

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

**Regular Meeting – Administration Office, Board Room
April 11, 2016 – 5:30 p.m.**

Present:					
Chris C. McElyea	President	Dr. Tim Hadfield	Superintendent	Darren Figgins	Student Advisor
Nancy A. Masterson	Vice-President	Dr. Ryan Neal	Asst. Supt.	Emily Zaretsky	Student Advisor
Selynn Barbour	Treasurer	Dr. Julie Dill	Asst. Supt.		
Jackie Schulte	Member				
Tom Williams	Member	Linda Leu	Secretary		
Courtney R. Hulett	Member				
Laura Davis	Member				
Absent:					

I. CALL TO ORDER & RECITE PLEDGE OF ALLEGIANCE

The Camdenton R-III Board of Education met in Regular Session in the Board Room of the Administration Office on Monday, April 11, 2016. The meeting was called to order by President McElyea at 5:32 p.m. The pledge of allegiance was recited.

II. APPROVAL OF AGENDA

Regular Meeting – April 11, 2016

Strategic Plan Goal Area – Stakeholder Engagement

Motion: Move to approve the agenda of the Regular April 11, 2016, meeting as presented.
Barbour/Schulte - all ayes.

III. DISSOLVE BOARD & APPOINT SUPERINTENDENT AS CHAIRMAN

Strategic Plan Goal Area – Stakeholder Engagement

Motion: Move to dissolve the Board and appoint Superintendent Tim Hadfield as chairman.
Schulte/Masterson - all ayes.

IV. ADMINISTER OATH OF OFFICE TO RETURNING BOARD MEMBERS

Strategic Plan Goal Area – Stakeholder Engagement

The oath of office was administered to returning Board members Nancy Masterson and Tom Williams by Secretary of the Board Linda Leu.

V. ELECTION OF BOARD OFFICERS

Strategic Plan Goal Area - Stakeholder Engagement

Motion: Nominate *Chris McElyea* for President.
Masterson/Schulte

Motion: Move that nominations cease and elect *Chris McElyea* for President by acclamation.
Schulte/Hulett - all ayes.

The floor was turned over to *President McElyea*.

The President called for nominations for Vice-President.

Motion: Nominate *Nancy Masterson* for Vice-President.
Schulte/Barbour

Motion: Move that nominations cease and elect *Nancy Masterson* for Vice-President by acclamation. Williams/Schulte - all ayes.

The President called for nominations for Treasurer.

Motion: Nominate *Selynn Barbour* for Treasurer. Schulte/Masterson

Motion: Move that nominations cease and elect *Selynn Barbour* for Treasurer by acclamation. Masterson/Hulett - all ayes.

The President called for nominations for Secretary.

Motion: Reappoint Linda Leu as Secretary of the Board of Education. Masterson/Schulte - all ayes.

A picture of the reorganized Board was taken.

VI. CLASSIFIED EMPLOYEE OF THE MONTH

Both April and May Classified Employees of the Month will be recognized in May. Strategic Plan Goal Area – Stakeholder Engagement

No motion necessary.

VII. CONSENT ITEMS

- A. Approve Regular Meeting Minutes & Documentation – March 14, 2016
Strategic Plan Goal Area - Stakeholder Engagement
- B. Approve Special Meeting Minutes & Documentation – March 29, 2016
Strategic Plan Goal Area - Stakeholder Engagement
- C. Approve Excellence in Education Nominations
Strategic Plan Goal Area – College & Career-Ready Curriculum

Bidding	Recipient
Dogwood Elementary	Rhonda Owens
Hawthorn Elementary	Tyler Knight
Oak Ridge Intermediate	Stacy Asante
Middle School	Angela Faoro
High School	Patrick Dent
LCTC	Angela Tynes
Osage Beach Elementary	Kathleen Oelschlager

- D. Approve Proposed Capital Projects
An updated list of capital projects for next year was presented. Board approval was sought so the bidding process may begin.
Strategic Plan Goal Area - Stakeholder Engagement
- E. Approve Summer School Application
A summer school application was presented.
Strategic Plan Goal Area – College & Career-Ready Curriculum
- F. Approve Revised LAU Plan
A revised LAU Plan with updated wording and the IAP, Independent Academic Plan, was presented. LAU is an 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 are unable to benefit from an education conducted primarily in English. Board approval of this plan was sought.
Strategic Plan Goal Area – College & Career-Ready Curriculum
- G. Consideration for Nancy Masterson for MSBA President-Elect Position

Previously the Board had voted to support Nancy's candidacy for the Vice-President's position. Due to circumstances the President-Elect's position has come open. Nancy would withdraw her candidacy for Vice-President and asked for Board support to be considered for the President-Elect's position for the MSBA Board.

Strategic Plan Goal Area - Stakeholder Engagement

Motion: Move to approve consent items as presented, excluding item B.
Barbour/Williams - all ayes.

Motion: Move to approve consent item B. as presented.
Masterson/Davis - all ayes; Barbour abstained, absent.

VIII. DISTRICT INSURANCE ANALYSIS

Representatives were in-District to present information related to the District's health insurance program. Gordon Kinne presented updated stop loss information.

Strategic Plan Goal Area - Stakeholder Engagement

Motion: Move to accept the Unimerica renewal #1 with a \$95,000 specific deductible, for the 2016-2017 year as proposed.
Barbour/Williams – all ayes.

IX. PUBLIC COMMENT

There was no public comment.

Strategic Plan Goal Area – Stakeholder Engagement

No motion necessary.

X. REVIEW POLICY IL, ASSESSMENT PROGRAM

The Board reviewed the district's Policy IL which directs procedures governing district assessments.

Strategic Plan Goal Area – College & Career-Ready Curriculum

Motion: Move to table this issue until handbooks are discussed this summer, keeping the current Policy IL in place.

Masterson/Hulett – all ayes.

XI. APPROVAL OF BILLS

Strategic Plan Goal Area – Stakeholder Engagement

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

Barbour/Masterson - all ayes.

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

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

XII. APPROVAL OF TREASURER'S REPORT

Strategic Plan Goal Area – Stakeholder Engagement

Motion: Move to approve the March 2016 Treasurer's Report as submitted.
Barbour/Hulett - all ayes.

XIII. NEW BUSINESS**A. LITERACY REPORT**

Dr. Ryan Neal and Dr. Julie Dill presented the District's Literacy program which included student demonstrated growth as revealed by i-Ready in reading and math. This diagnostic pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. This report is part of the District's annual calendar.

Strategic Plan Goal Area – College & Career-Ready Curriculum

No motion necessary.

XIV. UNFINISHED BUSINESS**A. STRATEGIC PLAN UPDATE**

The Board reviewed the current Strategic Plan Dashboard.
Strategic Plan Goal Area – Stakeholder Engagement

No motion necessary.

B. ELEMENTARY CONSTRUCTION UPDATE

Dr. Hadfield provided construction project updates and a change order for Hurricane Deck Elementary.

Strategic Plan Goal Area – Facility Effectiveness

Motion: Move to approve the change order for Hurricane Deck Elementary as presented.
Masterson/Barbour - all ayes.

XV. 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:

- MSBA Spring Regional Meeting – Crocker R-II, April 20, 2016, 6:00 p.m. *At this time Tom, Laura, Nancy, Brett, Selynn, Ryan, Julie, and Tim plan to attend. Transportation will be provided, leaving the Administration Office at 4:45 p.m.*
- Elegant Evening – April 22, 2016
- April Special Board Meeting – April 26, 2016, 7:00 a.m.
- No Board reports in May. June Board reports tentatively include: School Climate/Discipline Report, Guidance & Counseling Report, Energy Education Report
- MSBA Leadership Summit, June 3-5, 2016, Tan-Tar-A
- Board Activity Calendar
- Board Goals Committee

Strategic Plan Goal Area - Stakeholder Engagement

No motion necessary.

XVI. 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) Leasing, purchase or sale of real estate by a public governmental body (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).

Strategic Plan Goal Area - Facility Effectiveness and College & Career-Ready Curriculum

Motion: Move to adjourn to Executive Session.

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

XVII. ADJOURN MEETING

Motion: Move that the meeting adjourn.

Williams/Schulte - all ayes.

Meeting adjourned at 7:59 p.m.

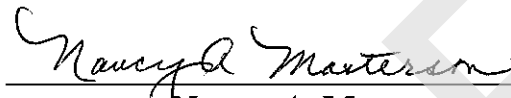
Chris C. McElyea - President of the Board

Linda Leu – Secretary of the Board

DRAFT

OATH OF DIRECTOR

I do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of the State of Missouri, and that I will faithfully and impartially discharge the duties of School Director in and for District No. 3, County of Camden, State of Missouri, to the best of my ability, according to law, so help me God.



Nancy A. Masterson

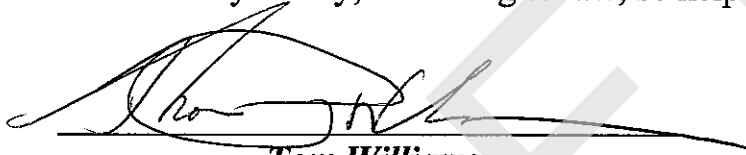
Sworn and subscribed to before me this
11th day of *April*, 2016.



Linda Leu - Witness


OATH OF DIRECTOR

I do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of the State of Missouri, and that I will faithfully and impartially discharge the duties of School Director in and for District No. 3, County of Camden, State of Missouri, to the best of my ability, according to law, so help me God.



Tom Williams

Sworn and subscribed to before me this
11th day of *April*, 2016.



Linda Leu
Linda Leu - Witness

Capital Projects Breakdown - 2016-2017					
Description	Budget Projections			Incurred	Balance
	Building	Site Improvement	Equipment		
Oak Ridge Intermediate	651,401	651,401	651,404,196		
Ceiling Tile	2,400.00				
Gym Floor Finish	1,900.00				
TV	3,800.00				
TV Softener	3,000.00				
Jet P3 Station	690.00				
Fire Alarm Lights in Music Room	290.00				
Basinval Tables	4,000.00				
HVAC Upgrade	250,000.00				
Floor Grnd Stair	100,000.00				
Oak Ridge total	368,000.00	0.00	0.00		

4/4/2016

Capital Projects Breakdown - 2016-2017					
Description	Budget Projections			Incurred	Balance
	Building	Site Improvement	Equipment		
High School					
Water Heater	441,161.00				
Paint	4,000.00				
Gym Floor	4,800.00				
Security Camera			15,000.00		
Upgrade RC Venthan Lighting	3,000.00				
Trophy Case			15,000.00		
Construct Dean's Office	5,000.00				
Replace Gate Tables	3,000.00				
Ceiling Tile	1,400.00				
Water Fil Stations	3,000.00				
Elements for Boiler					
HS total	25,900.00	0.00	43,000.00		
Horizon, Laker Educational Center	651,401	651,401	651,404,196		
Paint	1,000.00				
Office		500.00			
Horizon total	1,000.00	500.00	0.00		

4/4/2016

Capital Projects Breakdown - 2016-2017					
Description	Budget Projections			Incurred	Balance
	Building	Site Improvement	Equipment		
Orange Beach Elementary	651,401	651,401	651,404,196		
Gym Floor Finish	1,900.00				
Orange Beach total	1,900.00	0.00	0.00		
Hurricane Deck Elementary	651,401	651,401	651,404,196		
Gym Floor Finish	1,900.00				
Hurricane Deck total	1,900.00	0.00	0.00		
Administration Building	651,401	651,401	651,404,196		
Carpet Clean	1,000.00				
Gutter Repair	8,000.00				
Admin total	9,000.00	0.00	0.00		
Maintenance Building	651,401	651,401	651,404,196		
Vacuum Sweepers	2,200.00				
Concrete Repair		3,000.00			
Replace Freight Stairs	3,000.00				
Maint total	3,200.00	3,000.00	0.00		

4/4/2016

Capital Projects Breakdown - 2016-2017					
Description	Budget Projections			Incurred	Balance
	Building	Site Improvement	Equipment		
Lake Career & Technical Center	651,401	651,401	651,404,196		
Ceiling Tile	2,400.00				
Paint	3,000.00				
Repair Asphalt	3,000.00				
Gravel	1,000.00				
LCTC total	9,400.00	0.00	0.00		
Horticulture Building	651,401	651,401	651,404,196		
Paint	1,000.00				
Horticulture total	1,000.00	0.00	0.00		
Middle School	651,401	651,401	651,404,196		
Paint	4,000.00				
Gym Floor Finish	1,900.00				
Stair Ramp	3,700.00				
Pipe Insulation	14,000.00				
Tube Theater Lights	12,000.00				
MS total	35,500.00	0.00	0.00		

4/4/2016

Capital Projects Breakdown - 2016-2017					
Description	Budget Projections			Incurred	Balance
	Building	Site Improvement	Equipment		
Transportation Building	651,401	651,401	651,404,196		
Lights for Parking Lot	1,000.00				
AC for Shop Area		5,000.00			
Trans total	1,000.00	5,000.00	0.00		
District Projects	651,401	651,401	651,404,196		
Traffic Paint	8,000.00				
Chemicals for Field Maint.		55,000.00			
Emergency	62,000.00				
District total	100,000.00	55,000.00	0.00		
Capital Projects Total	623,600.00	83,500.00	49,500.00		
Vehicle Replacement	30,000.00				

4/4/2016

Capital Projects Breakdown - 2016-2017					
Description	Budget Projections			Incurred	Balance
	Building	Site Improvement	Equipment		
Dogwood Elementary	651,401	651,401	651,404,196		
Ice Maker	1,800.00				
Window Blinds	2,200.00				
Paint	4,500.00				
Ceiling Tile	1,200.00				
Gym roof HVAC	10,000.00				
Airwing for Food Service	20,000.00				
Bathroom Tile Replacement and Ceiling Tile Repair	2,000.00				
Dogwood total	42,700.00	0.00	0.00		
Hawthorn Elementary	651,401	651,401	651,404,196		
Diaper	1,800.00				
Paint	3,800.00				
Window Blinds	1,300.00				
WPA Library	15,000.00				
Pinch Table	2,800.00				
Water Bottle Station	650.00				
Hawthorn total	25,150.00	0.00	0.00		

4/4/2016



District: 015-002 CAMDENTON R-III

Year: 2015-2016

Status: OPEN-Cycle is available for data entry.

Location: Data Collection Menu - June Cycle - 24A Summer School Application

- ▼ Data Collection Menu
 - ▶ August Cycle
 - ▶ October Cycle
 - ▶ December Cycle
 - ▼ February Cycle
 - ▶ 08 Attendance Center
 - ▶ 15 Home School/Free & Reduced Lunch
 - ▶ 16 Enrollment, Membership & Summer School
 - ▶ 26 Career Education Follow-Up
 - ▶ 27 Career Education Follow-Up Sending School
 - ▶ 29 Post Secondary & Adult Follow-Up
 - ▶ 35 December 31 Fund Balance
 - ▼ June Cycle
 - ▶ 08 Attendance Center
 - ▶ 09 Discipline Incidents
 - ▶ 10 School Calendar List
 - ▶ 12 Special Ed Exiters
 - ▶ 13 Secondary Headcount
 - ▶ 14 Attendance
 - ▶ 17 Physical Fitness Assessment
 - ▶ 18A Educator Evaluation
 - ▶ 24 Summer School Courses & Enrollment
 - ▶ **24A Summer School Application**
- ▶ Reports
- ▶ Edit Reports
- ▶ DESE Web Application Menu
- ▶ Logon/Logoff

Save Screen 24 Status: SAVED

SUMMER SCHOOL DIRECTOR INFORMATION

First Name	Last Name	Phone Number			Email
Larry	Lewis	573	346	9204	llewis@camdent

PROGRAM INFORMATION

Line Number	Program Location by School Name/School#	Estimated Enrollment	Grade Span		Open Date MM/DD/YYYY	Close Date MM/DD/YYYY
1	4020 DOGWOOD ELEM.	260	K	04	06/02/2016	06/28/2016
2	1050 CAMDENTON HIGH	212	09	12	06/02/2016	06/28/2016
3	4040 HURRICANE DECK ELEM.	16	K	K	06/02/2016	06/28/2016
4	4080 OSAGE BEACH ELEM.	22	K	K	06/02/2016	06/28/2016
5	3000 CAMDENTON MIDDLE	65	05	08	06/02/2016	06/28/2016
-	-Select a Value-					
-	-Select a Value-					
-	-Select a Value-					
-	-Select a Value-					

Add More Rows

Summer School enrollment exceeds Regular Year enrollment: Yes No

Service Provider: Yes No

Offsite Location: Yes No

Comments:

DESE Comments:

The LEA has read and agrees to abide by the Summer School Handbook Assured by mvarner on 03/11/2016

Save Screen 24 Status: SAVED

Email: coredata-mosis@dese.mo.gov

Current User: lleu1 Last Modified User: mvarner Last Modified Date: Mar-11-2016
 "Missouri public schools: the best choice...the best results!"



Camden R-III School District

English Language Learners (ELL)

District LAU Plan

Updated 3/30/2016



Acknowledgements

We would like to acknowledge the work of the Lau Plan Advisory Committee in the development of the Camden R-III School District Lau Plan.

Lau Plan Advisory Committee

The Lau Plan Advisory Committee was responsible for the review of data, survey results, and core content policies regarding the Camden R-III School District's English Language Learner program. Together they gathered available information and formulated the Lau Plan. The committee was made up of building administrators, Department of Special Services, and ELL teachers, evaluate consistency, parents of ELL students, and some secondary ELL students who have graduated the program.

Individualized Academic Program Team

The building level Individualized Academic Program Team will coordinate and oversee the educational program of limited English proficient students. The IAP team will be composed of the building principal, the building ELL teacher, the building ELL teacher, the classroom teacher(s), Guidance Counselor, Parents/Guardians when appropriate, ELL teacher and other ELL consultants may be involved with the team on an as needed basis.

Terms

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

LEP: Limited English Proficiency: students have a primary language other than English and are unable to participate effectively in school when English is the language of instruction.

Also known as English Language Learner – ELL.

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

Lau: 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.

LEA: Language Minority Students who have a primary language other than English in their background, but who do not qualify for ELL services.

TABLE OF CONTENTS

- Introduction Page 4
- Responsibility for Lau Plan Implementation Page 5
- Identification and Initial Placement of ELLs Page 8
- Placement Continuum Chart Page 9
- Instruction Page 10
- Evaluation/Assessment of Program and Students Page 12
- Maintenance of Records Page 12
- Parent Communication Page 13
- Additional Services Page 14-30
- Appendices

I. Introduction and Legal Foundation

English Language Learners (ELLs) are a highly heterogeneous group, bringing a wide variety of life situations and range of educational experiences. The path ELLs take to acquire a new language and adjust to their new cultural environments are varied and in keeping with their unique needs and experiences. Unlike students who learn a second language as a means of advancing their knowledge and preparing for the future, the role of the district commander is critical in supporting students' development in content. Our district vision of "Everyone learning everyday" and our mission of "creating a learning community that maximizes each individual's performance for future success" requires a commitment to providing individualized instruction and educational services to ensure that ELLs are able to participate effectively in the district educational program.

To accomplish this, the Camden R-III School District has developed a LAU Plan. This Lau Plan is subject to the landmark *Lau vs. Nichols U.S. Supreme Court Decision of 1974* and the *Equal Educational Opportunity Act of 1974*. The *Equal Educational Opportunity Act* states that states that ensure equal access for ELLs to instructional programming. Since 2000 the No Child Left Behind Act has also had required elements for a Title III plan. This plan details the procedural requirements and services provided to ELLs, including identification, assessment, placement, use from ELL services, and procedural procedures to ensure the participation of ELLs including special education and gifted services as set forth in federal requirements.

I. Responsibility for Lau Plan Implementation

The Superintendent has designated the Director of Special Services of Camden R-III as the primary administrator responsible for the implementation of the Lau Plan and state laws, regulations and guidance regarding the education of ELLs by:

- Overseeing the implementation of the district's Lau Plan;
- Overseeing appropriate programming to assist ELLs in acquiring English language skills and addressing the content standards;
- Overseeing multi school registration, health screening, language assessment, and placement for all students with limited English language proficiency;
- Offering training and support for teachers
- Monitoring the implementation of the district's Lau Plan;
- Monitoring the delivery of federal and state assessments to determine ELLs' progress;
- Monitoring program effectiveness with the District ELL Vertical Team.
- Overseeing compliance with re-enrollment requirements;
- Providing translation and interpretation services of school related activities; and
- Implementing special outreach programs to involve multilingual parents in the district's education activities and programs.

II. Identification and Initial Placement of ELLs

General Procedures for Enrollment, Screening, Identification, and Placement

An English Language Learner (ELL) is a student whose primary or home language is a language other than English and who holds academic English language skills to perform at a level commensurate with the grade level. The student's English language skills are assessed by the State Language Assessment Test (SLAT) or the State Language Assessment Test (SLAT) or the State Language Assessment Test (SLAT). The student's English language skills are assessed by the State Language Assessment Test (SLAT) or the State Language Assessment Test (SLAT) or the State Language Assessment Test (SLAT). The student's English language skills are assessed by the State Language Assessment Test (SLAT) or the State Language Assessment Test (SLAT) or the State Language Assessment Test (SLAT).

Enrollment

Parents bringing a new student to Camden R-III School District must complete a Home Language Survey. See Appendix 1. This document is used to determine if the student's language is not English. If the answer to any of the questions on the survey indicates a language other than English, the school principal or person responsible for enrolling new students contact ELL staff within two school days for registration and language screening. The student will be placed in the appropriate program or person responsible for enrolling new students will notify the District of Special Services within five school days.

ELL staff, with the assistance of an interpreter as needed or requested, complete the forms necessary for registration for the school, including, but not limited to:

- enrollment form
- school specific enrollment forms
- school specific enrollment forms
- student discipline for enrollment form
- Home Language Survey
- school specific handbook directory school-enrollment forms
- Camden R-III Student Health Information Card
- Camden R-III Health Services Student Health Inventory
- District School Immunization Requirements forms
- school specific School-Bus-Student Company Contracts
- school program specific field trip permission forms
- Camden R-III School Parent Permission Forms
- school specific enrollment forms
- school specific enrollment forms
- Student Drug Testing Policy forms

The free and reduced lunch forms and other state/federal documents can be printed in many of the major languages and interpreters have translated many of the school specific documents into Spanish, Vietnamese, and Chinese. The school principal or person responsible for enrolling new students for all of the home languages spoken in the district are on call during regular enrollment times and can be called upon throughout the year as needed.

Screening

Timed personal, including ELL teachers, paraprofessionals, counselors, and administrators, use the W-APT for identification. Documentation of on-site training for the W-APT is available at the Department of Special Services. Additional informal assessments may be given by the general education teachers to determine student skills. These multi-areas assessments are given to all students in the district. The W-APT is a standardized measure of English proficiency and achievement testing are used, as well as information from key formal assessments as follows:

- WIDA World-Class Instructional Design & Assessment Access Placement Test (W-APT)
- Informal Reading Inventories such as DRA, DRA, SRI, and Progress & Personal Home Language Survey
- Placement or student interviews
- Review of students' performance, student work, and academic records
- Review of other formal assessments
- Formative and summative classroom assessments
- I-Ready assessment data

The W-APT and the informal assessment will be given to every student identified as a language minority or migrant as identified on the Home Language Survey at enrollment. The W-APT form has the same number as reading, writing, speaking, and spelling.

Identification

For the purposes of enrolling with the W-APT, there are three groups of students to consider:

- 1st semester kindergarten students
- 2nd semester kindergarten students and first semester first grade students
- 2nd semester first grade students through 12th grade students

Most first semester kindergarten students cannot read or write, so first grade students who have not yet learned to read or write are the only students who are screened for ELL. The languages the district will screen them on the listening and speaking subtests only using the Kindergarten W-APT. If the student scores a combined 28 or less, he/she will be identified as LEP in MOSES and be eligible for services. If the student scores a combined 29 or 30 (out of 50) he/she will be enrolled in one receiving services, which is a student who is LEP and are not eligible for services.

Second semester kindergarten and first semester first grade students will be given the Kindergarten W-APT with all 4 modules of language (reading, writing, listening, speaking). The student is eligible for services if he/she:

- 1) has a combined score of 28 or lower on listening and speaking or
 - 2) has a score of 11 or lower on writing.
- The student is not eligible for services if he/she:
- 1) has a combined score of 29 or higher on listening and speaking and
 - 2) has a score of 12 or higher on writing.

Camden R-III School District Placement Continuum Chart

Outcomes	Program Name	Program Summary	Signage
Level 1 - Emerging Level 2 - Beginning Level 3 - Developing Level 4 - Proficient	Student ELL Emergers	Programs for students with limited English proficiency who are in the initial stages of learning English. The teacher refers to the students' native language for clarification and support.	Blue
Level 1 - Emerging Level 2 - Beginning Level 3 - Developing Level 4 - Proficient	Content Based ELL	Students are placed in content-based classes where they receive English language instruction.	Green
Level 1 - Emerging Level 2 - Beginning Level 3 - Developing	ELL Out ELL	Students receive pull-out instruction from the classroom.	Yellow
Level 1 - Emerging Level 2 - Beginning Level 3 - Developing Level 4 - Proficient	Team Teaching (Co-Teaching)	ELL students are placed in general education classes with a teacher and an ELL specialist.	Orange
Level 1 - Emerging Level 2 - Beginning Level 3 - Developing Level 4 - Proficient	Sheltered Classroom	Students are placed in sheltered classrooms where they receive English language instruction.	Red
Level 1 - Emerging Level 2 - Beginning Level 3 - Developing Level 4 - Proficient	Nonverbal Class	All new students will come to a nonverbal class for assessment and placement.	Dark Red
Level 1 - Emerging Level 2 - Beginning Level 3 - Developing Level 4 - Proficient	Emergent Classroom	Students are placed in emergent classrooms where they receive English language instruction.	Light Green
Level 1 - Emerging Level 2 - Beginning Level 3 - Developing Level 4 - Proficient	Mentor	Students are placed in mentor programs where they receive English language instruction.	Light Blue

III. Instruction

The educational approaches used by ELL staff in the district are designed to ensure that all students have access to a quality education. The district has a variety of programs and services available to meet the needs of all students. The district's approach to instruction is based on the following principles:

- All students have access to a quality education.
- Instruction is differentiated to meet the needs of all students.
- Instruction is culturally responsive and relevant.
- Instruction is based on research and best practices.
- Instruction is focused on student learning and achievement.

IV. Evaluation/Assessment of Program and Students:

The District ELL Vertical Team and Department of Special Services administrators review the program goals and progress. The District ELL Vertical Team meets monthly to review student progress and to make adjustments to the program as needed. The District ELL Vertical Team also reviews student progress and to make adjustments to the program as needed. The District ELL Vertical Team also reviews student progress and to make adjustments to the program as needed.

V. Maintenance of Records

Records concerning identification status, potential ELL needs, school for language proficiency assessment, other relevant information, assessment results, and decisions regarding qualification, placement and instructional lines are maintained in the Department of Special Services 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 teachers and visitors for special meetings and events are either translated into a language understood by all students or accompanied by an interpreter. The district also provides a variety of ways for parents to communicate with the school, including phone, email, and in-person meetings.

VII. Additional Services

ELL students have multiple opportunities, such as being academically gifted or having a learning disability, like any other student. Limited English proficiency is not a disability and is not covered by IDEA or Missouri special education regulations. ELL students are placed in general education programs unless exceptional needs are identified. ELL students are placed in general education programs unless exceptional needs are identified.

VIII. Additional Services

ELL students have multiple opportunities, such as being academically gifted or having a learning disability, like any other student. Limited English proficiency is not a disability and is not covered by IDEA or Missouri special education regulations. ELL students are placed in general education programs unless exceptional needs are identified. ELL students are placed in general education programs unless exceptional needs are identified.

Camden R-III School District Placement Continuum Chart

Students are placed in the appropriate placement level based on their English proficiency. The placement continuum chart is used to determine the appropriate placement level for each student. The placement continuum chart is used to determine the appropriate placement level for each student. The placement continuum chart is used to determine the appropriate placement level for each student.

IX. Evaluation/Assessment of Program and Students:

The District ELL Vertical Team and Department of Special Services administrators review the program goals and progress. The District ELL Vertical Team meets monthly to review student progress and to make adjustments to the program as needed. The District ELL Vertical Team also reviews student progress and to make adjustments to the program as needed.

X. Maintenance of Records

Records concerning identification status, potential ELL needs, school for language proficiency assessment, other relevant information, assessment results, and decisions regarding qualification, placement and instructional lines are maintained in the Department of Special Services Administrative Office by the District ELL Vertical Team.

XI. 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 teachers and visitors for special meetings and events are either translated into a language understood by all students or accompanied by an interpreter.

XII. Additional Services

ELL students have multiple opportunities, such as being academically gifted or having a learning disability, like any other student. Limited English proficiency is not a disability and is not covered by IDEA or Missouri special education regulations. ELL students are placed in general education programs unless exceptional needs are identified.

XIII. Additional Services

ELL students have multiple opportunities, such as being academically gifted or having a learning disability, like any other student. Limited English proficiency is not a disability and is not covered by IDEA or Missouri special education regulations. ELL students are placed in general education programs unless exceptional needs are identified.

of a referral, decision or grade, and selected programs, the district's established procedures. Special services will be followed, independent of this ELL. This process documents appropriate actions to provide positive support for students' learning.

Camden R-III School District Student Home & Language Survey

If applicable, date of arrival in the United States: _____

Who speaks at home? Mother Father Grandmother Other (Specify) _____

1. What language(s) did your child use when he/she first began to talk? _____

2. What language(s) does your child speak with you at home? _____

3. Is your child bilingual? Yes No

4. Is a language other than English spoken at home by a parent, sibling, or this child? Yes No

5. If YES, please complete questions 6-7. If NO, proceed to question 8.

6. What is the dominant language in the household? (Please respond to each statement.)

a. This child _____	Always	Usually	Seldom	Never
b. Mother/Guardian _____	Always	Usually	Seldom	Never
c. Father/Guardian _____	Always	Usually	Seldom	Never
d. Siblings and brothers _____	Always	Usually	Seldom	Never
e. Siblings and sisters _____	Always	Usually	Seldom	Never

7. This child: (Please respond to each statement.)

Understands and speaks English fluently? <input type="checkbox"/> Yes <input type="checkbox"/> No	Needs help in reading English? <input type="checkbox"/> Yes <input type="checkbox"/> No
Writes in English? <input type="checkbox"/> Yes <input type="checkbox"/> No	Needs help in writing English? <input type="checkbox"/> Yes <input type="checkbox"/> No

8. Did this child ever receive any praise or additional encouragement for speaking English? Yes No

9. Please explain: _____

10. Do you or anyone in your family have prior history of reporting to a probation department or a juvenile court? Yes No

11. Has your child ever been in a foster home, residential treatment center, or other placement? Yes No

12. Are you currently reading to your child? Yes No

13. Are you currently reading to your child? Yes No

14. Are you currently reading to your child? Yes No

Parent/Guardian Name: _____ Date: _____

Print Name: _____

Camden R-III School District ELL Monitoring Form-Elementary

For Students Being Considered or Currently Receiving Services

Name	School	DOB:
School Year	Quarter	Date
ELL Exit Date (if applicable)	Grade	DOB:

Please check the student's most recent grade card and provide any relevant comments regarding the student's skills and performance in the following subjects.

Reading	Comments:
Communication	
Math	
Social Studies	
Science	

If the student is receiving active ELL services, is it your opinion that the student is ready to exit ELL services and be placed on monitor status for two years? Yes No

Please send a copy of this grade card and this form via interoffice mail to the student's ELL teacher at the Department of Special Services Administration Office in Deptwood Elementary.

Teacher Signature: _____ Date: _____

ELL Teacher's Name: _____ School: _____ District: _____

Student Name: _____

ELL Teacher's Title: _____

ELL Teacher's Email: _____

ELL Teacher's Title: _____

ELL Teacher's Email: _____

ELL Teacher's Phone: _____

ELL Teacher's Fax: _____

ELL Teacher's Address: _____

ELL Teacher's City: _____ State: _____ Zip: _____

ELL Teacher's Title: _____

ELL Teacher's Email: _____

ELL Teacher's Phone: _____

ELL Teacher's Fax: _____

ELL Teacher's Address: _____

ELL Teacher's City: _____ State: _____ Zip: _____

Camden R-III School District ELL Monitoring Form-Secundary

Give to core subject area teachers only for students being considered or currently receiving services at "monitor status".

Name	School	DOB:
School Year	Quarter	Date
ELL Exit Date (if applicable)	Grade	DOB:

Please attach the student's most recent grade card and provide any relevant comments regarding the student's skills and performance in your class.

Subject Area: _____

Comments: _____

If the student is receiving active ELL services, is it your opinion that the student is ready to exit ELL services and be placed on monitor status for two years? Yes No

Please send a copy of the grade card and this form via interoffice mail to the student's ELL teacher at the Department of Special Services Administration Office in Deptwood Elementary.

Teacher Signature: _____ Date: _____

Camden R-III School District Parent/Guardian Notification and Consent Form Language Learners (ELL)

ELL Teacher's Name: _____ School: _____ District: _____

Student Name: _____

ELL Teacher's Title: _____

ELL Teacher's Email: _____

ELL Teacher's Phone: _____

ELL Teacher's Fax: _____

ELL Teacher's Address: _____

ELL Teacher's City: _____ State: _____ Zip: _____

ELL Teacher's Title: _____

ELL Teacher's Email: _____

ELL Teacher's Phone: _____

ELL Teacher's Fax: _____

ELL Teacher's Address: _____

ELL Teacher's City: _____ State: _____ Zip: _____

ENGLISH LANGUAGE LEARNERS (ELL) TEACHER

Qualifications:

1. Bachelor's Degree with major in the field of Education, with a minimum of 30 semester hours in the field of Education, including a minimum of 12 semester hours in the field of English as a Second Language.
2. Experience with ELL or Bilingual Education.
3. Ability to speak languages other than English desired.
4. Ability to speak English fluently.

Director of Instruction

To teach, instruct, advise, and support students who are English Language Learners (ELL) in their program towards meeting statewide expectations for all students.

Performance Responsibilities:

1. Provide an individualized program for students with English as a second language.
2. Provide instruction using effective strategies based on developmentally appropriate, cognitively and linguistically appropriate, and experiential learning.
3. Collaborate with other staff members to ensure that all students with limited English skills have access to the curriculum.
4. Coordinate program placement of ELL students in appropriate classes.
5. Collaborate with other staff members to ensure that all students with limited English skills have access to the curriculum.
6. Administer district and state assessment tools according to Department of Elementary and Secondary Education and district requirements (WAPT, ACCESS, MAP and Form News).
7. Collaborate with other staff members to ensure that the ELL program is integrated into the district curriculum.
8. Provide support and assistance to modify instructional materials for students with limited English skills.
9. Provide instruction, lessons, and formative assessment and progress as all students make the content of the curriculum, including field trips and other school activities.
10. Coordinate program placement of ELL students in appropriate classes.
11. Collaborate with other staff members to ensure that all students with limited English skills have access to the curriculum.
12. Perform other duties and functions as required by the building and special services administration, child care, and safety.
14. Complete other duties as assigned.

TERMS OF EMPLOYMENT: Student teacher contract with salary and work year to be established by the Board of Education. Exit leave will be allowed as provided in the Board of Education Policy, CB33. (Policy on Extension of Contract Periods)

EVALUATION: Performance will be evaluated by the Board of Education in accordance with provisions of the Board of Education Policy, CB33.

Parent/Guardian Signature: _____ Date: _____

TITLE: PARA-PROFESSIONAL ENGLISH LANGUAGE LEARNERS (ELL)

QUALIFICATIONS:

1. Minimum of 60 college credits
2. Experience with ELL or Bilingual Program desired
3. Fluency with English language
4. Ability to speak languages other than English desired

REPORTS TO: ELL Teacher/Director of Instruction

To address, assist and support students who are English Language Learners (ELLs) in their progress toward meeting state-wide expectations for all students.

JOB GOAL:

To assist ELL Teacher in the preparation of lessons and classroom activities to the extent of a new student.

PERFORMANCE RESPONSIBILITIES:

1. Assist ELL Teacher with enrollment of students who are English Language Learners.
2. Assist ELL Teacher in the preparation of lessons and classroom activities to the extent of a new student.
3. Assist students who are ELL in the district with class assignments and activities.
4. Assist ELL Teacher in identifying translators in students' home languages to facilitate communication with students who are ELL.
5. Assist ELL Teacher with class assignments, homework assignments, and other school activities.
6. Assist parent/guardian conferences, meetings, and other activities for improving progress. Provide family in connecting Spanish-speaking parents and in communicating with parents and students.
7. Assist ELL Teacher in the administration and writing of classroom assignments.
8. Assist ELL Teacher in the monitoring and support of students who are English Language Learners.
9. Assist ELL Teacher with class assignments, homework assignments, and other school activities.
10. Assist ELL Teacher with class assignments, homework assignments, and other school activities.
11. Assist in collecting and providing objective, accurate information to professionals.
12. Assist in collecting and providing objective, accurate information to professionals.
13. Assist in collecting and providing objective, accurate information to professionals.
14. Participate in, observe or confer with a teacher as a member of the educational team.
15. Assist in monitoring and providing support for the development of students' oral and written language skills.
16. Document students' progress in the ability of individuals and families.
17. Use strategies, equipment, materials, and technologies, as needed, to accomplish instructional goals.
18. Use strategies as directed to facilitate effective preparation into various settings.
19. Use strategies as directed to facilitate effective preparation into various settings.
20. Document students' progress in the ability of individuals and families.
21. Establish and maintain support with learners.
22. Assist in monitoring and providing objective, accurate information to professionals.
23. Perform classroom duties as directed by a teacher consistent with laws and policies.
24. Follow instructions of the professional.
25. Document students' progress in the ability of individuals and families.
26. Document students' progress in the ability of individuals and families.
27. Engage in activities to increase one's own knowledge and skills.
28. Perform other duties as responsibilities require.

TERMS OF EMPLOYMENT: Work days, hours and salary is specified in district memo. A duty-

evaluation performance of this job will be evaluated in accordance with procedures of the Board of Education of Cleveland.

EVALUATION: Performance of this job will be evaluated in accordance with procedures of the Board of Education of Cleveland.

Class	Textbook/Title	Author	Publisher	Date	Related Materials
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	In Zone Books Newjo Code Builders Surviving Editor
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The Pacific Northwest The Pacific Northwest The Pacific Northwest
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The Southwest The Southwest The Southwest
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The Western States The Western States The Western States

Class	Textbook/Title	Author	Publisher	Date	Related Materials
ELL 3 Intermediate	High Plains, Emore Level B	Alfredo Saldiva Deborah Short Josefina Villalobos	Brooks Brown	2001	Assessment Handbook Language Practice Grammar Practice Handbook Writing Practice Book Diagnostics/Placement In Zone Books Power Packs Surviving Editor Language Basics Grammar Practice Handbook Teacher's Resource Book Diagnostics/Placement
ELL 4 High Intermediate	High Plains, Emore Level C	Alfredo Saldiva Deborah Short Josefina Villalobos	Brooks Brown	2001	Assessment Handbook Language Practice Grammar Practice Handbook Writing Practice Book Diagnostics/Placement In Zone Books Power Packs Surviving Editor Language Basics Grammar Practice Handbook Teacher's Resource Book Diagnostics/Placement

Class	Textbook/Title	Author	Publisher	Date	Related Materials
ELL 1 Beginner	High Plains, Emore Level A	Alfredo Saldiva Deborah Short Josefina Villalobos	Brooks Brown	2001	Assessment Handbook Language Practice Handbook Writing Practice Book Diagnostics/Placement Reading Practice Instructional Overviews The Basics, Bookshelf 118 Power Packs Woodcock The Word and Picture Card Book The Content Reading Book The Content Reading Unit The Content Reading Unit
ELL 1 Beginner	The Content Reading Unit	Dorothy Kaufmann John Rosenzweig Merilyn Rosenzweig Gay Apple	Oxford University Press	2000	Power Packs Woodcock The Word and Picture Card Book The Content Reading Book The Content Reading Unit The Content Reading Unit
ELL 1 Beginner	Classroom Teacher's ESL Survival Kit 1	Elizabeth Clark Jude Hayes	Princeton Hall	1994	Assessment Handbook Language Practice Handbook Writing Practice Book Diagnostics/Placement Reading Practice Instructional Overviews The Basics, Bookshelf 118 Power Packs Woodcock The Word and Picture Card Book The Content Reading Book The Content Reading Unit The Content Reading Unit
ELL 1 Beginner	Classroom Teacher's ESL Survival Kit 2	Elizabeth Clark Jude Hayes	Princeton Hall	1994	Assessment Handbook Language Practice Handbook Writing Practice Book Diagnostics/Placement Reading Practice Instructional Overviews The Basics, Bookshelf 118 Power Packs Woodcock The Word and Picture Card Book The Content Reading Book The Content Reading Unit The Content Reading Unit
ELL 2 Low Intermediate	High Plains, Emore Level A	Alfredo Saldiva Deborah Short Josefina Villalobos	Brooks Brown	2001	Assessment Handbook Language Practice Handbook Writing Practice Book Diagnostics/Placement Reading Practice Instructional Overviews The Basics, Bookshelf 118 Power Packs Woodcock The Word and Picture Card Book The Content Reading Book The Content Reading Unit The Content Reading Unit

Class	Textbook/Title	Author	Publisher	Date	Related Materials
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The Southeast The Southeast The Southeast
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The Northeast The Northeast The Northeast
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The Midwest The Midwest The Midwest
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The West The West The West
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The South The South The South
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The Southwest The Southwest The Southwest
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The Western States The Western States The Western States

Class	Textbook/Title	Author	Publisher	Date	Related Materials
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The Northeast The Northeast The Northeast
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The Midwest The Midwest The Midwest
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The West The West The West
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The South The South The South
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The Southwest The Southwest The Southwest
ELL Content Development	Navigators	Leann Shalby	Brooks Publishing	2006	The Western States The Western States The Western States

2014-2015 Cambridge IGCSE English as a Second Language (ESOL) Planning Form - ELL
 Institution Name: _____
 Year: _____

Component	Code	Description	Number of Teachers in Level Plus	Building from Level Plus	Building from Level Plus
General English	A				
Business English					
Mathematics					
Science					
Information Technology (ICT)					
Art					
Physical Education					
Music					
French					
Spanish					
Latin					
History					
Geography					
Design					
Visual Arts					
Music					
Physical Education					
Other					

Appendix F

25

Appendix F

Component	Code	Description	Number of Teachers in Level Plus	Building from Level Plus	Building from Level Plus
General English	A				
Business English					
Mathematics					
Science					
Information Technology (ICT)					
Art					
Physical Education					
Music					
French					
Spanish					
Latin					
History					
Geography					
Design					
Visual Arts					
Music					
Physical Education					
Other					

Appendix G

26

Appendix G

Component	Code	Description	Number of Teachers in Level Plus	Building from Level Plus	Building from Level Plus
General English	A				
Business English					
Mathematics					
Science					
Information Technology (ICT)					
Art					
Physical Education					
Music					
French					
Spanish					
Latin					
History					
Geography					
Design					
Visual Arts					
Music					
Physical Education					
Other					

Appendix H

27

Appendix H

Component	Code	Description	Number of Teachers in Level Plus	Building from Level Plus	Building from Level Plus
General English	A				
Business English					
Mathematics					
Science					
Information Technology (ICT)					
Art					
Physical Education					
Music					
French					
Spanish					
Latin					
History					
Geography					
Design					
Visual Arts					
Music					
Physical Education					
Other					

Appendix I

28

Appendix I

Component	Code	Description	Number of Teachers in Level Plus	Building from Level Plus	Building from Level Plus
General English	A				
Business English					
Mathematics					
Science					
Information Technology (ICT)					
Art					
Physical Education					
Music					
French					
Spanish					
Latin					
History					
Geography					
Design					
Visual Arts					
Music					
Physical Education					
Other					

Appendix J

29

Appendix J

Component	Code	Description	Number of Teachers in Level Plus	Building from Level Plus	Building from Level Plus
General English	A				
Business English					
Mathematics					
Science					
Information Technology (ICT)					
Art					
Physical Education					
Music					
French					
Spanish					
Latin					
History					
Geography					
Design					
Visual Arts					
Music					
Physical Education					
Other					



Experience Reward Exhibit
Camdenton R-III School District

Policy Period	2015*
Paid Premium (net of commission)	\$ 536,958.97
Specific Stop Loss Claims	\$ 53,182.00
Paid Premium (net of commission)*	\$ 536,958.97
Shared Savings Ratio	0.60
Available for Claims	\$ 322,175.38
Less Actual Specific Claims*	\$ 53,182.00
Net Profit	\$ 268,993.38
Refund Percentage	25%
POTENTIAL REFUND	\$ 67,248.35
% of Net Premium Returned	12.52%

*Claims and Premium paid from 7/1/2015 - 3/31/2016

Exhibit is an illustration based on approximate premium and claims reporting provided by the administrator. Actual results are calculated and paid according to the Experience Refund endorsement provision of the stop loss contract.

Policy ASSESSMENT PROGRAM

Descriptor Code: IL

Select Language | ▼



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 regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

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

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

District Assessment Plan

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

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

1. *Student Achievement* – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
 - b. Help the professional staff formulate and recommend instructional policy and curriculum.
 - c. Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* – To provide indicators of the progress of the district and individual schools toward established goals.
5. *Accreditation* – To ensure the district maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

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 district 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 standards adopted by the Missouri State Board of Education.

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

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

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

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

National Assessment of Educational Progress

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

* * * * *

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

Camdenton R-III

Date Adopted: 8/8/1994

Last Revised: 6/9/2014

© 2000, Missouri School Boards' Association, Registered in U.S. Copyright Office.

For Office Use Only: [0]

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State Reference	Description
§160.257, RSMo.	State Statute
§160.518, RSMo.	State Statute
§160.570, RSMo.	State Statute
§167.645, RSMo	State Statute
Federal Reference	Description
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment
20 U.S.C. § 6301-7941	Elementary and Secondary Education Act
Policy Reference	Description
JHD	STUDENT GUIDANCE AND COUNSELING
JO	STUDENT RECORDS
KB	PUBLIC INFORMATION PROGRAM

April 11, 2016

Bills Paid Early

Board of Education

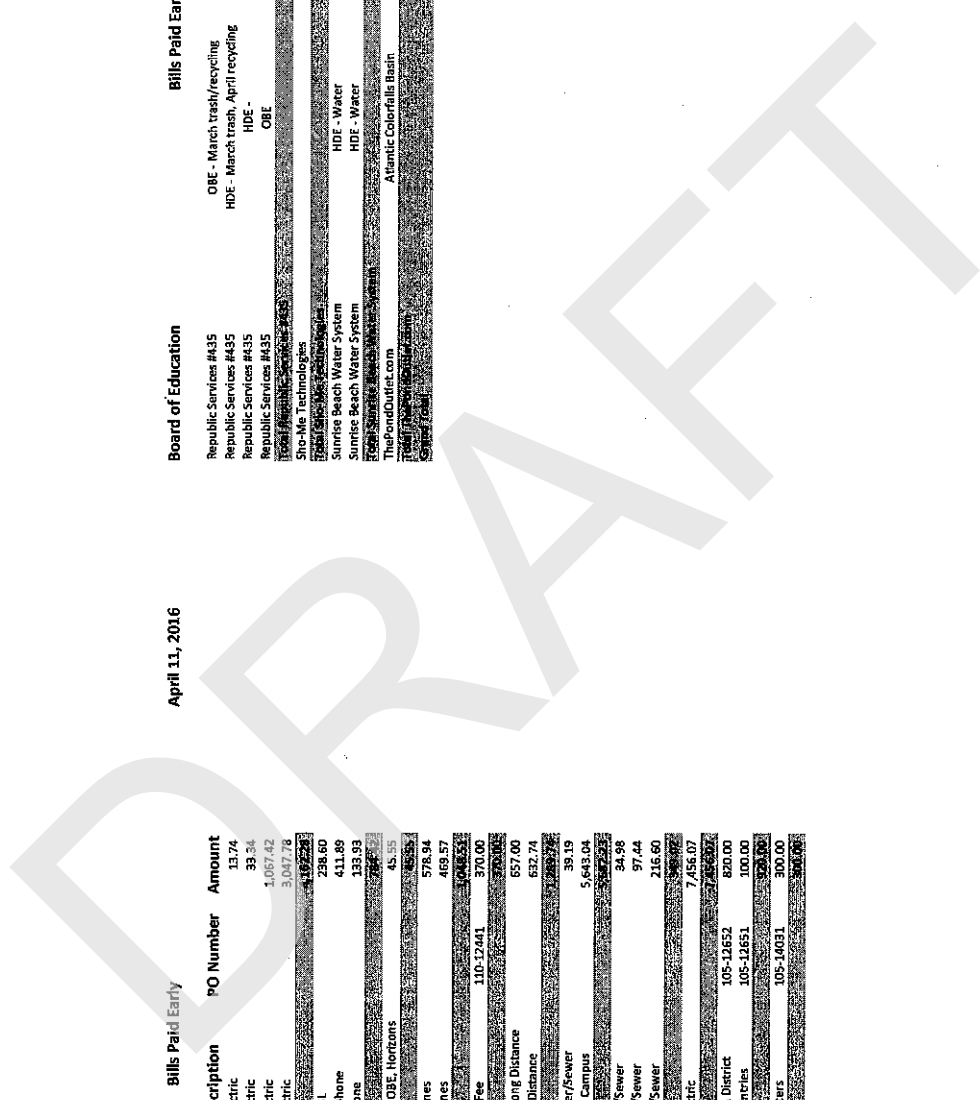
April 11, 2016

Bills Paid Early

Board of Education

Vendor Name	Invoice Description	PO Number	Amount
Ameren Missouri	OBE Electric	13.74	
Ameren Missouri	OBE Electric	33.34	
Ameren Missouri	OBE Electric	1,067.42	
Ameren Missouri	OBE Electric	3,047.78	
JIC DSL			238.60
OBE Telephone			411.89
HDE Phone			133.93
Ong Distance HDE, OBE, Horizons			45.85
Cell Phones			578.84
Cell Phones			492.57
Activity Fee		110-12441	370.00
Campus Local & Long Distance			657.74
Horizons Water/Sewer			38.19
Water/Sewer Campus			5,643.04
OBE Water/Sewer			34.96
OBE Water/Sewer			97.44
OBE Water/Sewer			216.60
HDE Electric			7,456.07
Entries MSDA District		105-12652	820.00
Congress Entries		105-12651	100.00
IS Districts		105-14631	300.00
IS Districts		105-14631	300.00

Vendor Name	Invoice Description	PO Number	Amount
Republic Services #435	OBE - March trash/recycling		377.70
Republic Services #435	HDE - March trash, April recycling		338.48
Republic Services #435	HDE -		338.48
Republic Services #435	OBE		377.70
Sho-Mo Technologies			2,842.39
Atlantic Colorfalls Basin			2,842.39
HDE - Water			486.62
HDE - Water			371.12
Atlantic Colorfalls Basin			319.99



April 11, 2016

Board of Education

Table with columns: Vendor Name, Invoice Description, PO Number, Amount. Includes vendors like All Star, American, and various supply companies.

Board of Education

Check Preview Addendum

Table with columns: Vendor Name, Invoice Description, PO Number, Amount. Includes vendors like American, Community Ed, and various supply companies.

April 11, 2016

Board of Education

Check Preview Addendum

Table with columns: Vendor Name, Invoice Description, PO Number, Amount. Includes vendors like American, Community Ed, and various supply companies.

April 11, 2016

Board of Education

Table with columns: Vendor Name, Invoice Description, PO Number, Amount. Includes vendors like American, Community Ed, and various supply companies.

Board of Education

Check Preview Addendum

Table with columns: Vendor Name, Invoice Description, PO Number, Amount. Includes vendors like American, Community Ed, and various supply companies.

April 11, 2016

Board of Education

Check Preview Addendum

Table with columns: Vendor Name, Invoice Description, PO Number, Amount. Includes vendors like American, Community Ed, and various supply companies.

April 11, 2016

Board of Education

Table with columns: Vendor Name, Invoice Description, PO Number, Amount. Includes vendors like American, Community Ed, and various supply companies.

Board of Education

Check Preview Addendum

Table with columns: Vendor Name, Invoice Description, PO Number, Amount. Includes vendors like American, Community Ed, and various supply companies.

April 11, 2016

Board of Education

Check Preview Addendum

Table with columns: Vendor Name, Invoice Description, PO Number, Amount. Includes vendors like American, Community Ed, and various supply companies.

April 11, 2016

Check Preview Addendum

Table with columns for Board of Education, description, and amount. Includes items like 'Acis Sports Goods', 'Acis Sports Goods', 'Acis Sports Goods', etc.

Board of Education

Table with columns for Board of Education, description, and amount. Includes items like 'Lakeland Electric Cooperative', 'Lakeland Electric Cooperative', 'Lakeland Electric Cooperative', etc.

Check Preview Addendum

Table with columns for Board of Education, description, and amount. Includes items like 'Bus Tech', 'Bus Tech', 'Bus Tech', etc.

Board of Education

Table with columns for Board of Education, description, and amount. Includes items like 'Chickadee Auto Parts', 'Chickadee Auto Parts', 'Chickadee Auto Parts', etc.

April 11, 2016

Check Preview Addendum

Table with columns for Board of Education, description, and amount. Includes items like 'Acis Sports Goods', 'Acis Sports Goods', 'Acis Sports Goods', etc.

Board of Education

Table with columns for Board of Education, description, and amount. Includes items like 'Lakeland Electric Cooperative', 'Lakeland Electric Cooperative', 'Lakeland Electric Cooperative', etc.

Check Preview Addendum

Table with columns for Board of Education, description, and amount. Includes items like 'Bus Tech', 'Bus Tech', 'Bus Tech', etc.

Board of Education

Table with columns for Board of Education, description, and amount. Includes items like 'Chickadee Auto Parts', 'Chickadee Auto Parts', 'Chickadee Auto Parts', etc.

April 11, 2016

Check Preview Addendum

Table with columns for Board of Education, description, and amount. Includes items like 'Acis Sports Goods', 'Acis Sports Goods', 'Acis Sports Goods', etc.

Board of Education

Table with columns for Board of Education, description, and amount. Includes items like 'Lakeland Electric Cooperative', 'Lakeland Electric Cooperative', 'Lakeland Electric Cooperative', etc.

Check Preview Addendum

Table with columns for Board of Education, description, and amount. Includes items like 'Bus Tech', 'Bus Tech', 'Bus Tech', etc.

Board of Education

Table with columns for Board of Education, description, and amount. Includes items like 'Chickadee Auto Parts', 'Chickadee Auto Parts', 'Chickadee Auto Parts', etc.

April 11, 2016

Board of Education
Check Printer Addendum

Vendor Name	Check Number	Amount
Webster - Special Service	450-1327	54.02
Webster - Special Service	450-1328	50.16
Webster - Special Service	450-1329	50.16
Webster - Special Service	450-1330	248.09
Webster - Special Service	450-1331	71.26
Webster - Special Service	450-1332	71.26
Webster - Special Service	450-1333	71.26
Webster - Special Service	450-1334	71.26
Webster - Special Service	450-1335	71.26
Webster - Special Service	450-1336	71.26
Webster - Special Service	450-1337	71.26
Webster - Special Service	450-1338	71.26
Webster - Special Service	450-1339	71.26
Webster - Special Service	450-1340	71.26
Webster - Special Service	450-1341	71.26
Webster - Special Service	450-1342	71.26
Webster - Special Service	450-1343	71.26
Webster - Special Service	450-1344	71.26
Webster - Special Service	450-1345	71.26
Webster - Special Service	450-1346	71.26
Webster - Special Service	450-1347	71.26
Webster - Special Service	450-1348	71.26
Webster - Special Service	450-1349	71.26
Webster - Special Service	450-1350	71.26
Webster - Special Service	450-1351	71.26
Webster - Special Service	450-1352	71.26
Webster - Special Service	450-1353	71.26
Webster - Special Service	450-1354	71.26
Webster - Special Service	450-1355	71.26
Webster - Special Service	450-1356	71.26
Webster - Special Service	450-1357	71.26
Webster - Special Service	450-1358	71.26
Webster - Special Service	450-1359	71.26
Webster - Special Service	450-1360	71.26
Webster - Special Service	450-1361	71.26
Webster - Special Service	450-1362	71.26
Webster - Special Service	450-1363	71.26
Webster - Special Service	450-1364	71.26
Webster - Special Service	450-1365	71.26
Webster - Special Service	450-1366	71.26
Webster - Special Service	450-1367	71.26
Webster - Special Service	450-1368	71.26
Webster - Special Service	450-1369	71.26
Webster - Special Service	450-1370	71.26
Webster - Special Service	450-1371	71.26
Webster - Special Service	450-1372	71.26
Webster - Special Service	450-1373	71.26
Webster - Special Service	450-1374	71.26
Webster - Special Service	450-1375	71.26
Webster - Special Service	450-1376	71.26
Webster - Special Service	450-1377	71.26
Webster - Special Service	450-1378	71.26
Webster - Special Service	450-1379	71.26
Webster - Special Service	450-1380	71.26
Webster - Special Service	450-1381	71.26
Webster - Special Service	450-1382	71.26
Webster - Special Service	450-1383	71.26
Webster - Special Service	450-1384	71.26
Webster - Special Service	450-1385	71.26
Webster - Special Service	450-1386	71.26
Webster - Special Service	450-1387	71.26
Webster - Special Service	450-1388	71.26
Webster - Special Service	450-1389	71.26
Webster - Special Service	450-1390	71.26
Webster - Special Service	450-1391	71.26
Webster - Special Service	450-1392	71.26
Webster - Special Service	450-1393	71.26
Webster - Special Service	450-1394	71.26
Webster - Special Service	450-1395	71.26
Webster - Special Service	450-1396	71.26
Webster - Special Service	450-1397	71.26
Webster - Special Service	450-1398	71.26
Webster - Special Service	450-1399	71.26
Webster - Special Service	450-1400	71.26

DRAFT

Board of Education

Treasurer's Report

March 31, 2016

	Inc. Operations	Teachers	Capital Proj.	Bond	Sub Total	Debt Service	Grand Total	Medical SI Acct
Beg Bal	17,864,576.43	9,251,781.57	3,447,097.06	3,231,249.45	33,794,704.51	3,573,464.36	37,368,168.87	1,554,529.47
Rev. Rec	1,509,039.73	1,786,507.38	24,460.27	984.80	3,320,992.18	140,498.76	3,461,490.94	424,182.75
Expend.	1,541,959.85	2,183,003.19	187,894.95	311,264.44	4,224,122.43	-	4,224,122.43	653,149.46
* Adjustment								
Ending Bal	17,831,656.31	8,855,285.76	3,283,662.38	2,920,969.81	32,891,574.26	3,713,963.12	36,605,537.38	1,325,562.76
Prev. Year	17,667,101.19	9,017,329.34	4,933,725.63	10,948,963.22	42,567,119.38	2,894,672.44	45,461,791.82	1,514,008.92
YTD Interest	21,875.01	1,438.89	54.95	5,073.68	28,442.53	5,046.44	33,488.97	120.90
YTD Sum.								
Beg Bal	16,120,273.45		5,019,017.06	12,159,208.76	33,298,499.27	2,981,135.28	36,279,634.55	2,170,924.39
Rev Budget	20,062,661.00	24,125,495.00	967,956.00	-	45,156,112.00	3,458,581.00	48,614,693.00	
Rev YTD Actual	18,659,876.64	21,331,801.01	600,481.96	5,072.63	40,597,232.24	3,424,537.84	44,021,770.08	3,288,603.27
Exp Budget	17,326,154.80	27,754,879.92	4,709,552.00	9,730,000.00	59,520,586.72	2,693,110.00	62,213,696.72	
EXP YTD Actual	13,627,431.85	15,797,577.18	2,335,836.64	9,243,311.58	41,004,157.25	2,691,710.00	43,695,867.25	4,133,964.90
* Adjustment	3,321,061.93	3,321,061.93						
Ending Bal	17,831,656.31	8,855,285.76	3,283,662.38	2,920,969.81	32,891,574.26	3,713,963.12	36,605,537.38	1,325,562.76
Bank Recon								
Central A/P	1,858,255.96							
Central Payroll	3,741,595.80							
Revolving	3,000.00							
Mosip 2013 Bond	-							
Mosip 2015 Bond	3,232,229.25							
Escrow 0150022007	36,000.00							
Escrow 0150022008	5.00							
Central Debt Acct	261,938.67							
Mosip Debt Acct	4,735,032.29							
MOSIP	22,571,539.28							
Central Lunch Acct.	139,839.14							
Enrichment CC	-							
LCTC CC	26,101.99							
Grand Total	36,605,537.38							
Medical SI Acct.	1,325,562.76							
							36,605,537.38 Fund Accounts	
							36,605,537.38 Bank Accounts	
							0.00	

Financial Summary – March 2016

April 11, 2016

To: Board of Education

- March 2016 ending balances were \$8,856,254.44 less than March 2015.
- March 2016 total receipts were \$1,399,510.09 more than March 2015.
- March 2016 total expenditures were \$176,658.86 less than March 2015.
- YTD total receipts are up \$903,540.78 as compared to this time last year.
- YTD total expenditures are up \$192,440.71 as compared to this time last year.
- YTD total local receipts are up \$295,611.72. We are currently within 95.77% of our budgeted amount.
- YTD total county receipts are up \$115,700.27 as compared to last year. We have realized 95.60% of our budgeted amount.
- YTD total state receipts are up \$309,272.08 as compared to last year. We have realized 72.63% of our budget.
- YTD total federal receipts are down \$177,017.71. We have realized 72.49% of our budgeted amount.
- The medical insurance fund incurred significant expenses this month. Our balances dropped \$228,966.71. Balances are \$188,446.16 less than last year.

Pledged Securities

Bank	Deposit Balance	FDIC Insurance	Balance	Securities Pledged	Amt Under/Over Collateralized
US Bank	\$1,325,562.76	\$250,000.00	\$1,075,562.76	\$2,500,000.00	\$1,424,437.24
Central Bank	\$6,030,731.56	\$250,000.00	\$5,780,731.56	\$7,437,337.21	\$1,656,605.65

Date of AP Upload	Expenditures	Total Monthly Tran	Revenue	Date of Deposit	Multi-Card	Expenditures	Revenue	Date of Deposit
July	196,373.74	196,373.74	\$ 1,056.09					
August 13th	148,395.72							
August 14th	10,700.00							
August 18th	2,552.37							
August 25th	3,448.39	165,096.48	\$ 1,959.82					
September	2,552.37							
September 4th	6,306.83							
September 15th	194,557.98							
September 23rd	38,182.55							
September 25th	2,418.68	238,913.67	\$ 2,370.34					
October 13th	113,378.51							
October 26th	10,583.25	123,961.76	\$ 1,072.83					
November 10th	130,559.44							
November 11th	1,483.00	132,042.44	\$ 1,243.38	12/14/2015				
December 16th	2,735.46							
December 17th	224,578.07	227,313.53	\$ 1,868.36	1/12/2016				
January 12th	122,467.08	122,467.08	\$ 1,052.10	2/11/2016	January		\$ 41.00	2/11/2016
February	90,030.58	90,030.58	\$ 783.01	3/15/2016	February statement	\$ 43,361.53	\$ 421.37	3/15/2016
March 15th	121,433.76	121,433.76						
April 5th (Mar2)	4,321.54	4,321.54			March statement	\$ 43,981.89		
April								
May								
June								
2015-2016	1,421,954.58	1,421,954.58	\$ 11,405.91			\$ 87,343.42	\$ 462.37	
2013-2014	51,493.24		\$ 432.90	3 Months				
2014-2015	482,841.84		\$ 3,150.82					

**2015-2016 MONTHLY
FINANCIAL STATEMENT**

**JULY 2015 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	ACA fees
	\$83,348.38	\$77,500.88	\$250,315.16	\$0.00	\$103.20
	\$641.91				
	\$17.70			\$0.00	
	\$0.00				\$0.00
	\$50,133.50				\$0.00
	\$134,141.49	\$328,011.74			\$1,977,054.64

**AUGUST 2015 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	ACA fees
	\$52,527.50	\$77,926.38	\$399,750.39	\$370.00	\$105.55
	\$0.00				
	\$15.38			\$0.00	
	\$10,484.76				\$0.00
	\$0.00				\$0.00
	\$63,027.64	\$478,152.12			\$1,561,930.16

\$60,530.00 for Classified "Premiums" was not deposited till 9/1

**SEPTEMBER 2015 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	ACA fees
	\$446,493.20	\$78,178.94	\$409,377.64	\$0.00	\$112.70
	\$645.44				
	\$13.42			\$0.00	
	\$0.00				\$0.00
	\$0.00				\$0.00
	\$447,152.06	\$487,669.28			\$1,521,412.94

**OCTOBER 2015 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	ACA fees
	\$393,934.25	\$78,574.59	\$417,161.04	\$0.00	\$125.50
	\$645.44				
	\$12.70			\$0.00	
	\$0.00				\$0.00
	\$19,780.37				\$0.00
	\$414,372.76	\$495,861.13			\$1,439,924.57

**NOVEMBER 2015 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	ACA fees
	\$392,834.25	\$80,357.00	\$342,910.41	\$0.00	\$106.95
	\$0.00				
	\$12.75			\$0.00	
	\$9,232.44				\$0.00
	\$0.00				\$0.00
	\$402,079.44	\$423,374.36			\$1,418,629.65

**DECEMBER 2015 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	ACA fees
	\$393,034.60	\$80,088.87	\$257,660.75	\$0.00	\$87.70
	\$1,200.88				
	\$12.77			\$0.00	
	\$0.00				\$0.00
	\$0.00				\$0.00
	\$394,238.25	\$586,726.16			\$1,426,241.74

**JANUARY 2016 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	ACA fees
	\$398,819.60	\$79,994.37	\$395,344.80	\$122,925.94	\$126.20
	\$645.44				
	\$11.58				
	\$122,475.94				\$0.00
	\$83,038.85				\$0.00
	\$604,991.41	\$598,391.31			\$1,432,841.84

Corrected 3/14

\$83,038.85 was a check from Unum's Stop Loss for Expenses incurred for 2014 - Good year. \$122,475.94 - Premiums sent twice to Med Pay

**FEBRUARY 2016 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	ACA fees
	\$394,663.90	\$80,058.97	\$202,448.47	\$0.00	\$92.40
	\$0.00				
	\$12.08			\$0.00	
	\$9,641.49				\$0.00
	\$0.00				\$0.00
	\$404,317.47	\$282,629.84			\$1,554,529.47

**MARCH 2016 FINANCIAL STATEMENT
Medical Self-Insurance Account**

	Premiums	Fixed Premium	Claims	Overpay/Refund	ACA fees
	\$394,689.25	\$80,088.87	\$572,460.74	\$450.00	\$129.85
	\$0.00				
	\$12.52			\$0.00	
	\$0.00				\$0.00
	\$29,430.98				\$0.00
	\$424,182.75	\$658,149.46			\$1,325,562.76

2015-2016 School Year-to-Date (July 1 - March 31)

*Premiums	\$2,950,344.93	Fixed Premium	\$712,888.67
COBRA	\$3,869.11	Claims	\$3,247,449.40
Interest	\$120.90	Overpay/Refund	\$123,745.94
Reimb./Void Ck.	\$151,834.63	Sw. Chg./NSF Chks	\$992.03
Stop Loss Reimb.	\$182,433.70	ACA fees	\$48,888.84
Revenue Totals	\$3,288,603.27	Expenditure Totals	\$4,133,964.90

CLAIMS	15-16 Med-Pay	14-15 Med-Pay	13-14 Med-Pay	12-13 Med-Pay	11-12 Med-Pay	10-11 Med-Pay	09-10 Med-Pay	08-09 Med-Pay	07-08 Med-Pay	06-07 Med-Pay	05-06 Med-Pay
July	\$250,315.16	\$219,315.25	\$263,361.32	\$283,611.71	\$168,985.39	\$287,494.22	\$427,698.06	\$400,005.10	\$375,122.92	\$170,342.46	\$321,334.42
August	\$399,750.39	\$444,780.89	\$315,541.80	\$408,976.99	\$278,743.46	\$350,511.96	\$499,214.99	\$325,691.66	\$325,523.23	\$292,877.95	\$193,063.00
September	\$409,377.64	\$257,836.80	\$610,700.44	\$297,969.21	\$196,355.63	\$281,166.96	\$159,283.29	\$227,522.56	\$171,598.80	\$177,547.88	\$208,795.27
October	\$417,161.04	\$301,019.48	\$383,327.05	\$369,519.56	\$153,415.63	\$305,672.28	\$270,695.04	\$188,889.41	\$280,051.14	\$203,034.06	\$201,555.02
November	\$342,910.41	\$175,137.59	\$298,086.82	\$281,331.80	\$230,438.11	\$287,238.73	\$228,018.13	\$496,053.93	\$262,066.34	\$173,262.57	\$172,064.09
December	\$257,660.75	\$303,748.68	\$438,077.43	\$344,447.92	\$263,849.58	\$253,818.66	\$315,072.19	\$355,010.03	\$224,715.26	\$227,712.73	\$203,068.55
January	\$395,344.80	\$267,267.57	\$530,197.02	\$640,607.35	\$324,307.75	\$295,383.46	\$401,218.11	\$323,193.62	\$347,811.13	\$289,925.16	\$150,889.30
February	\$202,448.47	\$380,636.79	\$253,495.13	\$335,319.29	\$309,115.12	\$158,984.63	\$382,084.19	\$288,437.52	\$223,255.51	\$170,715.55	\$238,954.33
March	\$372,480.74	\$415,021.71	\$341,882.88	\$542,822.33	\$288,183.00	\$645,113.36	\$355,349.54	\$261,119.46	\$327,659.47	\$165,512.88	\$150,227.03
April		\$240,533.20	\$298,895.37	\$377,751.83	\$209,003.76	\$250,777.23	\$623,165.38	\$611,927.60	\$304,963.31	\$155,347.87	\$112,346.51
May		\$304,562.43	\$410,141.08	\$528,231.95	\$293,487.96	\$210,957.88	\$330,653.24	\$281,544.76	\$195,502.35	\$161,885.14	\$198,171.03
June		\$311,420.92	\$437,341.00	\$755,193.69	\$394,830.02	\$279,578.73	\$570,849.67	\$627,090.46	\$347,913.00	\$166,397.33	\$210,294.04

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

ENDING BAL.	15-16 Med-Pay	14-15 Med-Pay	13-14 Med-Pay	12-13 Med-Pay	11-12 Med-Pay	10-11 Med-Pay	09-10 Med-Pay	08-09 Med-Pay	07-08 Med-Pay	06-07 Med-Pay
July	\$1,977,054.64	\$1,813,273.33	\$2,099,348.12	\$2,342,401.12	\$1,778,463.34	\$1,290,123.31	\$1,519,208.40	\$2,219,251.64	\$2,247,901.71	\$2,743,175.51
August	\$1,561,930.16	\$1,498,288.84	\$1,826,664.27	\$2,020,500.95	\$1,555,840.66	\$1,068,654.63	\$1,084,739.74	\$1,943,307.87	\$1,972,318.12	\$2,516,667.11
September	\$1,521,412.94	\$1,543,411.31	\$1,514,176.69	\$2,018,458.75	\$1,656,465.73	\$1,084,561.66	\$1,223,531.50	\$1,983,836.00	\$2,061,260.27	\$2,591,203.84
October	\$1,439,924.57	\$1,563,378.83	\$1,439,070.74	\$1,944,978.04	\$1,849,342.69	\$1,086,260.23	\$1,380,986.96	\$2,069,605.93	\$2,040,015.95	\$2,647,375.12
November	\$1,418,629.65	\$1,699,055.80	\$1,444,264.45	\$1,970,544.15	\$1,916,054.51	\$1,118,232.16	\$1,437,355.85	\$1,881,910.94	\$2,035,990.32	\$2,725,325.48
December	\$1,426,241.74	\$1,638,033.60*	\$1,188,377.89	\$1,923,248.19	\$1,947,829.81	\$1,182,695.03	\$1,407,949.09	\$1,801,549.29	\$2,071,788.95	\$2,751,330.33
January	\$1,432,841.84	\$1,679,906.90	\$1,127,127.13	\$1,504,828.88	\$1,932,663.64	\$1,242,822.18	\$1,291,254.88	\$1,750,245.27	\$1,987,174.73	\$2,719,007.58
February	\$1,554,529.47	\$1,618,079.18	\$1,318,863.10	\$1,803,485.61	\$1,921,673.92	\$1,409,517.93	\$1,192,724.07	\$1,776,115.70	\$1,939,554.54	\$2,803,867.63
March	\$1,325,562.76	\$1,514,008.92	\$1,310,282.99	\$1,791,335.63	\$1,943,934.31	\$1,081,226.00	\$1,222,988.32	\$1,860,988.26	\$1,988,239.08	\$2,890,136.79
April		\$1,592,206.73	\$1,385,131.96	\$1,881,033.82	\$2,040,436.96	\$1,272,477.12	\$1,069,996.72	\$1,521,756.36	\$1,991,081.99	\$2,984,645.73
May		\$1,602,054.68	\$1,274,603.55	\$1,680,562.96	\$1,979,020.73	\$1,318,582.01	\$1,204,401.70	\$1,545,804.73	\$2,068,391.30	\$3,077,731.48
June		\$2,170,924.39	\$1,767,315.91	\$1,859,283.05	\$2,587,708.04	\$1,861,584.09	\$1,458,538.89	\$1,883,552.42	\$2,448,550.87	\$3,597,945.40*

July 1, 2007 we transferred \$1,000,000.00 out of Medical Account per Ron Hendricks. July 1, 2014 \$200,000.00 transferred back into Medical Account per Dr. Tim Hadfield.

*December 2014 was the first annual ACA Fee of \$69,005.79 (\$63 per covered life)

CLAIMS	04-05 Med-Pay	03-04 Med-Pay
July	\$133,185.69	\$ 27,756.09
August	\$159,151.40	\$123,263.78
September	\$160,373.47	\$329,978.42
October	\$138,418.35	\$178,931.74
November	\$149,008.84	\$259,307.29
December	\$192,828.60	\$245,001.81
January	\$600,356.91*	\$200,497.18
February	\$202,519.30	\$155,762.54
March	\$213,795.04	\$151,813.65
April	\$145,756.34	\$169,280.63
May	\$326,388.68	\$125,881.05
June	\$307,724.92	\$238,590.03

ENDING BALANCE	05-06 Med-Pay	04-05 Med-Pay	03-04 Med-Pay
July	\$1,990,479.12	\$1,405,052.13	\$732,281.15
August	\$1,844,329.10	\$1,293,874.89	\$652,166.64
September	\$1,876,376.20	\$1,412,907.63	\$604,225.16
October	\$1,922,364.82	\$1,546,279.68	\$752,563.91
November	\$1,997,768.23	\$1,587,513.47	\$727,790.43
December	\$2,043,557.19	\$1,641,944.28	\$719,625.14
January	\$2,139,116.83	\$1,621,403.72	\$752,419.67
February	\$2,148,965.93	\$1,668,769.75	\$827,471.99
March	\$2,245,745.08	\$1,735,650.63	\$914,136.08
April	\$2,384,039.28	\$1,861,600.57	\$975,544.29
May	\$2,436,022.30	\$1,796,353.55	\$1,088,051.57
June	\$2,848,470.13	\$2,163,214.87	\$1,503,987.81

**Camdenton R-III
Flex Benefit Account
Central Bank of the Ozarks**

Account # 125062814

Balance 3/01/2016		\$55,723.54
Deposits	\$21,992.42 Premium \$400.78 Refund	
Total Deposits		\$22,393.20
Withdrawals	\$ 1,442.95 3,586.18 223.68 3,305.26 672.96 839.81 3,235.99 171.00 2,313.36 339.50 Claims	
Total Withdrawals		\$16,130.69
Balance 3/31/2016		\$61,986.05

Salary Schedule Comparisons

Salary Schedule Comparison Without Career Ladder				
	Current	Rank	TAC Index	Rank
BS Step 1	36,347	5	36,500	4
BS+8 Step 9	41,361	8	43,351	2
BS+16 Step 14	45,659	9	48,510	3
BS+24 Step 10	43,721	6	45,414	3
MS Step 9	44,385	9	46,866	3
MS+8 Step 14	48,153	10	52,714	2
MS+16 Step 19	52,053	13	59,272	2
MS+24 Step 16	50,700	13	56,863	1
Spec. or MS+40	58,738	13	69,967	2
Step 26				
Doc Step 31	64,230	11	72,380	2

Salary Schedule Comparison With Career Ladder				
	Current	Rank	TAC Index	Rank
BS Step 1	36,347	5	36,500	4
BS+8 Step 9	41,361	8	45,751	1
BS+16 Step 14	45,659	9	52,510	1
BS+24 Step 10	43,721	6	47,814	1
MS Step 9	44,385	9	49,266	1
MS+8 Step 14	48,153	10	56,714	1
MS+16 Step 19	52,053	13	63,272	1
MS+24 Step 16	50,700	13	60,863	1
Spec. or MS+40	58,738	13	73,967	1
Step 26				
Doc Step 31	64,230	11	76,380	1

4/5/2016

8	169/324	52%	158/324	48%
----------	----------------	------------	----------------	------------

One year's growth when comparing Diagnostic 1 to Diagnostic 3

Dogwood Elementary ~ Math

	K (86/206) 42%	1 (117/222) 53%	2 (130/224) 58%
Emerging K to K	85/146	0	0
K to 1+	1/29	117/191	67/82
1 to 2+	0	0/31	63/108
2 to 3+	0	0	0
3 to 4+	0	0	0
4 to 5+	0	0	0

Dogwood Elementary ~ Reading

	K (65/204) 32%	1 132/217 61%	2 132/224 59%
Emerging K to K	63/130	0	0
K to 1+	2/74	124/179	47/53
1 to 2+	0	8/38	73/116
2 to 3+	0	0	11/52
3 to 4+	0	0	1/1
4 to 5+	0	0	0

	3 (163/242) 67%	4 (112/247) 45%
K to 1+	29/35	7/15
1 to 2+	59/68	26/36
2 to 3+	72/95	30/35
3 to 4+	3/45	44/81
4 to 5+	0	4/78
5 to 6+	0	1/48
6 to 7+	0	0
7 to 8+	0	0

Hawthorn Elementary ~ Reading

	3 124/242	4 104/247

2015-2016 Literacy/Numerous Report

April 2016
Board of Education



i-Ready
15/16 Grades K-8

- ✓ Built for the Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction in a single online product that saves teachers time at a fraction of the cost of similar products.
- ✓ A single K-12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.
- ✓ Provides rigorous, on-grade-level instruction and practice with Ready® and additional downloadable lessons to help meet individual student or small group needs.
- ✓ Provides personalized student instruction targeted to students' unique areas of needs and mobile apps to boost achievement.
- ✓ Easy-to-use reporting and ongoing progress monitoring provide educators with real-time insights for each student at the class, school, and district level.

District totals of students who have demonstrated one year's growth based on comparisons between i-Ready Diagnostic One and i-Ready Diagnostic Two are shown below by grade level and content.

	Reading		Math	
K	269/308	87%	220/308	71%
1	207/287	72%	186/287	64%
2	191/311	61%	151/311	48%
3	227/330	68%	180/330	54%
4	151/316	47%	172/316	54%
5	171/305	56%	170/305	55%
6	157/303	51%	145/303	47%
7	144/311	46%	137/311	44%

1 to 2+	0	0/7	6/21	6/6	4/4
2 to 3+	0	0	0/8	8/17	6/8
3 to 4+	0	0	0	0/6	8/14
4 to 5+	0	0	0	0	0/8
5 to 6+	0	0	0	0	0
6 to 7+	0	0	0	0	0
7 to 8+	0	0	0	0	0

Hurricane Deck Elementary ~ Reading

	K 6/30 20%	1 14/23 61%	2 13/37 35%	3 9/31 29%	4 12/37 32%
Emerging K to K	5/26	0	0	0	0
K to 1+	1/4	0	2/4	0	0/1
1 to 2+	0	13/19	9/21	2/3	3/5

	51%	42%
K to 1+	20/24	3/11
1 to 2+	39/59	27/39
2 to 3+	48/62	23/30
3 to 4+	16/94	40/90
4 to 5+	1/3	7/71
5 to 6+	0	3/4
6 to 7+	0	1/1
7 to 8+	0	0

Osage Beach Elementary ~ Math

	K (23/61) 38%	1 (14/40) 51%	2 (30/50) 60%	3 (31/57) 54%	4 (15/32) 47%
Emerging K to K	23/47	0	0	0	0

2 to 3+	0	1/4	2/11	7/14	1/3
3 to 4+	0	0	0/1	1/14	5/15
4 to 5+	0	0	0	0	3/13
5 to 6+	0	0	0	0	0
6 to 7+	0	0	0	0	0
7 to 8+	0	0	0	0	0

Oak Ridge Intermediate ~ Math

	5 (107/305) 35%	6 (115/302) 38%
K to 1+	1/1	1/4
1 to 2+	18/21	7/8
2 to 3+	29/31	9/16
3 to 4+	25/30	12/15

K to 1+	0/5	14/27	8/8	4/7	0
1 to 2+	0	0/13	12/27	12/13	4/5
2 to 3+	0	0	0/15	15/24	2/2
3 to 4+	0	0	0	0/13	8/11
4 to 5+	0	0	0	0	1/14
5 to 6+	0	0	0	0	0
6 to 7+	0	0	0	0	0
7 to 8+	0	0	0	0	0

Osage Beach Elementary ~ Reading

	K 20/61 33%	1 21/42 50%	2 30/50 60%	3 28/57 49%	4 17/32 53%
Emerging K to K	19/46	0	0	0	0

4 to 5+	80/125	37/39
5 to 6+	2/97	45/114
6 to 7+	0	4/106
7 to 8+	0	0

Oak Ridge Intermediate ~ Reading

	5 165/305 54%	6 118/302 39%
K to 1+	1/2	1/3
1 to 2+	15/20	8/12
2 to 3+	13/13	4/7
3 to 4+	45/59	22/40
4 to 5+	52/98	27/39

K to 1+	9	0/10	4/5	2/4	1/1
1 to 2+	1/1	20/30	19/28	17/17	5/5
2 to 3+	0	1/2	3/15	7/7	4/4
3 to 4+	0	0	3/3	2/28	5/10
4 to 5+	0	0	0/1	0/1	2/12
5 to 6+	0	0	0	0	0
6 to 7+	0	0	0	0	0
7 to 8+	0	0	0	0	0

Hurricane Deck Elementary ~ Math

	K (6/39) 15%	1 (9/23) 39%	2 (11/37) 30%	3 (15/31) 50%	4 (21/37) 57%
Emerging K to K	6/26	0	0	0	0
K to 1+	0/3	9/16	5/8	1/2	3/3

APPLICATION FOR PAYMENT - CONTINUATION SHEET CAP703 Page 3 of 5 Pages

Table with columns A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. Includes contractor info, contract details, and a grid of item descriptions with values.

Revised by P&S Software Systems, Inc. 1-888-821-1116 Copyright 2011

Application for Payment form with handwritten signatures, dates, and a circular seal. Includes fields for contractor name, project name, and payment details.

APPLICATION FOR PAYMENT - CONTINUATION SHEET CAP703 Page 4 of 5 Pages

Table with columns A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. Continuation of the payment schedule table from page 3.

Revised by P&S Software Systems, Inc. 1-888-821-1116 Copyright 2011

APPLICATION FOR PAYMENT CAP703 Page 1 of 5

Application for Payment form with handwritten signatures, dates, and a circular seal. Includes fields for contractor name, project name, and payment details.

APPLICATION FOR PAYMENT - CONTINUATION SHEET CAP703 Page 5 of 5 Pages

Table with columns A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. Final continuation of the payment schedule table.

Revised by P&S Software Systems, Inc. 1-888-821-1116 Copyright 2011

APPLICATION FOR PAYMENT - CONTINUATION SHEET CAP703 Page 2 of 5 Pages

Table with columns A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. Continuation of the payment schedule table from page 1.

Revised by P&S Software Systems, Inc. 1-888-821-1116 Copyright 2011

COPY

AS DOCUMENT

TO: **CONTRACTOR**
FROM: **COMMITTEE ON FINANCIAL SERVICES**

PROJECT: **ANN ARBOR PUBLIC SCHOOLS**

DATE: **10/15/2010**

RE: **ANN ARBOR PUBLIC SCHOOLS**

DATE: **10/15/2010**

BY: **John P. Burt**

DATE: **10/15/2010**

THIS DOCUMENT IS THE PROPERTY OF THE COMMITTEE ON FINANCIAL SERVICES. IT IS TO BE USED ONLY FOR THE PURPOSES FOR WHICH IT WAS ISSUED. IT IS NOT TO BE REPRODUCED OR TRANSMITTED IN ANY FORM OR BY ANY MEANS, ELECTRONIC OR MECHANICAL, INCLUDING PHOTOCOPYING, RECORDING, OR BY ANY INFORMATION STORAGE AND RETRIEVAL SYSTEM, WITHOUT THE WRITTEN PERMISSION OF THE COMMITTEE ON FINANCIAL SERVICES.

STATE OF MICHIGAN
COMMITTEE ON FINANCIAL SERVICES
CONTRACT REVIEW DIVISION
1000 S. ZEEB ROAD, ANN ARBOR, MI 48106
TEL: 313.937.3000 FAX: 313.937.3001
WWW.MICHIGANFINANCIALSERVICES.COM

State of Michigan
Contract Review Division
1000 S. Zeeb Road
Ann Arbor, Michigan 48106
Tel: 313.937.3000
Fax: 313.937.3001
www.michiganfinancialservices.com

Contract Review Division
1000 S. Zeeb Road
Ann Arbor, Michigan 48106
Tel: 313.937.3000
Fax: 313.937.3001
www.michiganfinancialservices.com

CONTRACT REVIEW DIVISION OF THE COMMITTEE ON FINANCIAL SERVICES
1000 S. ZEEB ROAD, ANN ARBOR, MI 48106
TEL: 313.937.3000 FAX: 313.937.3001
WWW.MICHIGANFINANCIALSERVICES.COM

STATE OF MICHIGAN
COMMITTEE ON FINANCIAL SERVICES
CONTRACT REVIEW DIVISION
1000 S. ZEEB ROAD, ANN ARBOR, MI 48106
TEL: 313.937.3000 FAX: 313.937.3001
WWW.MICHIGANFINANCIALSERVICES.COM

STATE OF MICHIGAN
COMMITTEE ON FINANCIAL SERVICES
CONTRACT REVIEW DIVISION
1000 S. ZEEB ROAD, ANN ARBOR, MI 48106
TEL: 313.937.3000 FAX: 313.937.3001
WWW.MICHIGANFINANCIALSERVICES.COM

STATE OF MICHIGAN
COMMITTEE ON FINANCIAL SERVICES
CONTRACT REVIEW DIVISION
1000 S. ZEEB ROAD, ANN ARBOR, MI 48106
TEL: 313.937.3000 FAX: 313.937.3001
WWW.MICHIGANFINANCIALSERVICES.COM

STATE OF MICHIGAN
COMMITTEE ON FINANCIAL SERVICES
CONTRACT REVIEW DIVISION
1000 S. ZEEB ROAD, ANN ARBOR, MI 48106
TEL: 313.937.3000 FAX: 313.937.3001
WWW.MICHIGANFINANCIALSERVICES.COM

A C I
BOLAND
ARCHITECTS

ACIBOLAND, INC. - KANSAS CITY
 1321 E 104th Street, Ste. 100
 Kansas City, Missouri 64131
 T 816.763.9500
 F 816.763.9557

March 24, 2016

Dr. Tim Hatfield
 Camdenton R-II School District
 PO Box 14109
 Camdenton, MO 65020-1409

**RE: CHANGE ORDER NO. 9
 ADDITIONS AND ALTERATIONS TO
 HURRICANE DECK ELEMENTARY
 CAMDENTON R-II SCHOOL DISTRICT**

Dear Dr. Hatfield:

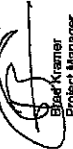
Enclosed please find three (3) copies of Change Order No. 9 for the above referenced project.

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

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

Sincerely,

ACIBOLAND, INC.


 Brad Kramer
 Project Manager

Enclosures

cc: MGK/kb OO File 3-13021

AIA Document G701™ - 2001

Change Order

PROJECT (Name and address):
 Hurricane Deck Elementary School
 1000 S. 10th St.
 Suite 1000
 St. Louis, MO 63104

ARCHITECT'S PROJECT NUMBER: 3-13021
 CONTRACT DATE: November 11, 2014
 CONTRACT FOR: General Construction

OWNER:
 ARCHITECT:
 CONTRACTOR:
 FIELD:
 OTHER:

THE CONTRACT IS CHANGED AS FOLLOWS:
 (Include, where applicable, any stipulated amount attributable to previously executed Change Orders/Change Directives)
 Note to Change Order (By Summary attached).

The original Contract Sum was \$ 1,009,800.00
 The net change by previously authorized Change Orders \$ 53,934.92
 The Contract Sum prior to this Change Order was \$ 1,063,734.92
 The new Contract Sum including this Change Order will be \$ 1,067,324.92

The Contract Time will be unchanged by zero (0) days.
 The date of substantial completion as of the date of this Change Order therefore is

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

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

ACTIBOLAND, INC.
 1321 E 104th St., Suite 100, Kansas City, MO 64131
 ADDRESS: _____
 BY (Typed name) _____
 (Typed name) _____
 DATE: 3/24/16

BOLAND CONSULTANTS, INC.
 172 Doss Boulevard, Camdenton, MO 65020
 ADDRESS: _____
 BY (Typed name) _____
 (Typed name) _____
 DATE: _____

AIA Document G701™ - 2001. Copyright © 1970, 1987, 2000 and 2001 by The American Institute of Architects. All rights reserved. WARNING: This AIA Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA Document is prohibited. For more information, visit www.aia.org. This document was prepared by the American Institute of Architects, 1735 M Street, N.W., Washington, D.C. 20036. Telephone: 202/639-4000. Fax: 202/639-4001. AIA is not for sale. (11-1608-02)

