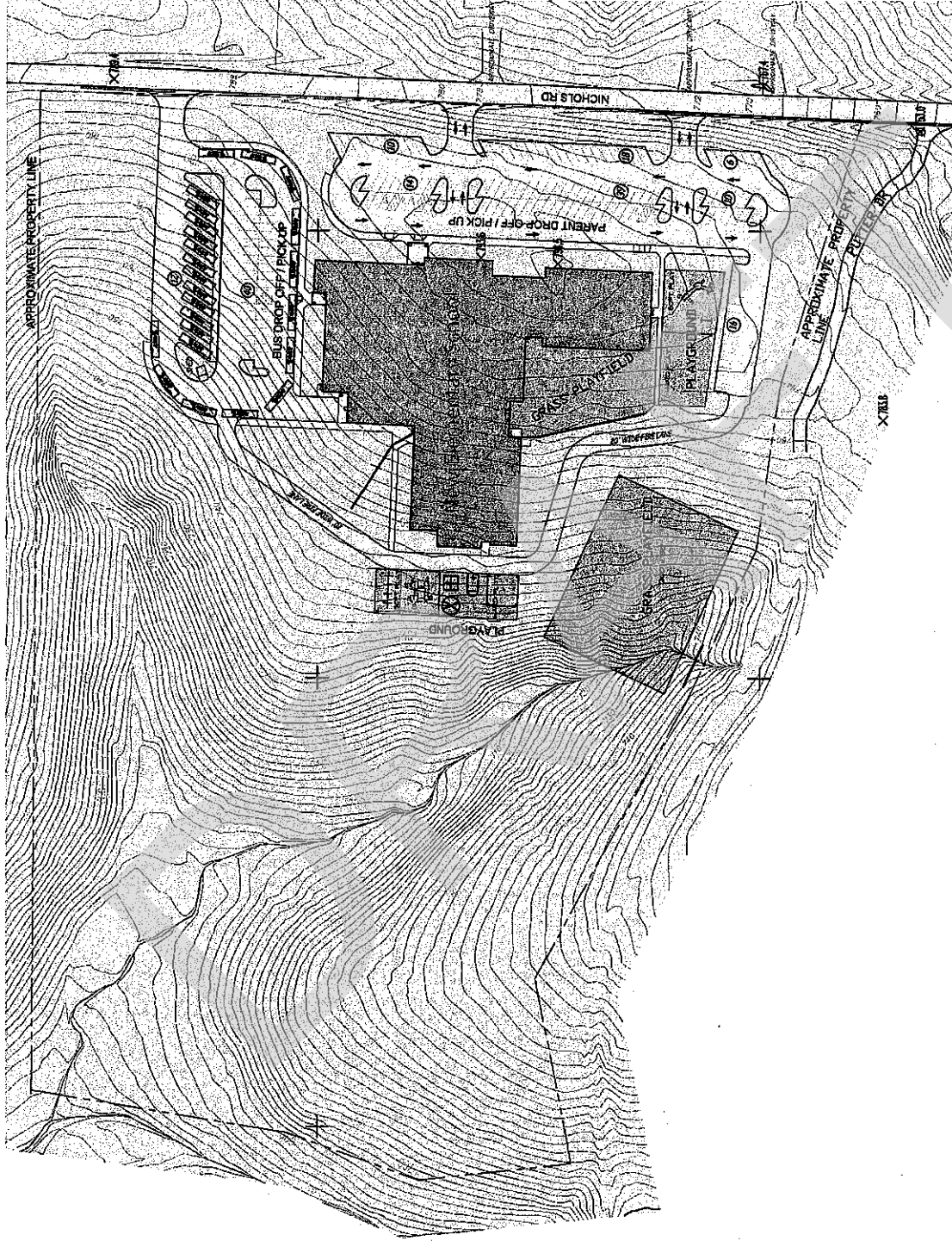


OSAGE BEACH ELEMENTARY

6.10.13

ACI **Frangkiser Hutchens**
ARCHITECTS PLANNERS INTERIOR DESIGNERS

Capacity



OSAGE BEACH ELEMENTARY

153 Parking Spaces

6.10.13

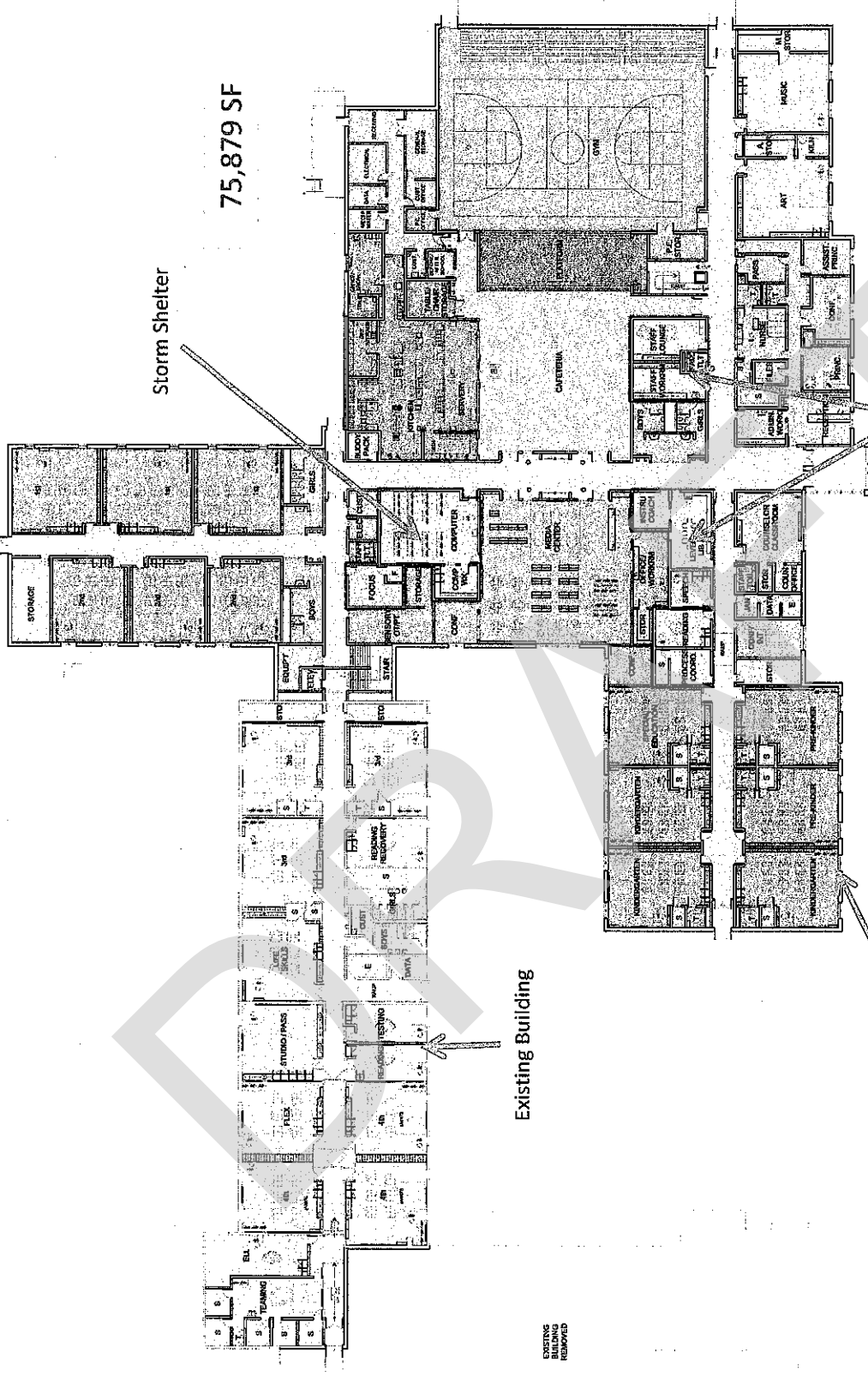




OSAGE BEACH ELEMENTARY

6.10.13





75,879 SF

Storm Shelter

Storm Shelter

Existing Building

New Building

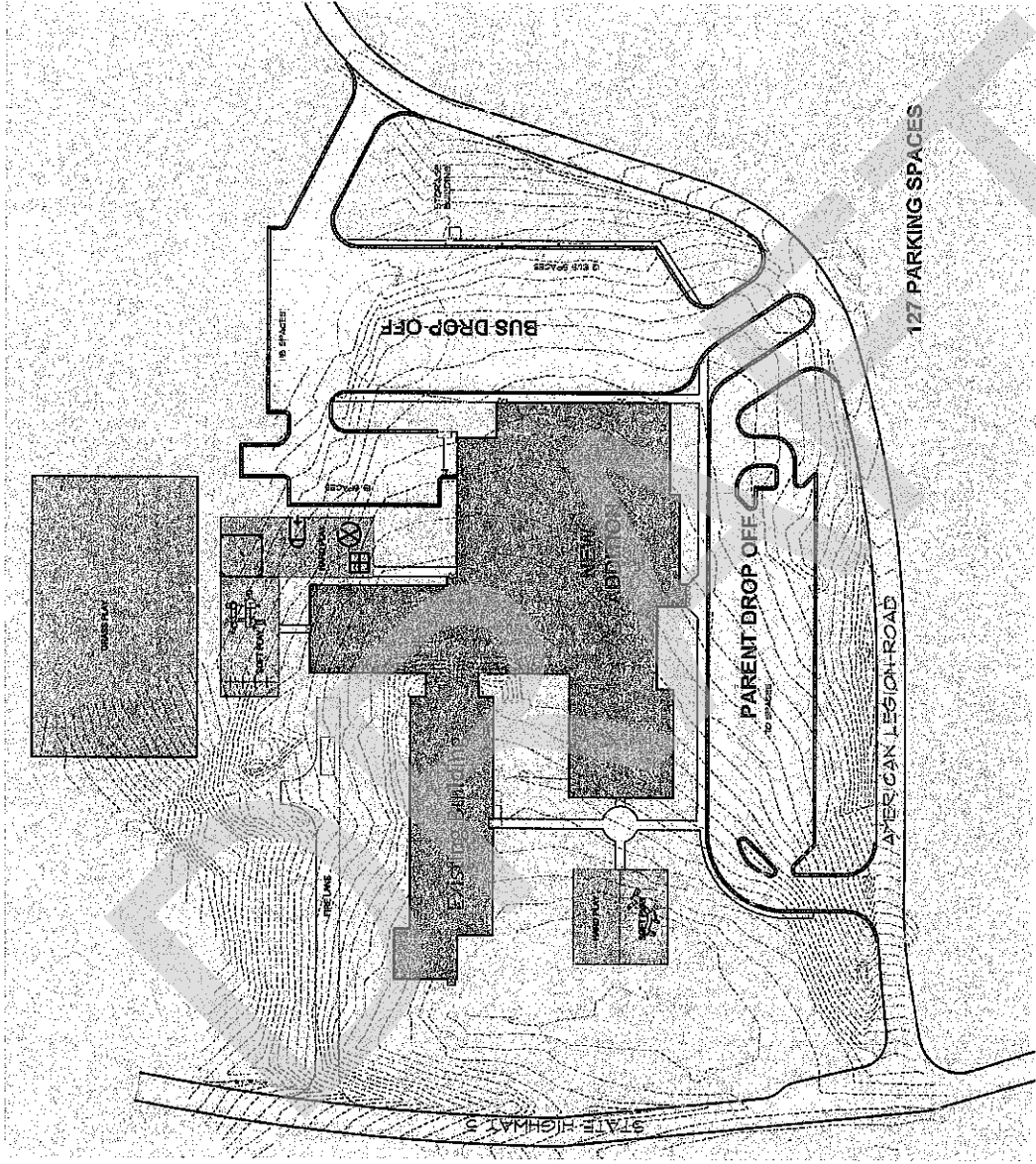
EXISTING BUILDING REMOVED

**HURRICANE DECK
ELEMENTARY**

6.10.13



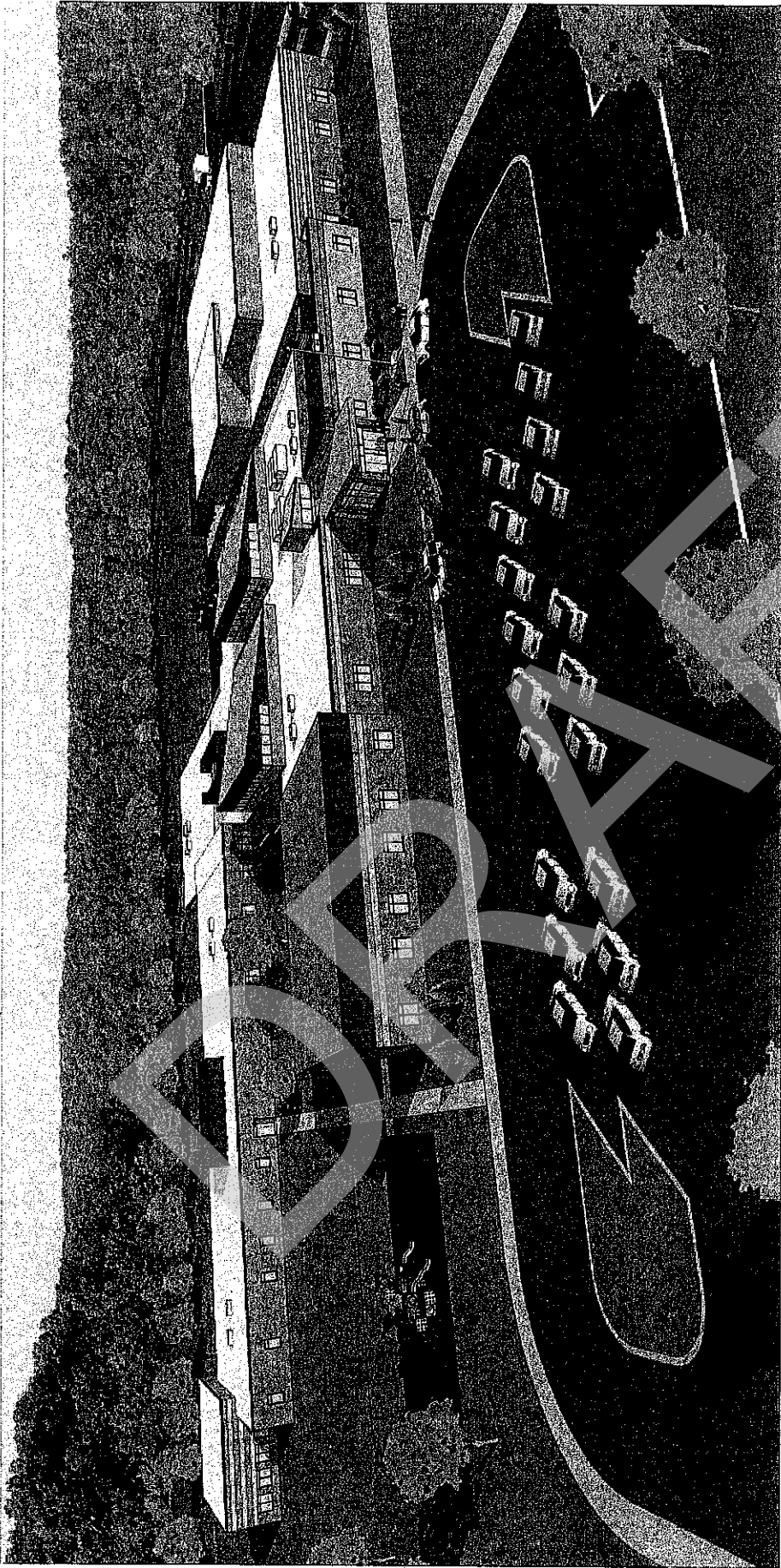
**Frangiser
Hutchens**
ACI
ARCHITECTS PLANNERS INTERIOR DESIGNERS
Capacity 350



HURRICANE DECK ELEMENTARY

6.10.13



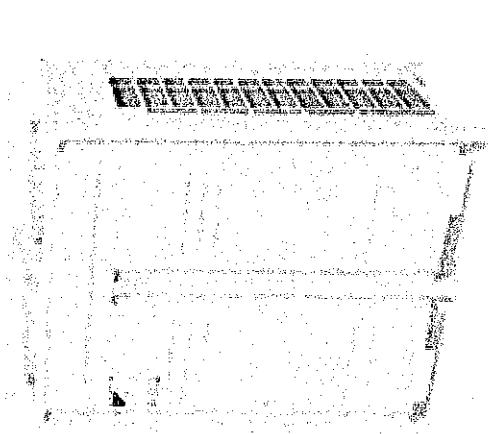


HURRICANE DECK ELEMENTARY

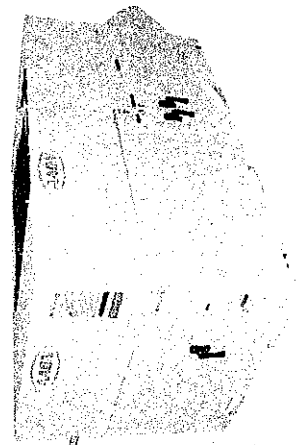
6.10.13



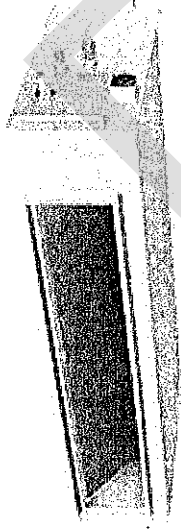
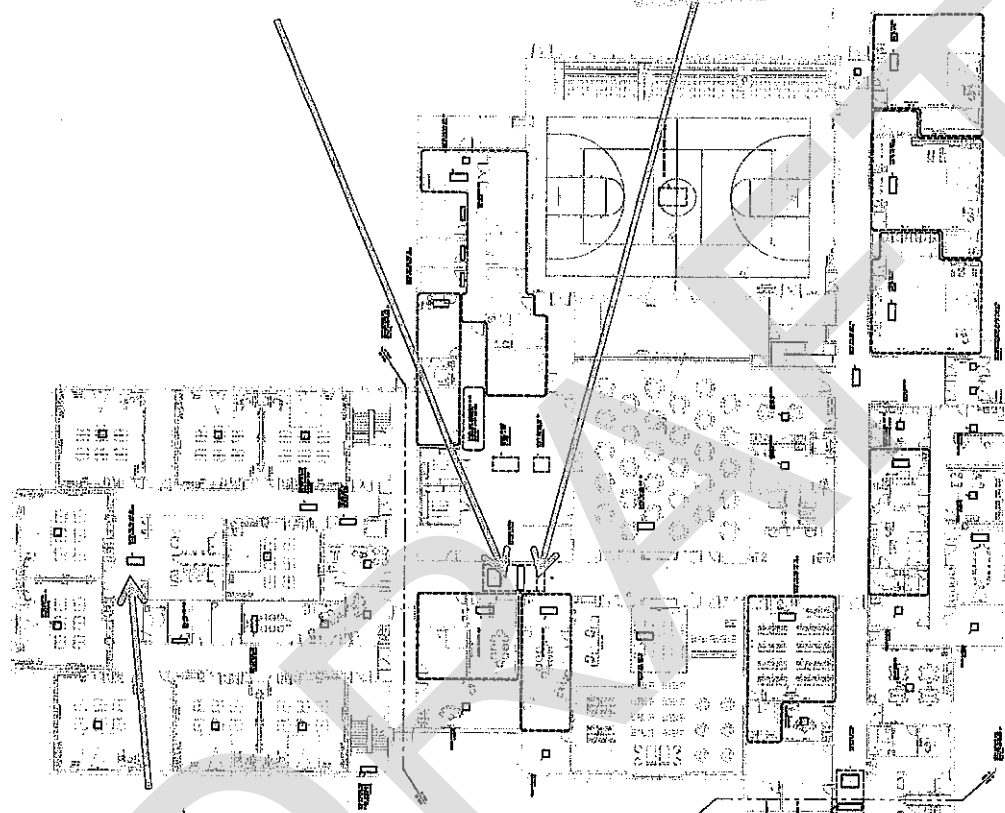
ACI **Frangiser**
Hutchens
ARCHITECTS PLANNERS INTERIOR DESIGNERS



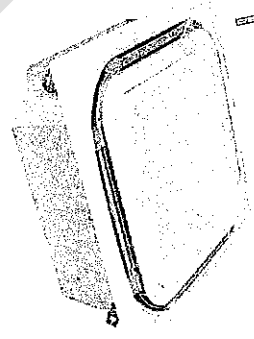
TYPICAL EXTERIOR UNIT



TYPICAL OUTSIDE AIR
ROOFTOP UNIT

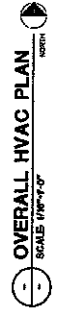


TYPICAL DUCTED FAN COIL UNIT

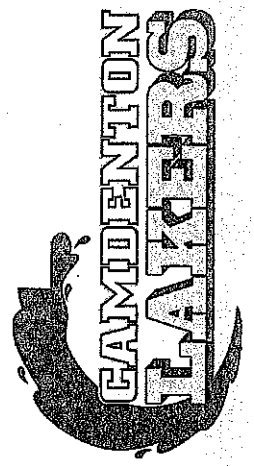


TYPICAL CEILING
MOUNTED CASSETTE

OSAGE BEACH ELEMENTARY



VARIABLE REFRIGERANT FLOW SYSTEM



**CAMDENTON R-III SCHOOL DISTRICT
DESIGN DEVELOPMENT COST ESTIMATE
BIDDING 2013**

June 10, 2013

1. New K-4 Osage Beach Elementary

a. 4 Section with separate Cafeteria and Gymnasium and 2 Classrooms for Early Childhood 82,664 s.f. @ \$172	\$14,218,208	
b. Site excavation and Utilities	<u>1,500,000</u>	
c. Subtotal	\$15,718,208	
d. Design and Construction Contingency (8%)	1,257,457	
e. A/E Fee, Survey, Testing, Printing (10%)	1,571,821	
f. Furniture and Equipment (10%)	<u>1,571,821</u>	
g. Total		\$20,119,307

Note: Cost of Land not Included in Cost Estimate

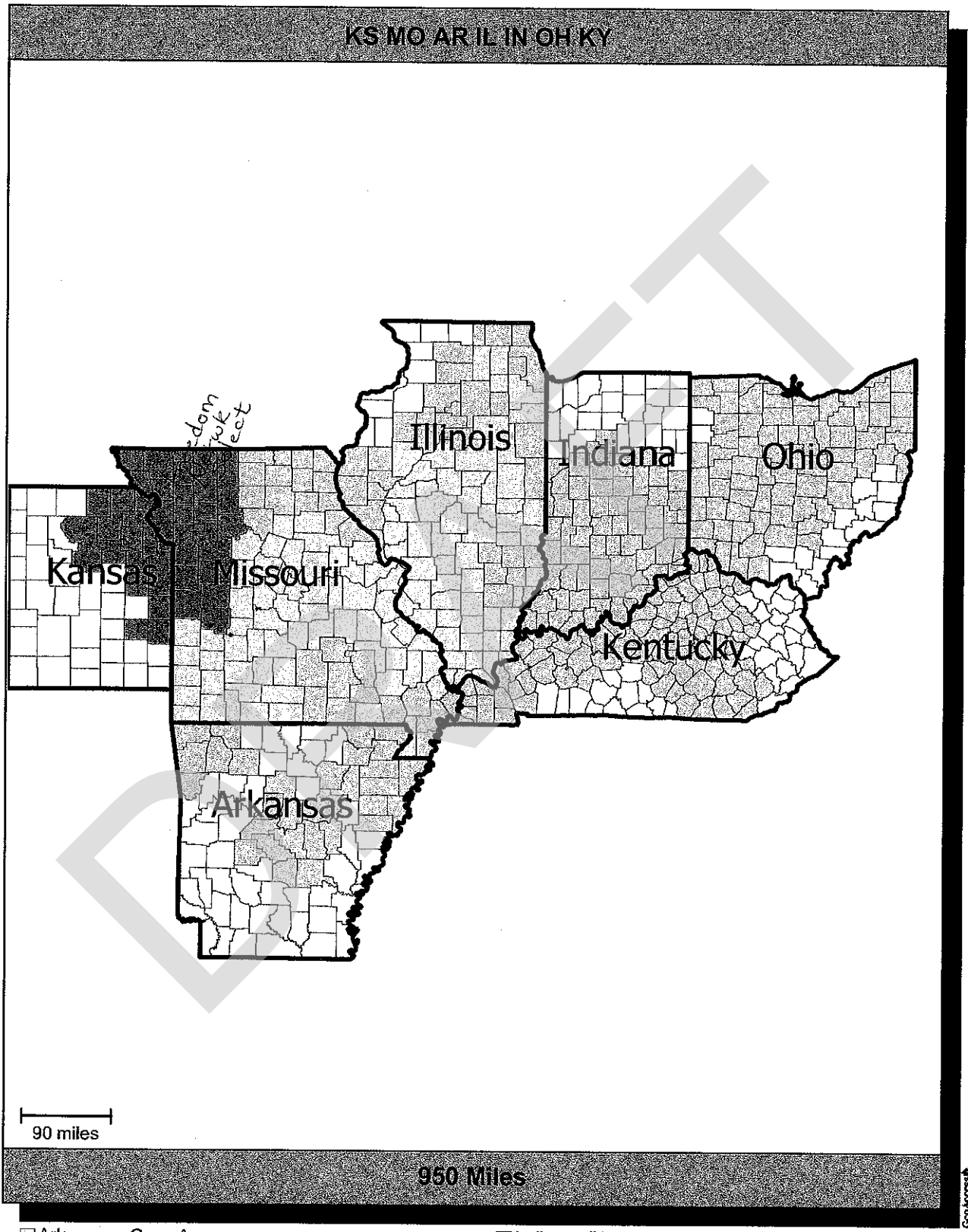
2. Addition and Renovation Hurricane Deck Elementary

a. 3 Section with separate Cafeteria and Gymnasium and 2 Classrooms for Early Childhood		
1) Addition 59,698 s.f. @ \$172	\$10,268,056	
2) Renovation 16,181 s.f. @ \$76	1,229,756	
3) Demolition 13,715 s.f. @ \$2.50	<u>34,288</u>	
b. Subtotal	\$11,532,100	
c. Design and Construction Contingency (8%)	922,568	
d. A/E Fee, Survey, Testing, Printing (10%)	1,153,210	
e. Furniture and Equipment (10%)	<u>1,153,210</u>	
f. Total		\$14,761,088

3. Total

\$34,880,395

HealthLink Open Access III



90 miles

950 Miles

- | | |
|---|---|
| <input type="checkbox"/> Arkansas - Open Access | <input type="checkbox"/> Indiana - PPO |
| <input type="checkbox"/> Arkansas - PPO | <input type="checkbox"/> Kentucky - PPO |
| <input type="checkbox"/> Freedom Network/Freedom Network Select | <input type="checkbox"/> Missouri - Open Access Tier I |
| <input type="checkbox"/> Illinois - Open Access Tier I | <input type="checkbox"/> Missouri - Open Access Tier II |
| <input type="checkbox"/> Illinois - Open Access Tier II | <input type="checkbox"/> Ohio - PPO |

CAMDENTON R III SCHOOL DISTRICT

ADDITIONAL NETWORK OPTIONS

NETWORK OPTIONS IN ADDITION TO HEALTHLINK			
Product	Includes	Access Fee	Benefits
Freedom Network Select	<ul style="list-style-type: none"> ➤ Access to PPO providers in the greater Kansas City Metropolitan area and surrounding counties ➤ HealthLink will price all the Freedom Network Select claims with no repricing fee 	<ul style="list-style-type: none"> ➤ 12% of savings with an access fee cap of \$3,000 for a single claim (example – any claim with a savings greater than \$25,000 will be capped at \$3,000) 	<ul style="list-style-type: none"> ➤ Access to PPO providers statewide ➤ Based on past 3 years of utilization – an additional in network savings of <u>\$49,484.79</u> off of <u>\$107,833.40</u> in billed charges = <u>45.9%</u> discount
PHCS	<ul style="list-style-type: none"> ➤ Access to PPO providers outside of the HealthLink/Freedom Network Select service area (Service Area Map attached) ➤ HealthLink will price PHCS claims with no repricing fee 	<ul style="list-style-type: none"> ➤ 25% of savings 	<ul style="list-style-type: none"> ➤ Access to PPO providers nationwide outside of HealthLink/Freedom Network Select service area ➤ Based on past 3 years of utilization – an additional in network savings of <u>\$21,661.59</u> off of <u>\$60,395.50</u> in billed charges = <u>35.9%</u> discount

Freedom Network Select Disruption and Savings Analysis

Freedom Network Select (without HealthLink)

Row Labels	Count of In Network	Percent of Billed	Sum of Billed	Sum of Allowed Amt	Saved Amount	Network Discount
Y	396	47.4%	\$107,833.40	\$58,348.61	\$49,484.79	45.9%
N	319	52.6%	\$119,440.17	\$119,440.17		
Grand Total	715	100.0%	\$227,273.57	\$177,788.78		

PHCS Healthy Directions Disruption and Savings Analysis

PHCS Healthy Directions (outside of HealthLink/FNS Service Area)

Row Labels	Count of PHCS HD Network Based on TIN	Percent of Billed	Sum of Billed	Sum of PHCS HD Network Protected Allowed Amount	PHCS HD Projected Saved Amt.	PHCS HD Discount
Y	293	46.1%	\$60,395.50	\$38,733.91	\$21,661.59	35.9%
N	122	53.9%	\$70,632.97	\$70,632.97		
Grand Total	415	100.0%	\$131,028.47	\$109,366.88		

DRAFT



Camdenton R-III School District
Everyone Learning Every Day

P O Box 1469
 Camdenton, MO 65020-1409
 Phone: 573-346-9277 · Fax: 573-346-9274

Guidance & Counseling

District Guidance Coordinator
 Kathy Hueste
 khueste@camdentonschools.org

2012-2013
Board of Education Report

This year's annual theme for the Missouri School Counselor Association was "Professional School Counselors: Providing Apps for Life." In education, we are preparing 21st century learners for jobs that don't yet exist, to use technologies that haven't been invented, and to solve problems we don't even know will become issues for us. As professional school counselors, it is essential that we deliver a guidance program of service that is relevant to our students' needs and ultimately helps students graduate from school *college and career ready*. Not only must we take advantage of innovations in technology to make our guidance services more accessible, we must provide support for our teachers, administrators, and parents that are also educating a generation of children like none other before them. Our local comprehensive guidance and counseling program is designed to enhance the learning process by providing academic, career, personal and social skill development opportunities and supports that empower students to be focused and ready to learn at school.

During the 2012-2013 school year, new resource and process standards and indicators were introduced by DESE requiring that *guidance and counseling is an essential and fully integrated part of the instructional program*. Some key changes to previous MSIP standards for guidance and counseling include having a K-12 guidance curriculum that is integrated and regularly reviewed, revised and is part of the district's evaluation plan; ensuring that students are participating in *Personal Plan of Study* development no later than 7th grade to aid in a successful transition to college, technical school, the military, or the workforce; and ensuring students have full access to responsive services to assist them in addressing issues and concerns that may affect their academic, career and personal/social needs.

Our goal in guidance and counseling is to ensure that we have a fully implemented comprehensive guidance program that supports the academic, career, and personal/social development of all students through guidance curriculum, individual planning, responsive services, and system support which sustains the on-going mission of our district – Everyone Learning Every Day.

Some of the new guidance activity highlights for this year included:

- **Dogwood** – re-introduced the popular Career Fair on Wheels event and focused on the identification of students for subject acceleration;
- **Hawthorn** – continued development of Positive Behavior Support tier II interventions and the addition of an adoption group for small group counseling sessions;
- **Hurricane Deck/Osage Beach** – implemented *The Leader In Me* process and provided diversity instruction to students to increase their awareness and understanding of disabilities;
- **Oak Ridge** – continued Positive Behavior Support activities including development of lesson plans and a staff manual, as well as planning and conducting staff development activities, and implemented a Check-Out process (performing daily triage) for students on Individual Behavior Plans;
- **Middle School** – launched an Anti-Bullying Club and held group meetings and continued implementation of Lakers' Closet, and added food pantry services for those students in need of food for weekends and holidays;
- **High School** – took photos of all local scholarship winners with their presenters and added new online dual enrollment college credit classes for the 2013-2014 school year;
- **Horizons** – adopted electronic process of completing pre-enrollment with all currently enrolled students using SISK12 and expanded the content and use of Career Portfolios for students by introducing the use of Missouri Connections for career development; and
- **Lake Career & Technical Center** – developed and conducted a career fair for 3rd & 4th grade students at

School of the Osage and provided tours of LCTC programs for their 5th graders, developed and piloted an interview process for student selection for programs with more student enrollment than available capacity, and established a food pantry for high school students in need of food resources.

The district guidance and counseling team participated in regular collaboration sessions throughout the school year. The group participated in concentrated training for developing and revising Section 504 plans for students. Building level guidance calendars were developed, and we began our initial planning for district guidance calendaring, which will ultimately result in a consolidated district guidance calendar. New MSIP 5 resource and process standards and indicators were introduced this year that will impact guidance activities in the future, so time was spent ensuring that all guidance counselors developed a clear understanding of the impact of these changes. At the end of the school year, our team began Phase I of the curriculum review process by identifying guidance Power Standards, reviewing our Scope & Sequence documentation, identifying high-level thematic units of study, and finally, developing a quarterly plan for 2013-2014 to complete the remainder of the Phase I process, which will include developing and revising curriculum documentation.

The team again completed the Internal Improvement Review (IIR) process to evaluate the content, structure, and implementation level of our current guidance program and components including curriculum, individual planning, responsive services, and system support. Based upon the results of the IIR, the team then developed a list of areas that will be the focus of our collaboration efforts for the 2013-2014 school year including:

- Further developing a District Guidance Manual and procedures to support existing BOE policies;
- Ensuring our written guidance curriculum is consistent, documented, and integrated across all grade levels;
- Finalizing formation of a District Guidance Advisory Council to assist in the continuous evaluation, revision, and improvement of our current guidance program;
- Developing a comprehensive District Resource Guide that can be utilized by district staff and parents to locate local and state resources outside the school district that provide assistance to students and their families; and
- Utilizing pre/post-assessments in the guidance curriculum for data collection, analysis, and evaluation of our current lessons and activities.

Some future resource needs were identified by the team, which included:

- Full-time counselors at both Hurricane Deck & Osage Beach Elementary buildings;
- Additional full-time counselor at Hawthorn Elementary; and
- Exploring the possibility of a shared resource – combined school social worker and psychometric examiner to assist with attendance issues and home visits/interventions and possibly conducting a portion of the psychological testing for Interventions and Capstone

Changes in district counseling staff for the 2013-2014 school year include:

- Jamir English, current Dogwood Elementary counselor, replacing Mike Hardee as an Oak Ridge Intermediate guidance counselor;
- Randy Sweatt, current counselor at Hawthorn Elementary, replacing Tristen Williams at CHS;
- Xann Boyd, newly hired counselor, filling the vacancy at Hawthorn Elementary;
- Jamie Stokes, newly hired counselor for Dogwood Elementary; and
- Elizabeth Jansen, newly hired counselor, filling the guidance counselor role at LCTC.

Tim Roettgen, current CHS counselor, will be the new district guidance coordinator.

If there are questions or you would like additional information, feel free to contact me at your earliest convenience. Sincerely,

Kathy A. Hueste

Kathy A. Hueste
 District Guidance Coordinator

2012-2013 Camdenston R-III Schools Guidance Report

Building: John Coxon & Jonathan Conti

Coordinator: Mike Malin

Table with 2 columns: Title & Task, and Description. Rows include 'Child Care & Nutrition Center', 'Child Care Center', 'Professional Development - Camdenston (Out of District)', and 'Team of...'

Table with 2 columns: Title & Task, and Description. Rows include 'New Guidance Activities', 'Mentorship/Professional Development', 'New Activity: Flightline for 2013-2014', and 'Professional Development in Administration'.

Table with 2 columns: Title & Task, and Description. Rows include 'New Activity: Flightline for 2013-2014', 'Professional Development in Administration', 'Team of...', and 'Mentorship/Professional Development'.

Table with 2 columns: Title & Task, and Description. Rows include 'Child Care & Nutrition Center', 'Child Care Center', 'Professional Development - Camdenston (Out of District)', and 'Team of...'

Table with 2 columns: Title & Task, and Description. Rows include 'New Guidance Activities', 'Mentorship/Professional Development', 'New Activity: Flightline for 2013-2014', and 'Professional Development in Administration'.

Table with 2 columns: Title & Task, and Description. Rows include 'New Activity: Flightline for 2013-2014', 'Professional Development in Administration', 'Team of...', and 'Mentorship/Professional Development'.

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DISTRICT GUIDANCE & COUNSELING REPORT

PROFESSIONAL SCHOOL COUNSELORS:
PROVIDING APPS FOR LIFE

Camdenton R-III Schools

OUR DISTRICT GUIDANCE & COUNSELING TEAM

CAMDENTON GUIDANCE & COUNSELING . . . BY THE NUMBERS

Building	# Students	# Counselors	Student to Counselor Ratio
Eastwood	730	2	365:1
Hawthorn	485	1	485:1
Osage Beach & Hurricane Deck	223 & 161	1	384:1
Oak Ridge	641	2	321:1
Middle School	628	2	314:1
High School	1241	4	310:1
Horizons	88	1	88:1 (not FTE)
LCTC	525	1	525:1 (not FTE)

MSIP 5 Standard = 401-500:1 - Desirable Standard = 201-250:1
 Current US Average = 457:1 - Current MO Average = 372:1
 ASCA Recommendation = 250:1

TIME TASK ANALYSIS - ELEMENTARY

Average Time Spent

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support
- Non-Guidance

6%

State-Suggested %'s

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support
- Non-Guidance

0%

TIME TASK ANALYSIS - SECONDARY

Average Time Spent

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support
- Non-Guidance

State Suggested %'s

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support
- Non-Guidance

0%

MSIP 5 RESOURCE & PROCESS STANDARDS & INDICATORS For Guidance & Counseling

- *Guidance & Counseling is an essential & fully integrated part of the instructional program.*
- District-wide program developed & implemented.
- K-12 guidance curriculum integrated into regular curriculum.
- Guidance curriculum regularly reviewed & revised.
- Students participate in *Personal Plan of Study* development no later than 7th grade.
- Students have access to responsive services.
- System support & management activities in place.

NEW ACTIVITY HIGHLIGHTS - K-6

- **Dogwood**
 - Re-introduced Career Fair on Wheels activity
 - Identification of students for subject acceleration
- **Hawthorn**
 - Developed PBS Tier II interventions
 - Small groups - new - Adoption
- **Hurricane Deck/Osage Beach**
 - Implemented The Leader In Me
 - Diversity & disability awareness instruction
- **Oak Ridge**
 - Positive Behavior Support activities: lesson plan & staff manual development, professional development
 - Check-In/Check-Out Ind. Behavior Plans (daily triage)

NEW ACTIVITY HIGHLIGHTS - 7-12

- **Middle School**
 - Anti-Bullying-Club group meetings
 - Lakers' Closet / Established food pantry
- **High School**
 - Local scholarship winner photos with local presenters
 - New dual enrollment classes - online for 2013-14
- **Horizons**
 - Online pre-enrollment
 - Expansion of Career Portfolios - MO Connections
- **Lake Career & Technical Center**
 - Elementary career development with Osage
 - Piloted interview process for student placement
 - Established food pantry

COLLABORATION RESULTS

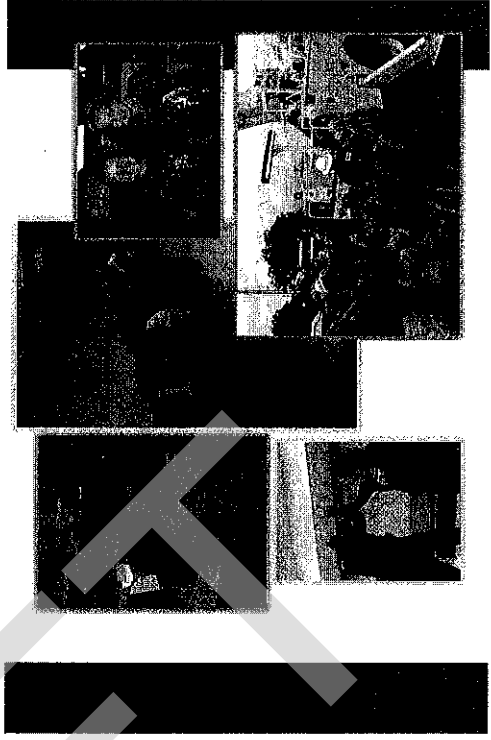
- Completed annual planning & developed building guidance calendars
- Conducted annual Internal Improvement Review & set 2013-2014 district guidance goals
- Participated in 504 Training
- Developed understanding of new MSIP 5 resource & process standards & indicators
- Began Phase I curriculum review:
 - Identified guidance Power Standards
 - Reviewed Scope & Sequence Documentation
 - Identified high-level thematic units of study
 - Developed quarterly plan for 2013-2014

INTERNAL IMPROVEMENT REVIEW RESULTS & FOCUS AREAS 2013-2014

- Phase I Curriculum Development/Review
- Guidance Manual/Procedures
- Guidance Advisory Council
- District Resource Guide
- Using Pre/Post-Assessments in Guidance Curriculum (data collection, analysis & evaluation)

FUTURE RESOURCE NEEDS

- Full-time counselors at both Hurricane Deck & Osage Beach Elementary buildings
- Additional full-time counselor at Hawthorn Elementary
- Explore possibility of shared resource - school social worker / psychological examiner



CHANGES FOR 2013-2014 . . .



- **New counselors at:**
 - Dogwood Elementary
 - Hawthorn Elementary
 - LCTC
- **Building transfers:**
 - Randy Sweatt (Hawthorn) to CHS
 - Jamin English (Dogwood) to Oak Ridge Intermediate

Retiring Counselors:
• Mike Hardee - Oak Ridge Int.
• Tristen Williams - CHS

CONTACT INFORMATION

Kathy Hueste

District Guidance Coordinator
Camdenton R-III Schools
Lake Career & Technical Center
Office Phone: 573-346-9277
Email: khueste@camdentonschools.org

DRAFT

**ANNUAL DISCIPLINE REPORT
DOGWOOD ELEMENTARY
2012 – 2013**

The following report reflects the disciplinary problems and actions, which resulted from behaviors of students in our building that required written notice and parental contacts. *Note:* other minor office visits may not have required written notice. There were 174 school days.

NUMBER OF STUDENTS ENROLLED AS OF 848 (with PK)

K – 252	1 – 241	2 – 237	Total - 730
---------	---------	---------	-------------

DISCIPLINE NOTICES	K	1 st	2 nd	Totals 2012-2013	Totals 2011-2012	Totals 2010-2011	Totals 2009-2010
Excessive Absence							
Absent from In-School Suspension							
Verbally Abusive							
Alcohol – Consumption/Possession							
Alcohol – Distribution or Sale of							
Arson FD							
Arson SD							
Arson TD							
Assault – FD							
Assault – SD							
Assault – TD							
Bogus Note							
Bullying/Extortion	0	0	5	5	5	1	3
Bus Misconduct	20	27	22	69	122	110	156
Cell Phone Misuse							
Cheating							
Computer Policy Violation							
Dangerous Item	0	1	5	6	4	5	
Defacing School Property	0	0	1	1			
Disruptive Speech or Conduct	4	12	12	28	20	43	8
Disrespectful Speech or Conduct	11	13	21	45	50	3	38
Dress Code Violation							
Drugs – Distribution or Sale of							
Drug Use							
Drug Possession							
Failure to serve Detention							

Failure to serve ISS							
Failure to serve Saturday School							
False Alarms							
Firearm	0	0	6	6			
Food Violation							
Gang Related Behavior							
Harassment/Sexual Harassment/General							
Hazing							
Identity Theft	0	0	1	1			
ID Violation							
Insubordination							
Irregular Attendance							
Loss of Book in the classroom	1	1	2	4	3	7	
Misbehavior	0	1	0	1		7	4
Nuisance/Dangerous Item	1	0	1	2		1	
Parking Lot Violation							
Public Display of Affection							
Physical Aggression	24	19	27	70	68	137	66
Prohibited Nuisance Item	2	1	0	3	2	14	19
Property Damage							
Sexual Assault FD							
Sexual Assault SD							
Sexual Assault TD							
Skipping Class							
Sleeping in Class							
Selling or Trading Articles in School							
Excessive Tardiness							
Tobacco							
Computer/Internet/Email Violation							
Theft	1	2	5	8	5	11	
Truancy	1	1	2	4	6	6	9
Coming to Class Unprepared							
Unauthorized destruction of property	0	0	1	1		5	7
Weapon – Handgun							

Weapon – Knife							
Weapon – Other Firearm							
Weapon – Other							
Weapon – Shotgun or Rifle							
TOTALS							

**Highlighted items were included by the same title in previous years' reports. History will be included for those items.*

CONSEQUENCES 2012-2013	#	CONSEQUENCES 2011-2012	#	# OF DAYS
Conference with principal	120	After School Detention	0	0
Loss of privileges	84	Saturday School	0	0
Corrective Actions/including Focus Room placements	9	In-School Suspension	8	70
In-School Isolation	11	Out-of-School Suspension	2	10
Parent Conference	18	Referral to Authorities/Juvenile	0	0

GENERAL INFORMATION

Total Conduct Reports = 253

Kindergarten Total Conduct Reports = 65
of Students Responsible for Reports = 26

1st Grade Total Conduct Reports = 79
of Students Responsible for Reports = 29

2nd Grade Total Conduct Reports = 109
of Students Responsible for Reports = 37

Positive notes/Phone calls from office: ___

Notices	PK	K	1 st	2 nd	Totals
Following Teacher Directions	6	3	1		10
Following School Rules	4	5	5		14
Helping Others	2	30	22	31	85
Academic Success	3	75	131	102	311
				Grand Total	420

**ANNUAL DISCIPLINE REPORT
HAWTHORN ELEMENTARY
2012 - 2013**

The following report reflects the disciplinary problems and actions in which resulted from behaviors of students in our building that required written notice and parental contacts. Note: other minor office visits may not have required written notice. There were 174 school days in the 2012-2013 school year.

NUMBER OF STUDENTS ENROLLED AS OF May 23, 2013
3rd - 258 4th - 226 Total - 482

Discipline Notice	3 rd	4 th	Total	Total	Total	Total
	2012-2013	2012-2013	2012-2013	2011-2012	2010-2011	2009-2010
Excessive Absence						
Absent from In-School Suspension						
Verbally Abusive						
Alcohol - Consumption/Possession						
Alcohol - Distribution or Sale of						
Arson FD						
Arson SD						
Arson TD						
Assault - FD						
Assault - SD						
Assault - TD						
Bogus Note						
Bullying/Extortion						
Bus Misconduct						
Cell Phone Misuse						
Cheating						
Computer Policy Violation						
Dangerous Item						
Defacing School Property						
Disruptive Speech or Conduct						
Disrespectful Speech or Conduct						
Dress Code Violation						
Drugs - Distribution or Sale of						
Drug Use						
Drug Possession						
Failure to serve Detention						
Failure to serve ISS						
Failure to serve Saturday School						
False Alarms						
Fighting						
Food Violation						

Discipline Notices	3 rd	4 th	Total	Total	Total	Total
	2012-2013	2012-2013	2012-2013	2011-2012	2010-2011	2009-2010
Gang Related Behavior						
Harassment-Sexual						
Harassment-General						
Hazing						
Horsey						
ID Violation						
Insubordination						
Irregular Attendance						
Lack of Effort in the classroom						
Misbehavior						
Nuisance/Dangerous Item						
Parking Lot Violation						
Public Display of Affection						
Physical Aggression						
Profanity						
Prohibited/Nuisance Item						
Property Damage						
Sexual Assault FD						
Sexual Assault SD						
Sexual Assault TD						
Skipping Class						
Sleeping in Class						
Selling or Trading Articles in School						
Excessive Tardiness						
Tobacco						
Computer/Internet/Email Violation						
Theft						
Threats						
Truancy						
Coming to Class Unprepared						
Vandalism/destruction of property						
Weapon - Handgun						
Weapon - Knife						
Weapon - Other Firearm						
Weapon - Other						
Weapon - Shotgun or Rifle						

CONSEQUENCES	CONDUCT CODES	CONDUCT CODES
Admin/Parent Conference	Before / After School Detention	
Admin/Student Conference	Focus Room	
Alternative Suspension	In School Isolation	
Assigned Seat	In School Suspension	
Banned from activity	Out of School Suspension	
Bus Warning	Saturday Detention	
Conference	Suspended from Bus	
Counseling		
Intervention Plan		
Loss of Privileges		
Restitution		
Seat Belt Required		
Unilateral Removal		
Warning		

GENERAL INFORMATION

Total Conduct Reports = 228
 # of Conduct Reports of dropped students = 21

3rd Grade Total Conduct Reports = 131
 # of Students Responsible for Reports = 53

4th Grade Total Conduct Reports = 97
 # of Students Responsible for Reports = 47

100 students responsible for discipline report

86 =students had 1-4 discipline reports
13 =students had 5-10 discipline reports
1 =students had 11-20 discipline reports
0 =students had 20+ discipline reports

**ANNUAL DISCIPLINE REPORT
HURRICANE DECK ELEMENTARY
2012-2013**

The following report reflects the disciplinary problems and actions, which resulted from behaviors of students in our building that required written notice and parental contacts. Note: other "minor" office visits may not have required written notice.

NUMBER OF STUDENTS ENROLLED AS OF May 23, 2013

K-36	1 st -26	2 nd -26	3 rd -29	4 th -24
Total Enrollment 141 (this does not reflect preschool enrollment)				

Discipline	K-36	1 st -26	2 nd -26	3 rd -29	4 th -24
Excessive Absence	-	-	-	-	-
Absent from In-School Suspension	-	-	-	-	-
Verbally Abusive	-	-	-	-	-
Alcohol - Consumption/Possession	-	-	-	-	-
Alcohol - Distribution or Sale of	-	-	-	-	-
Arson FD	-	-	-	-	-
Arson SD	-	-	-	-	-
Arson TD	-	-	-	-	-
Assault - FD	-	-	-	-	-
Assault - SD	-	-	-	-	-
Assault - TD	-	-	-	-	-
Bogus Note	-	-	-	-	-
Bullying/Extortion	-	-	-	-	-
Bus Misconduct	-	-	-	12	9
Cell Phone Misuse	-	-	-	-	14
Cheating	-	-	-	-	8
Computer Policy Violation	-	-	-	-	5
Dangerous Item	-	-	-	-	1
Defacing School Property	-	-	-	1	3
Disruptive Speech or Conduct	-	-	-	2	17
Disrespectful Speech or Conduct	-	-	-	3	20
Dress Code Violation	-	-	-	-	5
Drugs - Distribution or Sale of	-	-	-	-	14
Drug Use	-	-	-	-	5
Drug Possession	-	-	-	-	1
Failure to serve Detention	-	-	-	-	1
Failure to serve ISB	-	-	-	-	1
Failure to serve Saturday School	-	-	-	-	1
False Alarms	-	-	-	-	1
Fighting	-	-	-	9	2
Food Violation	-	-	-	-	1
Gender Related Behavior	-	-	-	-	1
Harassment-Sexual	-	-	-	1	1

Harassment-General	-	-	-	-	1
Hazing	-	-	-	-	-
Horseplay	-	-	-	-	1
ID Violation	-	-	-	-	1
Insubordination	-	-	-	-	-
Irregular Attendance	-	-	-	-	-
Lack of Effort in the classroom	-	-	-	-	2
Misbehavior	-	-	-	-	1
Nuisance/Dangerous Item	-	-	-	-	0
Parading	-	-	-	-	1
Parading Lat Violation	-	-	-	-	-
Public Display of Affection	-	-	-	-	-
Physical Aggression	-	-	-	-	24
Profanity	-	-	-	-	13
Prohibited/Nuisance Item	-	-	-	-	16
Property Damage	-	-	-	-	7
Sexual Assault FD	-	-	-	-	2
Sexual Assault SD	-	-	-	-	-
Sexual Assault TD	-	-	-	-	-
Skipping Class	-	-	-	-	-
Sleeping In Class	-	-	-	-	-
Selling or Trading Articles In School	-	-	-	-	-
Excessive Tardiness	-	-	-	-	-
Tobacco	-	-	-	-	-
Computer/Internet/Email Violation	-	-	-	-	-
Theft	-	-	-	-	4
Threats	-	-	-	-	2
Truancy	-	-	-	-	1
Coming to Class Unprepared	-	-	-	-	-
Vandalism/Destruction of property	-	-	-	-	1
Weapon - Handgun	-	-	-	-	-
Weapon - Knife	-	-	-	-	-
Weapon - Other Firearm	-	-	-	-	-
Weapon - Other	-	-	-	-	-
Weapon - Shotgun or Rifle	-	-	-	-	-
Totals					80

BUILDING DISCIPLINE CONSEQUENCE CHART

CONSEQUENCES 2012-2013	#	# of Days
APC - Admin/Parent Conf/	12	
Intervention Plan	1	
Focus Room	2	2
Warning	9	
LP - Loss of Privileges	10	10
Bus Suspension	2	
R/A - Referral to Authorities	1	
Res - Restitution	2	
ISI - In School Isolation	12	12
ISS - In School Suspension	7	7
Bus Assigned Seat	1	
Bus warning	4	

**GENERAL INFORMATION
TOTAL DISCIPLINE NOTICES & BUS CONDUCT REPORTS**

- Kindergarten** 6 students were responsible for 7 conduct reports
 - 1 time 3 students
 - 2 times 1 student
- 1st grade** 8 students were responsible for 17 conduct reports
 - 1 time 3 students
 - 2 times 1 student
 - 3 times 1 student
 - 7 times 1 student
- 2nd grade** 3 students were responsible for 3 conduct reports
 - 1 time 3 students
- 3rd grade** 7 students were responsible for 13 conduct reports
 - 1 time 4 students
 - 2 times 1 student
 - 3 times 1 student
 - 4 times 1 student
- 4th grade** 2 students were responsible for 20 conduct reports
 - 1 time 1 student
 - 4 times 1 student
 - 15 times 1 student

**ANNUAL DISCIPLINE REPORT
CAMDENTON HIGH SCHOOL
2012-2013**

The following report reflects the disciplinary problems and actions resulting from behaviors of students in our buildings that required written notice and parental contacts. Information provided by Assistant Principals Larry Lewis and Paula Brown.

High School Enrollment

High School Enrollment Last Day of School	9 th	10 th	11 th	12 th	Total
2012-2013	298	331	334	301	1321
2011-2012	342	331	319	294	1306
2010-2011	362	311	299	332	1331

High School Discipline Referrals

	9 th	10 th	11 th	12 th	TOTALS 2012-2013	TOTALS 2011-2012	TOTALS 2010-2011
Alcohol - Consumption Possession	5	2	2	2	9	10	10
Alcohol - Distribution or sale of	2			2	4	0	0
Assault FD				0	0	0	0
Assault SD				0	0	0	0
Assault TD	4			2	6	0	0
Boys Note	1			1	2	0	0
Bullying	6	1		1	8	15	15
Bus Misconduct	18	29	6	2	55	100	100
Cell Phone Misuse	34	63	44	13	154	100	100
Cheating	5	9	4	2	20	31	31
Coming to Class Unprepared	1				1	0	0
Computer Policy Violation	3		1	1	5	0	0
Computer/Internet/Email Violation				1	1	0	0
Defacing School Property	4				4	0	0
Disrespectful Speech or Conduct	48	52	30	11	141	244	244
Disruptive Speech or Conduct	49	40	15	4	108	218	218
Drug Code Violation	23	26	30	28	107	150	150
Drug - Distribution or Sale of	1	3			4	0	0
Drug Possession	7	6	2		15	0	0
Drug Use	5	3	6	2	16	0	0
Excessive Tardiness	144	160	172	90	566	566	566

High School Discipline Referrals (Cont.)	9 th	10 th	11 th	12 th	TOTALS 2012-2013	TOTALS 2011-2012	TOTALS 2010-2011
Failure to Serve Detention	25	30	11	9	75	75	75
Failure to Serve Saturday School	7	11	9	7	34	34	34
Fighting	18	4	6		28	28	28
Food Violation	12	24	13	2	51	51	51
Harassment	14	13	3		30	30	30
Hazing					0	0	0
Hazing	5	4	4	2	15	15	15
Horseyplay					0	0	0
ID Violation		2			2	0	0
Irregular Attendance		1			1	0	0
Insubordination	36	40	31	6	113	113	113
Lack of Effort	1	3	3	1	8	8	8
Misbehavior	24	22	13	8	67	67	67
Noisence / Dangerous Item					0	0	0
Parking Lot Violation		16	59	47	122	122	122
Physical Aggression		1			1	0	0
Profanity	5	18	9	5	40	40	40
Prohibited Item	2	2	3		7	7	7
Property Damage			1		1	0	0
Public Display of Affection	8	9	1	2	20	20	20
Sexual Harassment	3	1			4	4	4
Skipping Class	34	43	37	23	137	137	137
Sleeping in Class	1	1	1	2	5	5	5
Theft	7	6	4		17	17	17
Threat	3	1	5	3	12	12	12
Tobacco	8	7	9	11	35	35	35
Tutoring	3	7	11	15	36	36	36
Vandalism	9	2	3		14	14	14
Verbally Abusive		2	1	1	4	4	4
Weapon - Knife					0	0	0
Weapon - Other					0	0	0
Total	588	661	547	306	2102	2686	2686

High School Discipline Consequences by Category

	9 th	10 th	11 th	12 th	TOTALS 2012-2013	TOTALS 2011-2012	TOTALS 2010-2011
After-School Detention	25	38	24	11	98	98	98
Alternate Suspension (ASP)	19	11	13	4	47	47	47
Bus - Assigned to a seat		1			1	0	0
Bus - Off Bus until further notice	7	17	2	2	28	28	28
Bus - Seatbelt required					0	0	0
Computer Usage Suspended					0	0	0
Conference		2			2	0	0
Counseling		1			1	0	0
In-School Isolation (lunch det.)	182	205	169	83	639	639	639
In-School Suspension (ISS)	186	188	129	65	568	568	568
Loss of Privilege	6	11	30	25	72	72	72
No Action Taken	1				1	0	0
Out-of-School Suspension (OSS)	53	27	29	15	124	124	124
Referral					0	0	0
Reimbursement for School Property Damage					0	0	0
Restitution		2			2	0	0
Saturday Detention	26	29	32	23	110	110	110
Warning	83	133	118	78	412	412	412

LCTC Enrollment

LCTC Enrollment Last Day of School	9 th	10 th	11 th	12 th	Total
2012-2013	135	161	125	120	553
2011-2012	156	157	110	100	523
2010-2011	156	150	119	142	567

Lake Career Technical Center Discipline Referrals

	9 th	10 th	11 th	12 th	TOTALS 2012-2013	TOTALS 2011-2012	TOTALS 2010-2011
Alcohol - Consumption Possession					0	0	0
Alcohol - Distribution or sale of					0	0	0
Assault FD					0	0	0
Assault SD					0	0	0
Assault TD					0	0	0
Boys Note					0	0	0
Bullying					0	0	0
Bus Misconduct		4			4	0	0
Cell Phone Misuse	1	2	3	5	11	11	11
Cheating		1			1	0	0
Coming to Class Unprepared					0	0	0
Computer Policy Violation					0	0	0
Computer/Internet/Email Violation					0	0	0
Defacing School Property					0	0	0
Disrespectful Speech or Conduct	1			2	3	3	3
Disruptive Speech or Conduct		16	5	2	23	23	23
Drug Code Violation		1		3	4	4	4
Drug - Distribution or Sale of					0	0	0
Drug Possession					0	0	0
Drug Use					0	0	0
Excessive Tardiness	3	1	2	2	8	8	8
Failure to Serve Detention					0	0	0
Failure to Serve Saturday School					0	0	0
Fighting					0	0	0
Food Violation					0	0	0
Harassment					0	0	0
Hazing					0	0	0

LCTC Discipline Referrals (cont.)	9th	10th	11th	12th	TOTALS 2012-2013	TOTALS 2011-2012	TOTALS 2010-2011
Harassment		1	1	1	3	0	0
ID Violation					0	0	0
Insubordination		5	3	5	13	14	12
Irregular Attendance					0	0	0
Lack of Effort					0	0	0
Minibehavior					0	0	0
Nuisance / Dangerous Item					0	0	0
Parking Lot Violation			3	8	11	10	11
Physical Aggression					0	0	0
Profanity		1			1	0	0
Prohibited Item					0	0	0
Property Damage					0	0	0
Public Display of Affection				1	1	0	0
Sexual Harassment					0	0	0
Skipping Class		4	3	1	8	10	10
Sleeping in Class			2		2	0	0
Theft		1		1	2	0	0
Threat					0	0	0
Tobacco		1		2	3	0	0
Traffic			1	1	2	0	0
Vandalism					0	0	0
Verbally Abusive					0	0	0
Weapon - Knife					0	0	0
Weapon - Other					0	0	0
Totals	5	38	23	32	100	14	14

LCTC Discipline Consequences by Category

	9th	10th	11th	12th	TOTALS 2012-2013	TOTALS 2011-2012	TOTALS 2010-2011
After-School Detention			1	1	2	0	0
Alternate Suspension (ASP)		1	2	3	6	0	0
Bus - Assigned to a seat					0	0	0
Bus - Off Bus until further notice					0	0	0
Bus - Seatbelt required					0	0	0

LCTC Consequences (Cont.)	9th	10th	11th	12th	TOTALS 2012-2013	TOTALS 2011-2012	TOTALS 2010-2011
Computer Usage Suspended					0	0	0
Conference			1	1	2	0	0
In-School Isolation (lunch det.)	4	11	5	6	26	18	18
In-School Suspension (ISS)		15	7	6	28	15	9
Loss of Privilege		1		2	3	0	0
No Action Taken					0	0	0
Out-of-School Suspension (OSS)			1	1	2	11	11
Referral					0	0	0
Reimbursement for School Property Damage					0	0	0
Restitution					0	0	0
Saturday Detention			2	3	5	13	13
Warning	1	10	4	12	27	47	52

Horizons Enrollment

Horizons Enrollment Last Day of School	9th	10th	11th	12th	Total
2013-2013	1	14	32	48	95
2012-2013	4	16	23	54	97
2011-2012	0	8	27	75	110

Horizons Technical Center Discipline Referrals

	9th	10th	11th	12th	TOTALS 2012-2013	TOTALS 2011-2012	TOTALS 2010-2011
Alcohol - Consumption/Possession			2		2	0	0
Alcohol - Distribution or Sale of					0	0	0
Assault ED					0	0	0
Assault SD					0	0	0
Assault TD		2			2	0	0
Booze Note					0	0	0
Bullying		1	1		2	0	0
Bus Misconduct			2		2	15	25
Cell Phone Misuse					0	0	0
Cheating			3		3	0	0

Horizons Discipline Referrals (cont.)	9th	10th	11th	12th	TOTALS 2012-2013	TOTALS 2011-2012	TOTALS 2010-2011
Coming to Class Unprepared					0	0	0
Computer Policy Violation					0	0	0
Computer/Internet/Email Violation			3		3	0	0
Defacing School Property					0	0	0
Disrespectful Speech or Conduct		2	10	4	17	0	0
Disruptive Speech or Conduct		3	8	3	14	0	0
Dress Code Violation					0	0	0
Drug - Distribution or Sale of	1				1	0	0
Drug Possession		2	4	4	10	0	0
Drug Use				2	2	0	0
Excessive Tardiness			2		2	0	0
Failure to Serve Detention					0	0	0
Failure to Serve Saturday School					0	0	0
Fighting		4	2		6	0	0
Food Violation					0	0	0
Harassment					0	0	0
Hazing					0	0	0
Harassment					0	0	0
ID Violation					0	0	0
Insubordination		1	9	2	12	11	10
Irregular Attendance					0	0	0
Lack of Effort			1		1	0	0
Misbehavior		6	5	5	16	0	0
Nuisance / Dangerous Item					0	0	0
Parking Lot Violation					0	0	0
Physical Aggression					0	0	0
Profanity		4		3	7	0	0
Prohibited Item					0	0	0
Property Damage					0	0	0
Public Display of Affection					0	0	0
Sexual Harassment					0	0	0
Skipping Class		2		2	4	0	0
Sleeping in Class					0	0	0
Theft				1	1	0	0

Horizons Discipline Referrals (cont.)	9th	10th	11th	12th	TOTALS 2012-2013	TOTALS 2011-2012	TOTALS 2010-2011
Threat				1	1	0	0
Tobacco	1		2	1	4	0	0
Traffic			7	8	15	0	0
Vandalism		1	2	1	4	0	0
Verbally Abusive					0	0	0
Weapon - Knife			1		1	0	0
Weapon - Other					0	0	0
Totals	2	28	65	34	132	0	0

Horizons Discipline Consequences by Category

	9th	10th	11th	12th	TOTALS 2012-2013	TOTALS 2011-2012	TOTALS 2010-2011
After-School Detention		4	15	8	27	0	0
Alternate Suspension (ASP)		9	9	7	26	0	0
Adults/Activity Event Suspension			1		1	0	0
Bus - Assigned to a seat					0	0	0
Bus - Off Bus until further notice		1	2	1	4	0	0
Bus - Seatbelt required					0	0	0
Computer Usage Suspended			2		2	0	0
Conference			2		2	0	0
In-School Isolation (lunch det.)		1	1	1	3	0	0
In-School Suspension (ISS)	1	6	15	13	35	0	0
Loss of Privilege			4		4	0	0
No Action Taken			1		1	0	0
Out-of-School Suspension (OSS)	1	7	11	5	24	0	0
Out of School Suspension 1 year			1		1	0	0
Referral					0	0	0
Reimbursement for School Property Damage					0	0	0
Restitution				1	1	0	0
Saturday Detention					0	0	0
Warning				1	1	0	0

TOTAL HIGH SCHOOL DISCIPLINE REFERRALS
(HS + LCTC + Bus + Horizons)

Grade	Referrals 2012-2013	Referrals 2011-2012	Referrals 2010-2011
9	595	880	719
10	727	809	687
11	635	777	593
12	372	547	568
Totals	2334	3063	2567

DRAFT

**ANNUAL DISCIPLINE REPORT
CAMDENTON MIDDLE SCHOOL
2012-2013**

The following report reflects the disciplinary problems and actions resulting from behaviors of students in our buildings that required written notice and parental contacts. Information provided by Assistant Principal Joel Carey.

Enrollment Last Day of School	7 th	8 th	Total
2012-2013	297	327	624
2011-2012	325	297	622
2010-2011	287	343	630
2009-2010	325	360	685

DISCIPLINE NOTICES	7 th	8 th	TOTALS 2012-2013	TOTALS 2011-2012	TOTALS 2010-2011	TOTALS 2009-2010
Excessive Absence	1	0	1	0	0	1
Absent from In-School Suspension	0	0	0	0	0	0
Verbally Abusive	0	2	2	0	0	2
Alcohol - Consumption/Possession	0	0	0	0	0	0
Alcohol - Distribution or Sale of	0	2	2	0	0	2
Arson FD	0	0	0	0	0	0
Arson SD	0	0	0	0	0	0
Arson TD	0	0	0	0	0	0
Assault - FD	0	2	2	0	0	2
Assault - SD	0	0	0	1	0	0
Assault - TD	0	0	0	6	0	0
Bogus Note	0	0	0	0	0	0
Bullying/Extortion	9	13	22	10	9	11
Bus Misconduct	13	6	19	49	38	31
Cell Phone Misuse	27	7	34	32	35	33
Chasing	0	0	0	0	0	0
Computer Policy Violation	1	2	3	0	0	0
Dangerous Item	0	0	0	0	0	0
Defacing School Property	0	0	0	0	0	0
Disruptive Speech or Conduct	35	22	57	45	52	71
Disrespectful Speech or Conduct	18	10	28	25	37	52
Dress Code Violation	1	1	2	0	0	0
Drugs - Distribution or Sale of	1	1	2	0	0	0
Drug Use	1	3	4	0	0	0
Drug Possession	3	1	4	6	0	0
Failure to serve Detention	0	0	0	0	0	0
Failure to serve ISS	0	1	1	0	0	0
Failure to serve Saturday School	0	0	0	0	0	0
False Alarms	0	0	0	0	0	0

Fighting	6	21	27	9	29	38
Food Violation	0	0	0	0	0	0
Gang Related Behavior	0	0	0	0	0	0
Harassment-Sexual	1	13	14	14	2	15
Harassment-General	1	4	5	9	6	12
Hazing	0	0	0	0	0	0
Horseyplay	9	10	19	15	25	29
ID Violation	0	0	0	0	0	0
Insubordination	13	18	31	24	54	64
Irregular Attendance	0	0	0	0	0	0
Lack of Effort in the classroom	10	5	15	21	30	37
Misbehavior	1	0	1	2	0	0
Nuisance/Dangerous Item	0	0	0	0	0	0
Parking Lot Violation	0	0	0	0	0	0
Public Display of Affection	2	3	5	4	3	4
Physical Aggression	2	0	2	0	2	0
Profanity	6	3	9	13	18	21
Prohibited/Nuisance Item	2	2	4	0	2	1
Property Damage	0	1	1	0	0	0
Sexual Assault: FD	0	0	0	0	0	0
Sexual Assault: SD	0	0	0	0	0	0
Sexual Assault: TD	0	0	0	0	0	0
Skipping Class	3	4	7	18	18	13
Sleeping in Class	0	2	2	0	0	0
Selling or Trading Articles in School	0	0	0	0	0	0
Excessive Tardiness	17	11	28	49	61	131
Tobacco	3	3	6	2	2	2
Computer/Internet/Email Violation	0	0	0	0	0	0
Theft	0	0	0	4	4	4
Threats	2	6	8	4	11	15
Truancy	1	2	3	3	4	0
Coming to Class Unprepared	0	0	0	0	0	0
Vandalism/Destruction of property	0	0	0	0	0	0
Weapon - Handgun	0	0	0	0	0	0
Weapon - Knife	0	1	1	0	0	0
Weapon - Other Firearm	0	0	0	0	0	0
Weapon - Other	0	0	0	0	0	0
Weapon - Shotgun or Rifle	0	0	0	0	0	0
TOTALS	188	162	350	492	493	834

TOTAL MIDDLE SCHOOL DISCIPLINE REFERRALS

Grade	Referrals 2012-2013	Referrals 2011-2012	Referrals 2010-2011	Referrals 2009-2010
7	188	188	190	222
8	182	204	305	612
Totals	370	392	495	834

Middle School Discipline Consequences by Category

	7 th	8 th	TOTALS 2012-2013	TOTALS 2011-2012	TOTALS 2010-2011	TOTALS 2009-2010
Principal - Parent Conference	0	0	0	0	0	0
Principal - Student Conference	24	5	29	30	20	75
After-School Detention	43	24	67	118	200	266
Saturday School Assignment	17	14	31	43	39	87
In-School Suspension (ISS)	95	105	200	178	169	283
Out-of-School Suspension (OSS)	13	27	40	45	58	70
Alternative Suspension (ASP)	0	0	0	0	0	0
Bus Suspension (Temp Loss of Riding priv)	7	9	16	15	9	44
Lunch Detention (LSD)	0	0	0	0	0	0

**ANNUAL DISCIPLINE REPORT
Osage Beach Elementary
2012-2013**

The following report reflects the disciplinary problems and actions, which resulted from behaviors of students in our building that required written notice and parental contacts. Note: other "minor" office visits may not have required written notice.

NUMBER OF STUDENTS ENROLLED AS OF May 23, 2013

K 51 2nd 50 4th 37
1st 31 3rd 29

Total Enrollment 198

DISCIPLINE NOTICES	K	1 st	2 nd	3 rd	4 th	2012-2013	2011-2012	2010-2011
Excessive Absence								
Absent from In-School Suspension								
Verbally Abusive								
Alcohol - Consumption/Possession								
Alcohol - Distribution or Sale of								
Arson FD								
Arson SD								
Arson TD								
Assault - FD								
Assault - SD								
Assault - TD					1			
Bogus Note								
Bullying/Extortion								
Bus Misconduct		2	1			2	18	16
Cell Phone Misuse								
Cheating				1				
Computer Policy Violation								
Dangerous Item								
Defacing School Property								
Disruptive Speech or Conduct		1						6
Disrespectful Speech or Conduct					2			4
Dress Code Violation								
Drugs - Distribution or Sale of								
Drug Use								
Drug Possession								
Failure to serve Detention								
Failure to serve ISS								
Failure to serve Saturday School								
False Alarms								

Fighting	1								19
Food Violation									
Gang Related Behavior									
Harassment-Sexual									15
Harassment-General									2
Hazing									
Horseplay			1		2				3
ID Violation									
Insubordination									
Irregular Attendance									
Lack of Effort in the classroom									
Misbehavior	1	1							
Nuisance/Dangerous Item									
Parking Lot Violation									
Public Display of Affection									
Physical Aggression									
Profanity								1	
Prohibited/Nuisance Item									
Property Damage									
Sexual Assault FD									
Sexual Assault SD									
Sexual Assault TD									
Slipping Class									
Sleeping in Class									
Selling or Trading Articles in School									
Excessive Tardiness									
Tobacco									
Computer/Internet/Email Violation									
Theft									
Threats	1				1				
Truancy									
Coming to Class Unprepared									
Vandalism/Destruction of property									
Weapon - Handgun									
Weapon - Knife									
Weapon - Other Firearm									
Weapon - Other									
Weapon - Shotgun or Rifle									
TOTALS									17
									29
									57

Building Consequence Chart

CONSEQUENCES 2012-2013	# of Days
APC - Admin/Parent Conf	
ASC - Admin/Student Conf	
ASD - After School Detention	
CA - Corrective Actions	
CP - Corporal Punishment	
L/P - Loss of Privileges	
OTH - Other	
R/A - Referral to Authorities	
Res - Restitution	
ISI - In School Isolation	
ISS - In School Suspension	6
OSS - Out of School Suspension	13
SS - Saturday School	
Focus Rooms	
BUSA-Bus assigned seat	2
BUS-Bus warning	

TOTAL DISCIPLINE NOTICES & BUS CONDUCT REPORTS

Kindergarten 2 students were responsible for 3 conduct reports
 1 time 1 students
 2-5 times 1 students
 6-10 times 0 students

1st grade 2 students were responsible for 5 conduct reports
 1 time 1 students
 2-5 times 1 students
 6-10 times 0 students

2nd grade 2 students were responsible for 2 conduct reports
 1 time 2 students
 2-5 times 0 students
 6-10 times 0 students

3rd grade 1 students were responsible for 3 conduct reports
 1 time 0 students
 2-5 times 1 students
 6-10 times 0 students

4th grade 4 students were responsible for 4 conduct reports
 1 time 4 students
 2-5 times 0 students
 6-12 times 0 students

Oak Ridge Intermediate Discipline Report

The following report reflects the disciplinary problems and actions which resulted from behaviors of students in our building that required written notice and parental contacts. Note: other minor office visits may not have required written notice. There were _____ school days in the 2012-2013 school year.

NUMBER OF STUDENTS ENROLLED AS OF MAY 18, 2012

5th – 305
6th – 329
Total – 334

DISCIPLINE NOTICES	5 th	6 th	Total 2012-2013	Total 2011-2012	Total 2010-2011	Total 2009-2010	Total 2008-2009
Excessive Absence							
Absent from In-School Suspension							
Verbally Abusive							
Alcohol - Consumption/Possession							
Alcohol - Distribution or Sale of							
Arson FD							
Arson SD							
Arson TD							
Assault - FD	1						
Assault - SD							
Assault - TD							
Bogus Note							
Bullying	1	2					
Bus Misconduct	39	45					
Cell Phone Misuse	1	1					
Cheating							
Dangerous Item							
Defacing School Property		1					
Disruptive Speech or Conduct	9	10					
Disrespectful Speech or Conduct	49	48					
Dress Code Violation							
Drugs - Distribution or Sale of							
Drug Use							
Drug Possession							
Failure to serve Detention							
Failure to serve ISS							
Failure to serve Saturday School							
False Alarms							
Fighting	1	2					
Food Violation							

Gang Related Behavior							
Harassment-Sexual	2	1					
Harassment-General	5	8					
Hazing							
Horseplay	13	18					
ID Violation							
Insubordination							
Irregular Attendance	1						
Lack of Effort in the classroom	10	26					
Misbehavior		2					
Nuisance/Dangerous Item	1						
Parking Lot Violation							
Public Display of Affection							
Physical Aggression	30	35					
Profanity	5	1					
Prohibited/Nuisance Item		1					
Property Damage	6	2					
Sexual Assault FD							
Sexual Assault SD							
Sexual Assault TD							
Skipping Class							
Sleeping in Class	1						
Selling or Trading Articles in School							
Excessive Tardiness		1					
Tobacco							
Computer/Internet/Email Violation		1					
Theft	2	5					
Threats		4					
Truancy							
Coming to Class Unprepared		1					
Vandalism/destruction of property							
Weapon - Handgun							
Weapon - Knife							
Weapon - Other Firearm	1						
Weapon - Other							
Weapon - Shotgun or Rifle							
TOTALS	177	216					

CONSEQUENCES	#	# OF DAYS	CONSEQUENCES	#	# OF DAYS
Conference/warning with principal	48		After School Detention	24	
Loss of privileges	59		Saturday School	4	
Corrective Actions	27		In-School Suspension	43	176
In-School Isolation	22	90.5	Out-of-School Suspension	1	77
Restitution/Reimbursement			Referral to Authorities/Juvenile		
Corporal Punishment			Bus Suspensions		
Bus Assigned Seat			Bus-Seatbelt required		

GENERAL INFORMATION

Total Conduct Reports = 393
 # of Conduct Reports of dropped students = 17 (6 students)
 5th Grade Total conduct Reports = 177
 # of Students Responsible for Reports = 62
 6th Grade Total Conduct Reports = 216
 # of Students Responsible for Reports = 86

148 students responsible for 393 discipline reports
 123 students had 1-4 discipline reports
 19 students had 5-10 discipline reports
 1 student had 11-16 discipline reports
 1 student with 17 - 22 discipline reports
 1 student with 23 - 28 discipline reports

Spelling Program Recommendation

June 2013

Based on suggestions from building administration and teaching faculty, a meeting was convened to discuss the use of the Journeys spelling materials in grades K-4. Currently, the district is utilizing the Spelling Connections program, as adopted by the board, and while this program has not been considered ineffective, it was adopted prior to our adoption of the Journeys Literacy Program K-3. Several K-2 teachers became interested in utilizing the spelling program contained within the Journeys program because it directly ties to literature work and activities already being utilized in the classroom.

The district convened representatives from all buildings on two separate occasions to discuss the advantages and disadvantages of the Journeys program and the Spelling Connections program. As Journeys has not been officially used by most of our teachers, a time period to review the materials and utilize them in class was provided to increase awareness of the Journeys product. After reconvening, members of the committee were split on which program to utilize, with K-2 presenting unanimous support in using the Journeys program and 3-4 expressing a desire to continue utilizing the Spelling Connections product. While both programs enjoyed certain advantages, 3rd-4th grades preferred the prepared materials contained within the Spelling Connections program and assessment format while K-2 preferred the integration of the Journeys material to other classroom work.

Given this situation, the team discussed possible avenues for spelling in the upcoming year and the following suggestion was created:

- Journeys materials will be used K-2 throughout the school district. Grades 3-6 will continue utilizing the Spelling Connections materials. Due to the lack of consensus in 3rd grade, several teachers will pilot the Journeys materials and on-going collaboration will occur at the grade level throughout the upcoming school year to determine which program is most effective in addressing the needs of our students. The method to evaluate the programs should be based on the appropriate CCSS standard and assessed in a similar fashion as students will experience on MAP exams.
- A group of teachers will be paid stipends this summer to review the Journeys spelling materials and the Spelling Connections materials to determine if gaps exist and to inform possible transitions for students as they progress through grade levels.

*All elementary members of the group voted with 3 or better to confirm this recommendation.

4th Grade Journeys Program Recommendation

June 2013

In the previous school year, the Board voted to adopt the Journeys literacy materials grades K-3 for the express purpose of providing teachers additional materials and support to improve English Language Arts scores in those grade levels. When this was presented to the board, the team mentioned the possibility of extending adoption to the 4th grade in the subsequent school year, after members of the 4th grade faculty had the opportunity to pilot materials and investigate the Journeys materials. This has occurred and members of the 4th grade faculty have discussed the usage of Journeys materials for the 2013-2014 school year and expressed the desire to purchase Journeys for the 4th grade in the upcoming year.

The suggestion for our Board of Education would be to adopt the Journeys materials for our 4th grade classrooms.