

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

**Regular Meeting – Administration Office, Board Room  
November 11, 2013 – 3:00 p.m.**

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**Present:**

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

**Absent:**

John L. Beckett

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

The Camdenon R-III Board of Education met in Regular Session in the Board Room of the Administration Office on Monday, November 11, 2013. The meeting was called to order by President McElyea at 3:00 p.m. The pledge of allegiance was recited.

**II. APPROVAL OF AGENDA**

Regular Meeting – November 11, 2013  
Strategic Plan Goal Area – Governance

Motion: Move to approve the agenda of the regular November 11, 2013, meeting as presented.  
Masterson/Barbour - all ayes.

**IV. UNFINISHED BUSINESS** (*Moved ahead on agenda.*)

**A. ACCOUNTS PAYABLE PRODUCT CONSIDERATION**

As a follow-up from the October meeting the Board again considered AOC Solutions' automated accounts payable product. Based on input received from several references it was recommended to utilize this product in our District.

Strategic Plan Goal Area – Facilities/Support/Instructional Resources

Motion: Move to approve utilizing AOC Solutions in the accounts payable department.  
Schulte/Barbour - all ayes.

**III. NEW BUSINESS**

**A. 2012-2013 DISTRICT AUDIT REPORT**

Mr. Lynn Graves, CPA and owner of Graves and Associates, presented the 2012-2013 Audit Report.  
Strategic Plan Goal Area - Governance

Motion: Move to approve the 2012-2013 Audit report as presented.  
Martin/Masterson - all ayes.

*John Beckett arrived.*

**B. CONSIDERATION OF BIDS FOR ADDITIONS & ALTERATIONS AT HURRICANE DECK ELEMENTARY & CONSTRUCTION OF NEW OSAGE BEACH ELEMENTARY**

Bids have been received from general contractors for these projects. Michael Kautz, architect from ACI/Boland, was in attendance to review the bids and answer questions. An updated construction budget was reviewed.

Strategic Plan Goal Area - Facilities/Support/Instructional Resources

Motion: Move to accept the recommendation that Bales Construction be awarded the contract for the additions and alterations to Hurricane Deck Elementary School, including alternates 1, 2, 5, and 6.  
Barbour/Beckett - all ayes.

Motion: Move to accept the recommendation that Curtiss-Manes-Schulte, Inc. be awarded the contract for the new Osage Beach Elementary School, including alternates 4, 5, 6, and 7.  
Masterson/Barbour - all ayes.

**V. CLASSIFIED EMPLOYEE OF THE MONTH**

Stefanie Girard was recognized as the November “Classified Employee of the Month.” Stefanie has been with the District for 14 years as the secretary at Dogwood Elementary.

Strategic Plan Goal Area – Facilities/Support/Instructional Resources

No motion necessary.

**VI. PUBLIC COMMENT**

There was no public comment.

Strategic Plan Goal Area – Parent & Community Development

**VII. CONSENT ITEMS**

**B. Approve Excellence in Education Nominations**

Strategic Plan Goal Area – High Quality Teachers

This month’s recipients are as follows:

Dogwood Elementary	Lisa Allen
Hawthorn Elementary	Diane Brenneman
Hawthorn Elementary	Lydia Briscoe
Oak Ridge Intermediate	Paul Krenznel
Oak Ridge Intermediate	Stacy Asante
Middle School	Nancy Groves
Middle School	Dr. Paula Brown
High School/Horizons	Angie Koons
LCTC	Karen Cleary
Hurricane Deck Elementary	Grant Leighty

**C. Preview Board Candidate Filing & Closing Dates**

Strategic Plan Goal Area – Governance

**D. Permission to Conduct Summer School 2014**

Strategic Plan Goal Area – Facilities/Support/Instructional Resources

The Board was asked to approve beginning the process of planning for summer school 2014.

**E. Approve Early Graduation of Qualified Students**

Strategic Plan Goal Area – Student Performance

Brett Thompson, High School Principal, requested approval for early graduation (December 2013) for qualified students as presented.

**F. Update Bus Driver Handbook Language**

Strategic Plan Goal Area – Governance

Motion: Move to approve consent items as presented, with a language change to the bus driver handbook as suggested.

Beckett/Schulte – all ayes.

**A. Approve Minutes and Documentation of Regular Meeting – October 14, 2013**

Strategic Plan Goal Area – Governance

Motion: Move to approve consent item A. as presented.

Beckett/Barbour – all ayes, Masterson abstained due to absence at stated meeting.

**VIII. APPROVAL OF BILLS**

Strategic Plan Goal Area – Governance

Motion: Move to approve all bills and addendums as submitted excluding bills from ACI-Boland. Beckett/Masterson – all ayes.

Motion: Move to approve ACI-Boland bills. Masterson/Beckett – all ayes; Barbour abstained, nepotism.

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

Strategic Plan Goal Area - Governance

Motion: Move to approve the October 2013 Treasurer’s Report as submitted. Barbour/Schulte - all ayes.

**X. NEW BUSINESS (Continued)**

**B. ANNUAL REPORT OF FEDERAL/STATE PROGRAMS**

Mr. Ryan Neal, Assistant Superintendent; Dr. Gail White, Director of LCTC; and Mrs. Lorri Travis, Director of Interventions, reported on the District’s Federal and State programs.

Strategic Plan Goal Area - Facilities/Support/Instructional Resources

No motion necessary.

**C. LAKE CAREER & TECHNICAL CENTER ANNUAL REPORT**

Dr. White was in attendance and presented the annual report for LCTC and also answered questions. Building goals support District goals, tying back to MSIP 5.

Strategic Plan Goal Area – Facilities/Support/Instructional Resources

No motion necessary.

**D. APPROVE PROFESSIONAL DEVELOPMENT PLAN**

As required by state law, each school district is required to have their Professional Development Plan approved by the Board of Education. Mr. Neal presented changes or modifications to the Professional Development Plan. Measuring the effectiveness of PD activities will be studied. Additional professional development will also be considered for classified employees in the future.

Strategic Plan Goal Area – High Quality Teachers

Motion: Move to approve the Professional Development Plan as submitted. Barbour/Schulte - all ayes.

**F. REVIEW BOARD POLICIES**

The Board reviewed the following policies.

POLICY CODE	POLICY TITLE
BBBA	Board Member Qualifications
JHG	Reporting and Investigating Child Abuse/Neglect
GCA	Professional Staff Positions
GCBC	Professional Staff Fringe Benefits
GDA	Support Staff Positions
GDBC	Support Staff Fringe Benefits

Strategic Plan Goal Area - Governance

No motion necessary.

**XI. BOARD WRAP-UP**

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

Strategic Plan Goal Area - Governance

- MSBA Fall Regional Meeting – October 30, 2013. Camden hosted at LCTC.
- Veteran’s Day ceremonies were held today throughout the District.
- Groundbreaking Ceremonies for OBE & HD – Sunday, November 24, 2013, 2:00 p.m. at Osage Beach and 3:00 p.m. at Hurricane Deck
- December Board Meeting – Will be held at Hurricane Deck Elementary.

No motion necessary.

**XII. EXECUTIVE SESSION**

In compliance with State Statute 610.021 (closed meetings and closed records), move that the Board go into Executive Session for the following purposes:

- 1) Lease, purchase, or sale of real estate (610.021)(2).
- 2) Hiring, firing, disciplining, or promoting particular employees (610.021)(3).
- 3) Individually identifiable personnel records, performance ratings, or records pertaining to employees (610.021)(13).
- 4) Records which are protected from disclosure by law (610.021)(14).

Strategic Plan Goal Area - Governance

Motion: Move to adjourn to Executive Session.

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

**XIII. ADJOURN MEETING**

Motion: Move that the meeting adjourn.

Barbour/Schulte - all ayes.

Meeting adjourned at 7:02 p.m.

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Chris C. McElyea - President of the Board

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Linda Leu – Secretary of the Board

To the Board of Education and Management of  
Camdenton R-III School District  
Camdenton, Missouri:

MANAGEMENT LETTER  
CAMDENTON R-III SCHOOL  
DISTRICT

June 30, 2013

In planning and performing our audit of the financial statements of the governmental activities, the aggregate discretely presented component unit, and each major fund of Camdenton R-III School District as of and for the year ended June 30, 2013, in accordance with auditing standards generally accepted in the United States of America, we considered Camdenton R-III School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Camdenton R-III School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the Camdenton R-III School District's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified certain deficiencies in internal control that we consider to be significant deficiencies.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the following deficiencies in Camdenton R-III School District's internal control to be significant deficiencies:

Audit Findings Previously Communicated In a Letter Dated November 2, 2012

**SIGNIFICANT DEFICIENCIES**

Finding 2011-2: Custodial Credit Risk

Criteria: Missouri statutes require that all deposits with financial institutions be collateralized in an amount at least equal to uninsured deposits.

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Condition: A large deposit was made on June 30, 2011, but communication was not made in order to adjust coverage. Therefore, the District had exposure in one bank in the amount of \$257,498 for twenty-four hours at June 30. A large deposit was made on June 30, 2012, but again communication was not made in order to adjust coverage. Therefore, the District had exposure in one bank in the amount of \$2,221,139 for twenty-four hours at June 30.

Cause: Reason(s) unknown to auditors.

Effect: The District's deposits were not secured during the year as required by Missouri state statute.

Recommendation: The District work closely with financial institutions to ensure deposits are secured during the year.

Current Status: The District's deposits were secured as of the year ended.

2012-1: Segregation of Duties

Condition: As in many smaller to medium-sized organizations, it is difficult to obtain proper segregation of duties due to the limited number of employees.

Criteria: Duties should be segregated so that no one employee has access to both physical assets and the related accounting records, or to all phases of a transaction. The District has mitigating controls in place, but it is not possible to have segregation in all areas.

Effect: Due to the limited number of employees, the District might not prevent, or detect and correct misstatements on a timely basis in the normal performance of duties.

Recommendation: We recognize that because of limited resources and personnel, management may not be able to achieve a proper segregation of duties. However, professional standards require that we bring this lack of segregation of duties to your attention. We recommend management continue to review these processes accordingly to optimize the functionality of internal controls.

Response/Current Status: The District recognizes that the limited number of employees prohibits proper segregation of duties in all areas. The District will continue to review these processes accordingly to optimize the functionality of internal controls.

2012-2: Oversight of the Financial Reporting Process

Condition: The District's management is responsible for establishing and maintaining internal control financial reporting and for the fair presentation of the financial statements and related notes in conformity with *Governmental Accounting Standards*.

Criteria: The District has staff in place to carry out internal accounting and reporting. However, the District does not have accounting professionals with the knowledge, experience, and training to prepare financial statements in accordance with *Governmental Accounting Standards*.

Effect: The District relies on the external auditors to prepare the financial statements in accordance with

*Governmental Accounting Standards*, in addition to the performance of the annual audit.

Recommendation: We recognize that the District may not have the resources to have an accounting professional on staff with the knowledge, experience, and training to prepare governmental financial statements in conformity with *Governmental Accounting Standards*. However, we recommend that management continue to increase their knowledge of financial reporting.

Response/Current Status: The District does not have the resources to hire additional accounting personnel with the knowledge, experience, and training to prepare the financial statements in accordance with *Governmental Accounting Standards*. The District does, however, have staff with sufficient knowledge to understand and take responsibility for the basic financial statements.

We will review the status of these comments during our next audit engagement. We have already discussed many of these comments and suggestions with District personnel, and we will be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations.

We wish to thank management and staff for their support and assistance during our audit.

This communication is intended solely for the information and use of management, the Board of Education, and others within the organization, and is not intended to be and should not be used by anyone other than these specified parties.

Graves and Associates,  
CPAs, LLC

GRAVES AND ASSOCIATES, CPAs, LLC  
Jefferson City, Missouri

November 1, 2013

November 1, 2013

To the Board of Education of  
Camdenton R-III School District  
Camdenton, Missouri:

COMMUNICATION OF AUDIT RESULTS

**CAMDENTON R-III  
SCHOOL DISTRICT**

June 30, 2013

We have audited the financial statements of the governmental activities, the aggregate discretely presented component unit, and each major fund of Camdenton R-III School District for the year ended June 30, 2013. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, *Government Auditing Standards*, and OMB Circular A-133, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated August 24, 2010. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Camdenton R-III School District are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during fiscal year 2013. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the District's financial statements was:

Management's estimate of the amount of revenue in the budgeting process. It is based on prior year actual amounts and the current year assessed valuation and levy. We evaluated the key factors and assumptions used to develop the revenue budget amount in determining that it is reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure affecting the financial statements was:

The disclosure of FDIC and pledged collateral in Note 2, to the financial statements. Missouri state statutes require this to be done.

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Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated November 1, 2013.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the governmental unit's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the governmental unit's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

This communication is intended solely for the information and use of management, the Board of Education, and others within the organization, and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

*Graves and Associates,*  
CPAs, LLC

GRAVES AND ASSOCIATES, CPAs, LLC  
Jefferson City, Missouri

**CAMDENTON R-III  
SCHOOL DISTRICT**

Camdenton, Missouri

INDEPENDENT AUDITORS' REPORT

For the Year Ended June 30, 2013

TABLE OF CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITORS' REPORT	1 - 3
MANAGEMENT'S DISCUSSION AND ANALYSIS	4 - 12
<b>FINANCIAL STATEMENTS:</b>	
Statement of Net Position – Modified Cash Basis	13
Statement of Activities – Modified Cash Basis	14
Balance Sheet – Modified Cash Basis – Governmental Funds	15
Statement of Revenues, Expenditures, and Changes in Fund Balances – Modified Cash Basis – Governmental Funds	16
NOTES TO THE FINANCIAL STATEMENTS	17 - 34
<b>OTHER INFORMATION:</b>	
Budgetary Comparison Schedules - Modified Cash Basis:	
General Fund	35
Special Revenue Fund	36
Notes to Budgetary Comparison Schedules	37
<b>SUPPLEMENTARY INFORMATION:</b>	
<u>State Compliance Section</u>	
Independent Auditors' Report on Management's Assertions About Compliance with Specified Requirements of Missouri Laws and Regulations	38
Schedule of Selected Statistics	39 - 41
<u>Federal Compliance Section</u>	
Schedule of Expenditures of Federal Awards	42 - 43
Independent Auditors' Report On Internal Control Over Financial Reporting And On Compliance And Other Matters Based On An Audit Of Financial Statements Performed In Accordance with <i>Government Auditing Standards</i>	44 - 45
Independent Auditors' Report On Compliance For Each Major Program And On Internal Control Over Compliance Required By <i>OMB Circular A-133</i>	46 - 47
Schedule of Findings and Questioned Costs	48 - 50



INDEPENDENT AUDITORS' REPORT

To the Board of Education of  
Camdenton R-III School District  
Camdenton, Missouri:

*Report on the Financial Statements*

We have audited the accompanying modified cash basis financial statements of the governmental activities, the aggregate discretely presented component unit, and each major fund of the Camdenton R-III School District, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the Camdenton R-III School District's basic financial statements, as listed in the table of contents. These financial statements are the responsibility of the Camdenton R-III School District's management. Our responsibility is to express opinions on these financial statements based on our audit.

*Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the modified cash basis of accounting described in Note 1; this includes determining that the modified cash basis of accounting is an acceptable basis for the preparation of the financial statements in the circumstances. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

*Auditors' Responsibility*

Our responsibility is to express opinions on these modified cash basis financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the modified cash basis financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

*Opinions*

In our opinion, the modified cash basis financial statements referred to above present fairly, in all material respects, the respective modified cash basis financial position of the governmental activities, the aggregate discretely presented component unit, and each major fund of the Camdenton R-III School District, as of June 30, 2013, and the respective changes in modified cash basis financial position thereof for the year then ended in conformity with the basis of accounting described in Note 1.

*Basis of Accounting*

We draw attention to Note 1 of the financial statements that describes the basis of accounting. The financial statements are prepared on the modified cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America. Our opinions are not modified with respect to this matter.

*Other Matters*

*Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Camdenton R-III School District's basic financial statements. The management's discussion and analysis, the budgetary comparison schedules, and the state compliance section are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements.

The state compliance section and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the state compliance section and the schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The management's discussion and analysis and budgetary comparison schedules have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

*Other Reporting Required by Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 1, 2013, on our consideration of the Camdenton R-III School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Camdenton R-III School District's internal control over financial reporting and compliance.

**Graves and Associates,**  
**CPAs, LLC**

GRAVES AND ASSOCIATES, CPAs, LLC  
Jefferson City, Missouri

November 1, 2013

The Management's Discussion and Analysis (MD&A) of the Camdenton R-III School District's financial performance provides an overall review of the district's activities for the fiscal year ended June 30, 2013. The intent of the discussion and analysis is to look at the district's financial performance as a whole.

This reporting model was adopted by the Governmental Accounting Standards Board (GASB) in their statement No. 34, Basic Financial Statements, and Management's Discussion and Analysis for State and Local Governments issued June 1999.

For the MD&A, management has elected to omit the escrow accounts.

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

An objective and easily readable analysis of the District's financial activities. The Management's Discussion and Analysis presents an analytical overview of both short-term and long-term financial information.

**Financial Highlights — Camdenton R-III School District**

- Total fund balance for all funds (General Fund, Special Revenue Fund, Debt Service Fund, and Capital Projects Fund) year ending June 30, 2013, was \$23,396,477.82. Total Operating Fund balance (General Fund, Special Revenue Fund, and Capital Projects Fund) year ending June 30, 2013, was \$21,669,967.10. The Operating Funds balance as of June 30, 2013, included no bond proceeds. Unrestricted ending fund balance (General, Special Revenue Funds) was 38.64% of the total expenditures for those funds. The ending balance for the Debt Service Fund was \$1,726,510.72. This \$1,726,510.72 is restricted fund balance and is used for the retirement of debt. The ending balance for the Capital Projects Fund was \$5,483,687.78. There were no transfers from the Medical Self-Insurance Account to the Operating Funds.
- The Medical Self-Insurance Account collected \$5,304,474.38 in revenue and disbursed \$6,032,899.37 for expenditures. The June 30, 2013, ending balance was \$1,859,283.05. Med-Pay of Springfield, Missouri, assured the Board of Education that the June 30, 2013, balance was adequate to pay all run-out expenditures should the Board of Education vote to enter into a fully insured medical program.
- During the 2012-13 school year, no new general obligation bonds were issued. In December 2007, the District issued \$9,000,000 in General Obligation Refunding Bonds, Series 2007. This issue will advance fund the General Obligation Refunding and Improvement Bonds, Series 2004 in March 2012 by establishing a crossover escrow fund. In April 2008, the District issued \$3,950,000 in General Obligation Refunding Bonds, Series 2008. This issue advanced refunded the remaining outstanding \$3,950,000 balance of the 1998 General Obligation Bond Issue, created an escrow account for \$3,950,000 of the Series 1998, and retired amount of bonds. On June 30, 2013, there were no bond proceeds remaining from a general obligation bond issue in the 2004-05 school year. Total district bonded indebtedness on June 30, 2013, was \$28,205,000. Bond principal in the amount of \$925,000 and bond interest in the amount of \$1,292,975 were paid during the 2012-13 school year. The Debt Service Fund balance for the year ending June 30, 2013, was \$1,726,510.72. The Debt Service balance on June 30, 2013, is 61.55% of the 2013-14 Debt Service estimated expenditures.

- The Camdenton R-III School District has two outstanding Lease-Purchase loans. The first lease-purchase loan began on September 1, 2003. The original amount of the loan was \$4,065,000, of which \$406,500 was deposited in the Debt Service Reserve Account. The length of the loan is ten years. The balance of the loan at the close of the 2012-13 school year is \$0. Principal amount of \$468,000, and \$28,875 in interest was paid on this loan during the 2012-13 school year. There was also a payment from an escrow account of \$406,500 to pay off the balance of the loan. The second lease-purchase loan began on June 28, 2005. The original amount of the loan was \$12,205,000, of which \$1,220,500 was deposited into the Debt Service Reserve Fund. The length of the loan is fifteen years. This lease was refunded in 2012. The size of the refunding was \$9,220,000. The balance of the loan at the close of the 2012-13 school year was \$7,565,000. Principal amount of \$800,000 and \$184,816.67 in interest was paid on this loan during the 2012-13 school year. A portion of the Capital Projects Fund has been set aside to satisfy the interest and principal of these loans.
- Total Capital Projects expenditures for the 2012-13 school year was \$3,884,802 with no bond proceeds. Interest, principal and fees paid on the two outstanding lease-purchase loans amounted to \$1,502,374. The remaining \$2,382,428 Capital Project expenditures were for site improvements, building repairs, new furniture, and equipment.
- When analyzing the overall financial position of the district the district experienced an overall positive variance from the budget. Total revenues were 104.24% of the budgeted amount. Total expenditures, including bond principal and interest payments, were 98.10% of the budget. The district gained a total fund balance of \$699,137.37 compared to the year ended June 30, 2012. While some portions of state revenue were withheld from the district, modest growth in assessed valuation helped to stabilize the district's budget.

**Financial Statements**

This financial report consists of the following parts:

**Independent Auditors' Report:** Expresses an unqualified opinion on the cash basis of financial statements.

**Governmental Activities:** Gives a statement of the district's total fund balances and a statement of district balances by specific fund. A comparison of fiscal years 2012 and 2013 is also provided. This section also provides information about the Camdenton R-III School District as a whole and presents an outlook for the District's finances in the future budget year.

**Financial Statements and Information:** These statements focus on the individual parts of the school district. The Missouri Department of Elementary and Secondary Education (DESE) specifies that the funds that must be maintained. These financial statements also report the district's operations in more detail than the government-wide statements by providing information about expenditures by Program, Object, and Functions along with Revenues by fund and by source.

**Notes to Financial Statements:** The notes to the financial statements are a part of the government-wide and financial statements and provide an expanded explanation and detail regarding the information reported in the statements.

**Required Supplementary Information:** Management's Discussion and Analysis, the Schedule of Selected Statistics and the Schedule of Expenditures of Federal Awards, represent information required to be presented by the Governmental Accounting Standards Board (GASB), DESE and OMB Circular A-133. Such information provides users of this report with additional data that supplements the government-wide and fund financial statements and the notes.

**Basis of Accounting**

Readers should take into account the financial statements for 2012-2013 reflect a modified cash basis of accounting. Under the District's modified cash basis of accounting, revenues and expenses and related assets and liabilities are recorded when they result from cash transactions, except for the recording of contractual staff salaries for the 2012-2013 school year disbursed in July and August 2013 as expenditures in June 2013.

As a result of the use of the modified cash basis of accounting, certain assets and their related revenues (such as accounts receivable and revenue for billed yet uncollected taxes or grants) and certain liabilities and their related expenses (such as accounts payable and expenses for goods or services received but not yet paid, and accrued expenses and liabilities) are not recorded in these financial statements. Therefore, when reviewing the financial information and discussion within this annual report, the reader should keep in mind the effects resulting from the use of the modified cash basis of accounting.

**Governmental Activities**

The district's total fund balances were \$23,396,477.82. Total fund balances increased \$699,137.37 from the 2012 fiscal year.

Revenue/Expenditure comparison between fiscal years 2012 and 2013 is detailed below.

Revenues	June 30, 2012	June 30, 2013	Difference
Local	35,333,873	35,997,981	664,108
County	1,025,898	940,609	(85,289)
State	6,280,457	6,534,060	253,603
Federal	4,569,813	5,111,353	541,540
Other	120,633	111,763	(8,870)
Total	47,330,674	48,695,766	1,365,092



**Expenditures by Function**

Expenditures	June 30, 2012	June 30, 2013	Difference
Instructional Services	24,695,752	24,852,619	156,867
Executive Administration	1,049,746	1,094,756	45,010
Building Administration	2,600,515	2,667,212	66,697
Operation of Plant	4,073,235	4,038,655	(34,580)
Food Services	2,083,523	2,221,636	138,113
Transportation	2,415,048	2,774,197	359,149
Other Support Services	4,327,254	4,849,213	521,959
Facilities Acquisition & Construction	1,650,059	2,495,902	845,843
Debt Service	2,497,975	2,436,210	(61,765)
Comm Serv & Other Non-Instruc Serv	547,246	566,229	18,483
Total	45,940,853	47,996,629	2,055,776

Camdenton R-III School District

**Governmental Activities**

The 2012-2013 budget was approved by the Board of Education on June 28, 2012. The 2012-2013 budget was amended on June 27, 2013.

**Budgeted Receipts and Expenditures versus Actual Receipts and Expenditures**

Fund	Budgeted Amount		Actual Amount		Difference	
	Receipts	Expenditures	Receipts	Expenditures	Receipts	Expenditures
General	19,483,147.81	17,004,765.78	20,878,386.19	15,593,897.27	1,395,238.38	(410,868.51)
Special	22,920,108.32	25,639,688.81	23,430,327.40	25,298,154.30	310,219.08	(341,534.51)
Revenue Debt	2,143,133.00	2,220,475.00	2,200,338.79	2,219,775.00	57,195.79	(700)
Service	2,165,891.00	4,063,396.00	2,186,723.66	3,884,802.10	20,832.66	(178,593.90)
Capital	46,714,280.13	48,928,325.59	48,695,766.04	47,996,628.67	1,981,485.91	(931,696.92)
Projects Total						

\*Please note the district transferred \$1,867,254.14 from the General fund to the Special Revenue fund to cover payroll of certified staff members during the 2012-2013 year. The District also transferred \$600,000 from the General fund to the Capital Projects fund in order to pay for property purchase and also architectural fees.

**2012-2013 Budget Outlook**

Camdenton R-III School District receives the majority of its revenue from local sources (73.92%) in fiscal year 2013. The prosperity of the District is dependent on growth in assessed valuation. The District has experienced a growth in assessed valuation of \$15,207,441 for the 2012-2013 school year. This is a 1.43% growth from the preceding year (2011-2012). A new state foundation formula was passed by the Missouri Legislature and signed into law by the Governor during the 2005 Legislative Session. The new foundation formula was partially implemented during the 2007-2008 school year, and appears to have a neutral revenue effect on the District. The 2012-2013 budget was developed with the District instructional and financial

goals as targets. The financial goals are as follows:

- ▶ To maintain the financial integrity of the District during the next five years (2009-2014), the District will maintain a June 30 year-end combined balances in the Teacher and Incidental Funds sufficient to accommodate cash flow obligations July through November plus two additional months in reserve (December and January).
- ▶ The District will maintain a June 30 year-end balance in the Building Fund that is, at a minimum, the following year's obligations for lease purchase principal, interest, and fee payments plus sufficient Capital Project funds to accommodate cash flow obligations July through November plus two additional months in reserve (December and January).
- ▶ The District will maintain a balance in the Debt Service Fund that is, at a minimum, 75% of the following year's obligations in the Debt Service principal and interest payments.

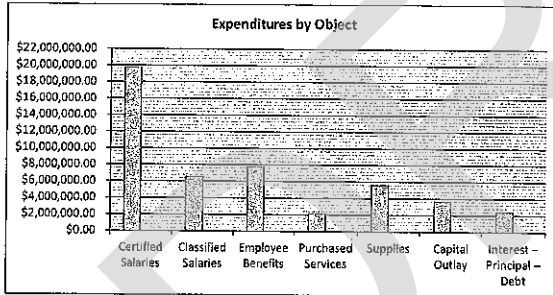
**Financial Information**

**Expenditures by Program - \$47,996,628.67**

Instruction	\$ 24,852,618.71
Support Services	17,645,668.07
Non-Instructional	5,498,341.89
Total	\$47,996,628.67

**Expenditures by Object - \$47,996,628.67**

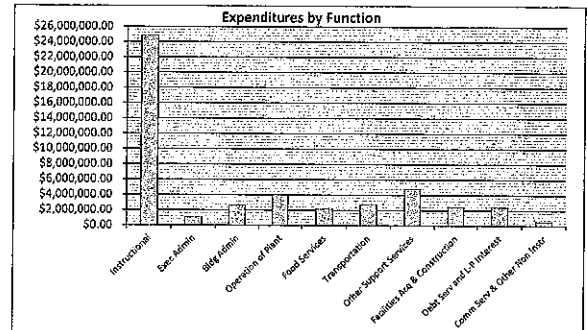
6100 - Certified Salaries	\$19,751,846.34	41.15%
6150 - Classified Salaries	6,572,007.26	13.69%
6200 - Employee Benefits	7,772,203.07	16.19%
6300 - Purchased Services	2,180,188.26	4.54%
6400 - Supplies	5,615,806.64	11.70%
6500 - Capital Outlay	3,668,366.66	7.64%
6600 - Interest - Principal - Debt	2,436,210.44	5.08%
Total	\$47,996,628.67	100.00%



**Financial Information**

**Expenditures by Function - \$47,996,628.67**

Instructional	\$24,852,618.71	51.78%
Exec Admin	1,094,756.07	2.28%
Blg Admin	2,667,211.23	5.56%
Operation of Plant	4,038,654.89	8.41%
Food Services	2,221,635.03	4.63%
Transportation	2,774,197.47	5.79%
Other Support Services	4,849,213.38	10.10%
Facilities Acq & Construction	2,495,902.12	5.20%
Debt Serv and L-P Interest	2,436,210.44	5.07%
Comm Serv & Other Non Instr	566,229.33	1.18%
Total	\$47,996,628.67	100.00%

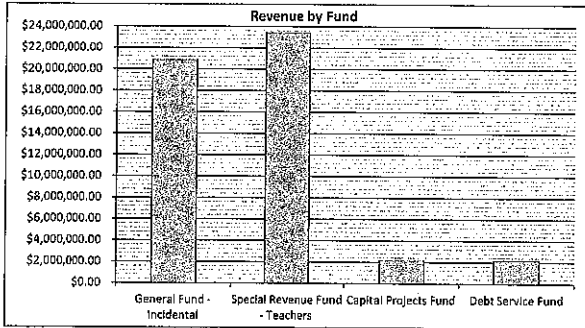


**Financial Information**

Total Revenue for the fiscal year ending June 30, 2012, was 8,695,766.04.

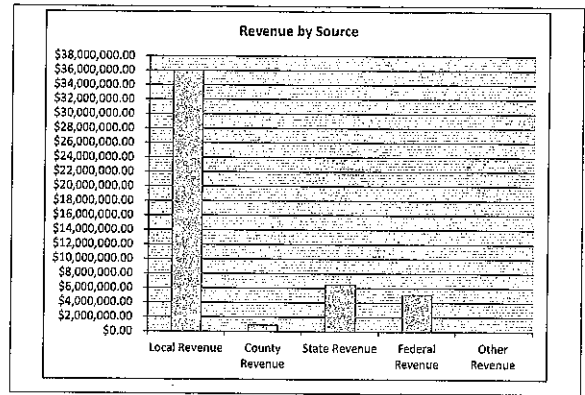
**Revenue by Fund**

General Fund - Incidental	\$20,878,386.19
Special Revenue Fund - Teachers	23,430,327.40
Capital Projects Fund	2,186,723.68
Debt Service Fund	2,200,328.79
<b>Total</b>	<b>\$48,695,786.04</b>



**Revenue by Source**

Local Revenue	\$35,997,981.37	73.92%
County Revenue	940,609.28	1.93%
State Revenue	6,534,060.41	13.42%
Federal Revenue	5,111,353.15	10.50%
Other Revenue	111,761.83	0.23%
<b>Total</b>	<b>\$48,695,766.04</b>	<b>100.00%</b>



**Economic Factors and Next Year's Budget**

Many economic factors continue to impact the overall budget picture for the 2013-2014 school year. Over the past few years the State of Missouri has withheld funds related to formula revenues. It is anticipated that formula funding levels will again be withheld for the 2013-2014 school year.

Most important to the Camdenton R-III District is the fact Assessed Valuation has not increased at our historical average. In our recent history Assessed Valuation has increased by a double digit percentage. There has been slight growth over the past several years and the immediate future is foreseen as stagnate.

During the 2013-2014 school term construction of a new school at Osage Beach and a renovated and expanded school at Hurricane Deck will begin. The District will construct a new Pre-K through fourth grade building at Osage Beach. This building will encompass 82,828 square feet and is estimated to cost \$20,136,191. The District will also expand and renovate our building at Hurricane Deck. This Pre-K through fourth grade building will be expanded by 60,528 square feet and renovate 16,215 square feet. The District will also demolish 13,715 square feet of existing building. Total cost of this project is estimated at \$15,163,093.

Our current budget is being examined carefully and will be monitored on an on-going basis due to some of the financial pressures facing the District and due to our large construction projects.

**Contacting the District's Financial Management**

While the Management Discussion and Analysis is designed to provide a general overview of the financial condition and operations of the District, citizens, groups, patrons, parents, students, investors or others may want further details. To obtain such information, please contact Tim Hadfield, Superintendent of Schools, during regular business hours of 7:30 a.m. to 4:30 p.m. Central Time, Monday through Friday at 373-346-9213 or by letter at Camdenton R-III Schools, P.O. Box 1409, Camdenton, MO 63020.

**BASIC FINANCIAL STATEMENTS**

The basic financial statements include integrated sets of financial statements as required by the GASB. The sets of statements include:

- Government-wide financial statements
- Fund financial statements:
  - Governmental Funds
  - Discretely Presented Component Unit

In addition, the notes to the financial statements are included to provide information that is essential to a user's understanding of the basic financial statements.

**CAMDENTON R-III SCHOOL DISTRICT**

**STATEMENT OF NET POSITION - MODIFIED CASH BASIS  
 JUNE 30, 2013**

	Primary Government	Component Unit
	Governmental Activities	Education Foundation
<b>ASSETS</b>		
Cash and Investments	\$ 21,669,967	\$ -
Restricted Cash and Investments	3,585,794	1,207,942
Restricted Cash and Investments With Fiscal Agent	-	1
<b>TOTAL ASSETS</b>	<b>\$ 25,255,763</b>	<b>\$ 1,207,942</b>
<b>NET POSITION</b>		
Restricted for:		
Long-Term Debt	\$ 1,726,512	\$ -
Alumni Association	-	25,661
Scholarships and Awards	-	1,182,281
Unrestricted	23,529,251	-
<b>TOTAL NET POSITION</b>	<b>\$ 25,255,763</b>	<b>\$ 1,207,942</b>

CAMDENTON R-III SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - MODIFIED CASH BASIS  
GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 2013

Revenues	General Fund	Special Revenue Fund	Debt Service Fund	Capital Projects Fund	Total Governmental Funds
County	\$ 15,648,045	\$ 16,548,896	\$ 21,180,252	\$ 1,945,522	\$ 55,979,698
State	209,286	48,320	48,272	55	306,133
Interest Income	1,799,603	6,640,000	35,026	6,534,600	15,019,229
Other Revenues	3,234,603	1,752,419	1,772	131,337	5,719,131
Total Revenues	21,871,537	25,095,337	23,003,229	2,177,487	72,147,590
Expenditures	3,875,854	20,596,481	479,845	24,029,380	45,081,760
Instructional Services	1,493,338	1,129,457	314,466	2,388,152	5,325,353
Instructional Staff Support	855,038	1,332,261	9,313	2,467,411	4,654,023
Building Administration	1,117,172	5,246	22,866	4,155,337	6,500,611
Transportation	2,294,537	2,141,417	1,450	2,318,053	7,755,457
Community Services	140,027	214,417	2,493,802	2,493,802	5,341,046
Facility Acquisition and Construction	16,589,897	25,231,124	2,419,777	10,927,924	54,968,722
Total Expenditures	4,860,221	18,671,427	(19,446)	(11,620,743)	(6,220,123)
Transfers (Outflows) of Resources Other than Expenditures	4,546	73,544	60,280	27,522	167,892
Transfers (Inflows) from Other Funds	1,867,254	1,867,254	622,284	27,222	4,384,014
Total Other Financing Sources (Uses)	1,871,800	(73)	(19,446)	(10,977,699)	(9,125,418)
Excess (Deficiency) of Revenues and Other Financing Sources (Uses) over Expenditures and Other Financing Sources (Uses)	16,977,223	19	1,745,977	(8,801,183)	35,184,471
Fund Balances, Beginning of Year	(728,432)	3	3,443,689	3	(128,413)
Net Change in Reserve	16,976,495	18	1,745,977	(8,801,183)	35,184,471
Fund Balances, End of Year	16,248,728	21	5,189,666	3	34,993,362

See accompanying Notes to the Financial Statements.

CAMDENTON R-III SCHOOL DISTRICT  
BALANCE SHEET - MODIFIED CASH BASIS  
GOVERNMENTAL FUNDS  
JUNE 30, 2013

	General Fund	Special Revenue Fund	Debt Service Fund	Capital Projects Fund	Total Governmental Funds
<b>ASSETS</b>					
Cash and Investments	\$ 16,186,279	\$ -	\$ -	\$ 5,483,688	\$ 21,669,967
Restricted Cash and Investments	1,859,283	-	1,726,511	-	3,585,794
Restricted Cash and Investments With Fiscal Agent	-	-	-	1	1
<b>TOTAL ASSETS</b>	<b>\$ 18,045,562</b>	<b>\$ -</b>	<b>\$ 1,726,511</b>	<b>\$ 5,483,689</b>	<b>\$ 25,255,762</b>
<b>FUND BALANCES</b>					
Restricted for: Retirement of Long-Term Debt	\$ -	\$ -	\$ 1,726,511	\$ 1	\$ 1,726,512
Committed to: Compensated Absences	856,395	-	-	-	856,395
Assigned to: Construction	-	-	-	17,249,540	17,249,540
Capital Projects	-	-	-	19,926,176	19,926,176
Unassigned	15,329,884	-	-	(31,692,028)	(16,362,144)
<b>TOTAL FUND BALANCES</b>	<b>\$ 18,045,562</b>	<b>\$ -</b>	<b>\$ 1,726,511</b>	<b>\$ 5,483,689</b>	<b>\$ 25,255,762</b>

See accompanying Notes to the Financial Statements.

CAMDENTON R-III SCHOOL DISTRICT  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2013

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:**

The Camdenton R-III School District (the "District") is a political subdivision of the State of Missouri and is governed by an elected seven member Board of Education.

As discussed further in Note 1, these financial statements are presented on the modified cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America (GAAP) established by the Governmental Accounting Standards Board (GASB). These modified cash basis financial statements generally meet the presentation and disclosure requirements applicable to GAAP, in substance, but are limited to the elements presented in the financial statements and the constraints of the measurement and recognition criteria of the modified cash basis of accounting.

**Financial Reporting Entity**

The District's financial reporting entity is comprised of the following:

- Primary Government: Camdenton R-III School District
- Discretely Presented Component Unit: Camdenton R-III School District Education Foundation, Inc.

**Discretely Presented Component Unit**

Discretely presented component units are separate legal entities that meet the financial accountability component criteria but do not meet the criteria for blending, as previously described. The component unit that is discretely presented in the District's report in a separate column is presented subsequently:

**Camdenton R-III School District Education Foundation, Inc. (the "Foundation")**

This is a not-for-profit corporation organized under the laws of the State of Missouri. Among the purposes, but not limited to, is to receive and administer funds for the support of the District. The Foundation does not issue separately audited financial statements and follows the modified cash basis of accounting.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

Basis of Presentation

Government-Wide Financial Statements

The Statement of Net Position and Statement of Activities display information about the reporting government as a whole within the limitations of the modified cash basis of accounting. They include all funds of the reporting entity except for fiduciary funds. The statements distinguish between governmental and business-type activities. Governmental activities generally are financed through taxes, intergovernmental revenues and other non-exchange revenues. Business-type activities are financed in whole or in part by fees charged to external parties for goods or services. The District currently does not have business-type activities.

Fund Financial Statements

Fund financial statements of the reporting entity are organized into funds, each of which is considered to be a separate accounting entity. Each fund is accounted for by providing a separate set of self-balancing accounts that constitutes its assets, liabilities, net position or fund balance, revenues, and expenditures/expenses. Funds are organized into two major categories: governmental and proprietary. The District presently has no proprietary or fiduciary funds. An emphasis is placed on major funds within the governmental category. A fund is considered major if it is the primary operating fund of the District or meets the following criteria:

- Total assets, liabilities, revenues, or expenditures of that individual governmental fund are at least 10 percent of the corresponding total for all funds of that category or type, and
- Total assets, liabilities, revenues, or expenditures of the individual governmental fund are at least 5 percent of the corresponding total for all governmental and combined funds.

The funds of the financial reporting entity are described below:

The Missouri Department of Education had directed the following governmental funds to be treated as major:

18

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

Measurement Focus and Basis of Accounting (Continued)

Measurement Focus (Continued)

In the fund financial statements, the "current financial resources" or the "economic resources" measurement focus, as applied to the modified cash basis of accounting, is used as appropriate:

All governmental funds utilize a "current financial resources" measurement focus within the limitations of the modified cash basis of accounting. Only current financial assets and liabilities are generally included on their balance sheets. Their operating statements present sources and uses of available spendable financial resources during a given period. These funds use fund balance as their measure of available spendable financial resources at the end of the period.

Basis of Accounting

The financial statements are presented on the modified cash basis of accounting, which is a basis of accounting other than GAAP as established by the GASB. The modified cash basis of accounting differs from GAAP primarily because certain assets and their related revenues (such as accounts receivable and revenue for billed or provided services not yet collected and other accrued revenue and receivables) and certain liabilities and their related expenses or expenditures (such as accounts payable and expenses for goods or services received but not yet paid and other accrued expenses and liabilities) are not recorded in these financial statements. In addition, other economic assets, deferred outflows, liabilities, and deferred inflows that do not arise from a cash transaction or event are not reported, and the measurement of reported assets and liabilities does not involve adjustment to fair value.

If the District utilized the basis of accounting recognized as generally accepted in the United States, the fund financial statements for governmental funds would use the modified accrual basis of accounting. All government-wide financial statements would be presented on the accrual basis of accounting.

Assets, Liabilities, and Equity

Cash and Cash Equivalents

For the purpose of financial reporting, "cash and cash equivalents" includes all demand and savings accounts, and certificates of deposit or short-term investments with original maturity of three months or less from date of purchase.

20

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

Basis of Presentation (Continued)

Fund Financial Statements (Continued)

Governmental Funds

General Fund - The General Fund is the primary operating fund of the District and is always classified as a major fund. It is used to account for general activities of the District, including student activities, food service, and textbook funds which are not designated in a separate fund.

Special Revenue Fund - Special Revenue Funds are used to account for the proceeds of the specific revenue sources that are either legally restricted to expenditures for specified purposes or designated to finance particular functions or activities of the District. The District has the following Special Revenue Fund:

Teachers Fund - Accounts for expenditures for certified employees involved in administration and instruction. It includes revenues restricted by the State for the payment of teacher salaries and the local tax levy.

Debt Service Fund - Accounts for the accumulation of resources for, and the payment of, principal, interest, and fiscal charges on general long-term debt.

Capital Projects Fund - Capital Projects Funds are used to account for resources restricted for the acquisition or construction of specific capital projects or items. It accounts for the proceeds of long-term debt, taxes, and other revenues designated for construction of major capital assets and all other capital outlay.

Measurement Focus and Basis of Accounting

Measurement focus is a term used to describe "how" transactions are recorded within the various financial statements. Basis of accounting refers to "when" transactions are recorded, regardless of the measurement focus applied.

Measurement Focus

In the government-wide Statement of Net Position and the Statement of Activities, governmental activities are presented using the economic resources measurement focus, within the limitations of the modified cash basis of accounting, as defined below:

19

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

Assets, Liabilities, and Equity (Continued)

Investments

Investments are carried at cost which approximates market.

Capital Assets

Property, plant, and equipment (capital assets) acquired for use in governmental fund operations are accounted for as capital outlay expenditures of the governmental fund upon acquisition.

Restricted Assets

Restricted assets include assets that are legally restricted as to their use. The primary restricted assets are accounts restricted for debt service and self-insured medical insurance.

Long-Term Debt

Long-term debt arising from cash transactions for governmental funds is not reported as liabilities in the fund financial statements. The debt proceeds are reported as other financing sources and payment of principal and interest are reported as expenditures. The District's long-term debt consists primarily of bonds payable and leases.

Equity Classification

Net position is classified and displayed in two components:

Restricted - Consists of restricted assets with restriction constraints placed on the use either by external groups, such as creditors, grantors, contributors, or laws and regulations of other governments, or law through constitutional provisions or enabling legislation.

Unrestricted - Net amount of assets, deferred outflows of resources, liabilities, and deferred inflows of resources that are not included in the determination of the restricted component of net position.

It is the District's policy to first use restricted net resources prior to the use of unrestricted net resources when an expense is incurred for purposes for which both restricted and unrestricted net resources are available.

Fund Financial Statements:

Governmental fund equity is classified as fund balance.

21

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

Assets, Liabilities, and Equity (Continued)

Fund Equity

Beginning with fiscal year 2011, the District implemented GASB Statement No. 54, "Fund Balance Reporting and Governmental Fund Type Definitions." This Statement provides more clearly defined fund balance categories to make the nature and extent of the constraints placed on a government's fund balances more transparent. The following classifications describe the relative strength of spending constraints:

- **Nonspendable Fund Balance:** amounts that are not in spendable form (such as inventory) or are required to be maintained intact.
- **Restricted Fund Balance:** amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions or enabling legislation.
- **Committed Fund Balance:** amounts constrained to specific purposes by the District itself, using its highest level of decision-making authority (i.e. the Board of Education). To be reported as committed, amounts cannot be used for any other purpose unless the District takes the same highest level action to remove or change the restraint.
- **Assigned Fund Balance:** amounts the District intends to use for a specific purpose. Intent can be expressed by the District's Board of Education or by an official body to which the Board of Education delegates authority.
- **Unassigned Fund Balance:** amounts that are available for any purpose. Positive amounts are reported only in the General Fund.

The Board of Education establishes (and modifies or rescinds) fund balance commitments by passage of a motion or a resolution. This is typically done through adoption and amendment of the budget. A fund balance commitment is further indicated in the budget document as a designation or commitment of the fund (such as for special incentives). Assigned fund balance is established by the Board of Education through adoption or amendment of the budget as intended for specific purposes (such as the purchase of capital assets, construction, debt services, or for other purposes).

In the General Fund, the District strives to maintain an unassigned fund balance not less than 20% of the actual expenditures for the prior fiscal year.

Order of Spending

For all funds, except the Debt Service Fund, the Board may consider the order of spending as restricted, committed, assigned, and then unassigned amounts, as available. For the Debt Service Fund, the Board may approve unrestricted or assigned balances to be spent prior to restricted balances, allowing the spending of interest prior to principal.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

Internal and Interfund Balances and Activities

Fund Financial Statements:

Interfund activity within the governmental fund categories is reported as follows:

- **Interfund loans** – Amounts provided with requirement for repayment are reported as interfund receivables and payables.
- **Interfund reimbursements** – Repayments from funds responsible for certain expenditures to the funds that initially paid for them are not reported as reimbursements but as adjustments to expenditures in the respective funds.
- **Interfund transfers** – Flow of assets from one fund to another where payment is not expected are reported as transfers in and out.
- **Interfund services** – Sales or purchases of goods and services between funds are reported as revenues and expenditures.

Government-Wide Financial Statements:

Interfund activity and balances, if any, are eliminated or reclassified in the government-wide financial statements as follows:

- **Internal balances** – Amounts reported in the fund financial statements as interfund receivables and payables are eliminated in the governmental columns of the Statement of Net Position.
- **Internal activities** – Amounts reported as interfund transfers in the fund financial statements are eliminated in the government-wide Statement of Activities except for the net amount of transfers between governmental activities, which are reported as Transfers – Internal Activities. The effects of interfund services between funds are not eliminated in the Statement of Activities.
- **Primary government and component unit activity and balances** – Resources flow between the primary government and the discretely-presented component unit are reported as if they were external transactions and are classified separately from internal balances and activities within the primary government.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

Assets, Liabilities, and Equity (Continued)

Equity Classification (Continued)

Fund Financial Statements:

Governmental fund equity is classified as fund balance.

Revenues, Expenditures, and Expenses

Program Revenues

In the Statement of Activities, revenues that are derived directly from each activity or from parties outside the District are reported as program revenues. The District has or may have the following program revenues:

<i>Program Revenues</i>	<i>Examples</i>
Charges for Services	Tuition, adult/continuing education, transportation fees, sales, rentals, community services, food service – non program, admissions, student organization membership dues and fees
Operating Grants and Contributions	Gifts, PDC portion of basic formula funds, state transportation funds, various state and federal grants
Capital Grants and Contributions	Gifts, various state and federal grants

All other governmental revenues are reported as general. All taxes are classified as general revenues even if restricted for a specific purpose.

Expenditures/Expenses

In the government-wide financial statements, expenditures are reported on the modified cash basis of accounting and are classified by function for governmental activities.

In the fund financial statements, expenditures are classified as follows: District.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

Use of Estimates

The preparation of financial statements in conformity with the modified cash basis of accounting used by the District requires management to make estimates and assumptions that affect certain amounts and disclosures; accordingly, actual results could differ from those estimates.

NOTE 2 - CASH AND INVESTMENTS:

The District maintains a cash and temporary cash investment pool that is available for use by all funds except the Debt Service Fund (State law requires that all deposits of the Debt Service Funds be kept separate and apart from all other funds of the District). Each fund type's portion of this pool is displayed on the governmental funds balance sheet – modified cash basis as "cash and investments" under each fund's caption.

**Custodial Credit Risk** – Missouri statutes require that all deposits with financial institutions be collateralized in an amount at least equal to uninsured deposits. As of the year ended, the carrying amount of the District's deposits was \$6,447,225, and the bank balance was \$10,302,688. Of the bank balance, \$750,000, was covered by the Federal Depository Insurance Corporation (FDIC) and \$9,552,688, was covered by collateral held at the District's safekeeping bank agent, in the District's name and a letter of credit.

**Investment Interest Rate Risk** – the District has no formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

**Concentration of Investment Credit Risk** – the District places no limit on the amount it may invest in any one issuer. As of the year ended, the District had no concentration of credit risk.

**Investment Credit Risk** – The District may purchase any investment allowed by the State Treasurer. These include (1) obligations of the United States government or any agency or instrumentality thereof maturing and becoming payable not more than three years from the date of purchase, or (2) repurchase agreements maturing and becoming payable within ninety days secured by U.S. Treasury obligations or obligations of U.S. government agencies or instrumentalities of any maturity, as provided by law.

CAMDENTON R-III SCHOOL DISTRICT  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2013

**NOTE 2 - CASH AND INVESTMENTS:** (Continued)

The District invests in Missouri Securities Investment Program (MOSIP). All funds in the MOSIP are invested in accordance with section 165.051 of the Missouri Revised Statutes. Each school district owns a pro-rata share of each investment or deposit which is held in the name of the Fund. Since the Fund has the characteristics of a mutual fund, it would not be reported by risk category in accordance with Governmental Accounting Board Statement No. 3.

Investments are carried at cost which approximates market.

**Investments**

Investments consisted of the following:

	Carrying Amount	Market Value
MOSIP - Liquid Fund Holdings	\$18,235,195	\$18,235,195
MO School District Direct Deposit Program - Bond Escrow	<u>573,343</u>	<u>573,343</u>
Total	<u>\$18,808,538</u>	<u>\$18,808,538</u>

**Component Unit**

Restricted investments and assets consisted of:

	Fair Value
Equity securities and mutual funds	\$1,160,499
Checking and certificates of deposit	47,089
Less: Unrestricted	<u>(45,557)</u>
Total	<u>\$1,162,031</u>

Of this amount, \$150,000 is deemed to be permanently restricted and \$1,012,031 is deemed to be temporarily restricted. Investments are carried at fair market value based on market quotes (Level 1). All deposits were fully insured at year end.

CAMDENTON R-III SCHOOL DISTRICT  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2013

**NOTE 3 - LONG-TERM DEBT:**

**SUMMARY OF BONDS OUTSTANDING**

Bonds Outstanding - Beginning	\$ 29,130,000
Bonds Issued	-
Bonds Retired	<u>(925,000)</u>
Bonds Outstanding - Ending	<u>\$ 28,205,000</u>

Bonds Payable as of the year ended consisted of:

\$18,130,000 general obligation refunding and improvement bonds, Series 2005, due in varying installments through March 1, 2025; interest at 3.0% to 5.0%.	\$16,180,000
\$9,000,000 general obligation refunding bonds, Series 2007, due in varying installments through March 1, 2024; interest at 5.25%.	9,000,000
\$3,950,000 general obligation refunding bonds, Series 2008, due in varying installments through March 1, 2016; interest at 3.25%.	<u>3,025,000</u>
Total Bonds Payable	<u>\$ 28,205,000</u>

CAMDENTON R-III SCHOOL DISTRICT  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2013

**NOTE 3 - LONG-TERM DEBT:** (Continued)

Principal and Interest Requirements for Bonded Indebtedness Due in Future Years:

Year Ended	Principal	Interest	Total
2014	\$ 975,000	\$ 1,156,913	\$ 2,131,913
2015	1,000,000	1,125,226	2,125,226
2016	1,250,000	1,092,725	2,342,725
2017	1,500,000	1,051,200	2,551,200
2018	1,200,000	1,078,450	2,278,450
2019	1,200,000	1,030,450	2,230,450
2020	1,180,000	979,450	2,159,450
2021	3,000,000	932,250	3,932,250
2022	3,900,000	774,750	4,674,750
2023	4,000,000	601,250	4,601,250
2024	<u>9,000,000</u>	<u>428,750</u>	<u>9,428,750</u>
Total	<u>\$28,205,000</u>	<u>\$ 10,251,414</u>	<u>\$ 38,456,414</u>

In February of 2005, the District issued \$18,130,000 in General Obligation Refunding and Improvement Bonds, Series 2005. This issue advanced refunded the remaining outstanding \$1,500,000 balance of the 1996 General Obligation Bond Issue, advanced refunded \$1,750,000 of the General Obligation Bond Issue, Series 1998, created an escrow account for \$3,900,000 of the Series 1998 that crossed over on March 1, 2008, and retired that amount of bonds, and issued \$10,900,000 for capital improvements. Proceeds in the amount of \$18,130,000, reoffering premium of \$1,395,458, and accrued interest of \$21,709 were used to help prepay the two issue amounts, establish the escrow account in the amount of \$4,138,531 and pay issuance costs of \$272,859.

In December of 2007, the District issued \$9,000,000 in General Obligation Refunding Bonds, Series 2007. This issue advanced refunded the General Obligation Refunding and Improvement Bonds, Series 2004 in 2012 and established a crossover escrow fund. Proceeds in the amount of \$9,000,000 and accrued interest of \$4,000 along with \$312,100 of available funds of the District were deposited in the escrow account after paying issue discounts of \$149,110. The refunding will result in an economic gain over its life of \$515,906.

In April of 2008, the District issued \$3,950,000 in General Obligation Refunding Bonds, Series 2008. This issue advanced refunded the remaining outstanding \$3,950,000 balance of the 1998 General Obligation Bond Issue, created an escrow account for \$3,950,000 of the Series 1998 and retired that amount of bonds. Proceeds in the amount of \$3,950,000, reoffering premium of \$40,056, additional equity contribution of \$62,647, and accrued interest of \$4,992 were used to help prepay the issue, establish the escrow account in the amount of \$3,992,128, and pay issuance costs of \$60,575. The refunding will result in an economic gain over its life of \$373,280.

CAMDENTON R-III SCHOOL DISTRICT  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2013

**NOTE 3 - LONG-TERM DEBT:** (Continued)

**SUMMARY OF CAPITAL LEASES OUTSTANDING**

Beginning	\$ 18,350,000
Issued	-
Retired	<u>(10,785,000)</u>
Ending	<u>\$ 7,565,000</u>

Lease Purchases as of the year ended consisted of:

\$8,365,000 certificates of participation, refunding series 2012 due in varying installments through April 1, 2020; interest varying from 2% to 2.25%. The refunding will result in an economic gain over its life of \$941,733.	<u>\$ 7,565,000</u>
Total Lease Purchases	<u>\$ 7,565,000</u>

Principal and interest requirements for the lease purchase are as follows:

Year Ended	Principal	Interest	Total
2014	\$ 875,000	\$ 154,600	\$ 1,029,600
2015	945,000	137,100	1,082,100
2016	1,000,000	118,200	1,118,200
2017	1,065,000	98,200	1,163,200
2018	1,145,000	76,900	1,221,900
2019	1,215,000	54,000	1,269,000
2020	<u>1,320,000</u>	<u>29,700</u>	<u>1,349,700</u>
Total	<u>\$ 7,565,000</u>	<u>\$ 668,700</u>	<u>\$ 8,233,700</u>

The District incurred interest expense of \$1,899,139 as of the year ended.

**NOTE 4 - INTERFUND TRANSFERS:**

Interfund transfers as of the year ended consisted of the following:

Transfers from the General fund:	
Special Revenue Fund	
To "zero" teachers fund	
Total transfers to Special Revenue	<u>\$ 1,867,754</u>
Capital Projects Fund	
\$162,326 or 7% SATxWADA	
Total transfers to Capital Projects	<u>\$ 600,000</u>
<b>Total Transfers</b>	<b><u>\$ 2,467,754</u></b>

Transfers are used to (1) move revenues from the fund that statute or budget requires to collect them to the fund that statute or budget requires to expend them, (2) move revenues restricted to debt service from the funds collecting the revenues to the Debt Service Fund as debt service payments become due, and (3) use unrestricted revenues collected in the General Fund to finance various programs accounted for in other funds in accordance with budgetary authorizations.

**NOTE 5 - RETIREMENT PLAN:**

The District contributes to the Public School Retirement System of Missouri (PSRS), a cost-sharing multiple-employer defined benefit pension plan. PSRS provides retirement and disability benefits to certificated employees and death benefits to members and beneficiaries. Positions covered by the PSRS are not covered by social security. Benefit provisions are set forth in Chapter 169.010 - .141, of the Missouri Revised Statutes. The Statutes assign responsibility for the administration of the system to a seven member Board of Trustees. PSRS issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to: The Public School Retirement System of Missouri, P.O. Box 268, Jefferson City, Missouri 65102, or by calling 1-800-392-6848.

PSRS members are required to contribute a percentage of their annual covered salary and the District is required to contribute a matching amount. The contribution requirements of members and the District are established and may be amended by the PSRS Board of Trustees. The District's contributions to PSRS as of the year ended, was equal to the required contributions. The contributions for the last three fiscal years were as follows:

30

**NOTE 7 - RISK MANAGEMENT:**

The District is exposed to various risks of loss related to torts, theft of, damage to and destruction of assets; business interruptions; errors and omissions; natural disasters; employee injuries and illnesses; and employee health and accident benefits. Commercial insurance coverage is purchased for claims arising from such matters other than employee health benefits. Settled claims have not exceeded this commercial coverage in any of the three preceding years.

**General and Casualty Insurance**

The District is a member of the Missouri United School Insurance Council (MUSIC), a protected self-insurance program of approximately 400 Missouri Public School Districts. The District does not pay premiums to purchase insurance policies, but pays an assessment to be a member of this self-sustaining risk sharing group. Part of the assessment is used to purchase excess insurance for the group as a whole.

**Self-Funded Insurance Fund**

The District created an Employee Medical Plan Fund in July of 2000, for the administration of the District's employee health self-insurance program.

The accounting records of the Employee Medical Plan Fund are maintained on the modified cash basis of accounting. Revenues are recognized when collected and expenditures are recognized when payment is made. The Employee Medical Plan Fund is included in the General Fund in the accompanying financial statements. The balance in this fund was \$1,859,283, as of the year-end.

Risk of Loss: The Employee Medical Plan Fund carries excess loss insurance to cover medical claims over a specified amount as follows:

<b>Loss Limits:</b>	
Specific Retention per person	\$ 90,000
Reimbursement Factor	100%
Specific Maximum limit per person	Unlimited
Estimated minimum annual aggregate retention amount	\$4,172,969
Maximum Limit of Reimbursement Liability	\$1,000,000

32

**NOTE 5 - RETIREMENT PLAN: (Continued)**

Year Ended	Amount of Employer Contribution	Percentage of Contributions
2013	\$3,033,000	14.5%
2012	2,961,369	14.5%
2011	2,811,922	14.0%

The District also contributes to the Public Education Employee Retirement System (PEERS), a cost sharing multiple-employer defined benefit pension plan. PEERS provides retirement and disability benefits to employees of the District who work 20 or more hours per week and who do not contribute to PSRS. Certain part-time certified employees may be covered by this plan. Positions covered by PEERS are also covered by social security. Benefit provisions are set forth in Chapter 169.600 - .715, of the Missouri Revised Statutes. The Statutes assign responsibility for the administration of the system to the Board of Trustees of PEERS. PEERS issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to: Public Education Employee Retirement System, P.O. Box 268, Jefferson City, Missouri 65102 or by calling 1-800-392-6848.

PEERS members are required to contribute a percentage of their annual covered salary and the District is required to contribute a matching amount. The contribution requirements of members and the District are established and may be amended by the Board of Trustees. The District's contributions to PEERS as of the year ended, was equal to the required contributions. The contributions for the last three fiscal years were as follows:

Year Ended	Amount of Employer Contribution	Percentage of Contributions
2013	\$ 446,519	6.86%
2012	440,165	6.86%
2011	401,261	6.63%

**NOTE 6 - OTHER POST-EMPLOYMENT BENEFITS:**

The District provides health insurance benefits to its retirees on a reimbursable basis. The cost of the insurance premium is charged to the retirees at the same cost as active employees. This situation causes an implicit premium subsidy for the difference the retirees would have to pay for similar insurance coverage and the actual amount of their premiums. This implicit premium subsidy represents an unfunded obligation to the District. This obligation has not been valued or reported because the District reports its financial activity using the modified cash basis of accounting.

31

**NOTE 8 - CONTINGENCIES:**

**Grant Audit** - The District receives Federal grants and State funding for specific purposes that are subject to review and audit. These reviews and audits could lead to requests for reimbursement or to withholding of future funding for expenditures disallowed under or other noncompliance with the terms of the grants and funding. The District is not aware of any noncompliance with Federal or State provisions that might require the District to provide reimbursement.

**Litigation** - Various claims and lawsuits are possible against the District. In the opinion of District management, the potential loss on all claims and lawsuits will not be significant to the District's financial statements.

**NOTE 9 - COMPENSATED ABSENCES:**

Vacation time, personal business days, and sick leave days are considered as expenditures in the year paid. Noncertified employees receive one half of their daily rate times their years of service percentage multiplied by the number of accumulated days for reimbursement.

Certified employees receive \$45 per day times their years of service percentage multiplied by the number of accumulated days for reimbursement. As of the year ended, there were 23,675 certified and non-certified sick days accumulated. The liability would estimate approximately \$856,395, based on the average daily payout for the fiscal year.

**NOTE 10 - TEACHERS' SALARIES:**

Payroll checks written and dated in June, for July and August 2013 payroll from 2012-2013 contracts are included in the financial statements as an expenditure paid in the month of June. This practice has been consistently followed in previous years.

**NOTE 11 - TAXES:**

Property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on November 1, and are payable by December 31. All unpaid taxes become delinquent January 1, of the following year. The county collects the property taxes and remits them to the District on a monthly basis.

The District also receives sales tax collected by the State and remitted based on eligible pupil counts. The District is required to reduce its property tax levy by one-half the amount of sales tax estimated to be received in the subsequent calendar year. The District voted for a full waiver of the rollback for the year.

33

**NOTE 11 - TAXES:** (Continued)

The assessed valuation of the tangible taxable property for the calendar year 2012 for purposes of local taxation was as follows:

Total \$1,078,979,666

The tax levy per \$100 of the assessed valuation of tangible taxable property for the calendar year 2012 for purposes of local taxation was as follows:

	<u>Unadjusted</u>	<u>Adjusted</u>
General Fund	\$ 1.3300	\$ 1.3300
Special Revenue Fund	1.1800	1.1800
Debt Service Fund	.2000	.2000
Capital Projects Fund	<u>.1600</u>	<u>.1600</u>
	<u>\$ 2.8700</u>	<u>\$ 2.8700</u>

The collection of current and delinquent property taxes during the fiscal year ended aggregated approximately 100% of the current assessment computed on the basis of the levy as shown above.

**NOTE 12 - CONSTRUCTION COMMITMENTS:**

The District has a remaining balance on construction contracts in the amount of \$63,605.

**NOTE 13 - EVALUATION OF SUBSEQUENT EVENTS:**

The District has evaluated subsequent events through November 1, 2013, the date which the financial statements were available to be issued.

The District approved the issuance of \$43,000,000 in general obligation bonds. Issuance of the bonds began after the fiscal year end.

**OTHER INFORMATION**

**SUPPLEMENTARY  
 INFORMATION**

CAMDENTON R-III SCHOOL DISTRICT  
 BUDGETARY COMPARISON SCHEDULE - MODIFIED CASH BASIS  
 GENERAL FUND  
 FOR THE YEAR ENDED JUNE 30, 2013

	<u>Budget</u>	<u>Fiscal Budget</u>	<u>Actual</u>	<u>Variance</u>
<b>Revenues</b>				
Local	\$ 14,110,020	\$ 14,110,020	\$ 15,545,410	\$ 1,435,390
County	222,333	222,333	299,246	87,953
State	978,000	978,000	1,799,005	821,005
Federal	1,471,070	1,643,793	3,224,403	1,580,608
Investment Income	34,000	34,000	15,015	(79,985)
Total Revenues	<u>16,825,423</u>	<u>17,018,146</u>	<u>20,874,119</u>	<u>3,855,971</u>
<b>Expenditures</b>				
Instruction	3,070,172	3,170,742	3,876,854	(706,111)
Student Services	575,552	594,552	562,208	32,344
Instructional Staff Support	1,239,209	1,449,230	1,443,336	5,894
Building Administration	781,553	783,553	835,038	(51,485)
General Administration and Central Services	621,715	673,715	665,312	8,403
Operation of Plant	4,540,214	4,603,714	4,117,172	486,542
Transportation	2,265,951	2,333,201	2,324,935	(19,234)
Food Service	1,820,363	2,220,363	2,020,005	200,358
Community Services	357,295	357,295	369,037	(8,742)
Total Expenditures	<u>13,277,024</u>	<u>16,186,866</u>	<u>16,375,897</u>	<u>(407,031)</u>
<b>Excess (Deficiency) of Revenues Over (Under) Expenditures</b>	<u>1,598,399</u>	<u>861,282</u>	<u>4,280,221</u>	<u>3,418,939</u>
<b>Other Financing Sources (Uses):</b>				
Proceeds from Sales	-	-	4,268	4,268
Transfers (to) from Fund	<u>(2,467,754)</u>	<u>(2,467,754)</u>	<u>(2,467,754)</u>	-
Total Other Financing Sources (Uses)	<u>(2,467,754)</u>	<u>(2,467,754)</u>	<u>(2,463,486)</u>	<u>4,268</u>
<b>Excess (Deficiency) of Revenues and Other Financing Sources Over (Under) Expenditures and Other Financing Sources (Uses)</b>	<u>(869,355)</u>	<u>(1,606,472)</u>	<u>1,816,735</u>	<u>3,423,207</u>
<b>Fund Balance, Beginning of Year</b>	<u>16,957,253</u>	<u>16,957,253</u>	<u>16,957,253</u>	-
<b>Net Change in Reserve</b>	-	<u>(728,425)</u>	<u>(728,425)</u>	-
<b>Fund Balance, End of Year</b>	<u>\$ 16,087,898</u>	<u>\$ 14,622,356</u>	<u>\$ 18,015,562</u>	<u>\$ 3,423,207</u>



CAMDENTON R-III SCHOOL DISTRICT  
 BUDGETARY COMPARISON SCHEDULES - MODIFIED CASH BASIS  
 SPECIAL REVENUE FUND  
 FOR THE YEAR ENDED JUNE 30, 2013

	Continued			Variances
	Budget	Final Budget	Actual	
<b>Revenues</b>				
Local	\$ 15,738,920	\$ 15,738,920	\$ 16,328,896	\$ 589,976
County	671,740	671,740	548,307	(83,633)
State	4,765,247	4,765,247	4,640,030	(125,217)
Interest Income	1,454,899	1,629,201	1,785,419	156,217
Revenue Receipts	115,000	115,000	85,253	(29,747)
<b>Total Revenues</b>	<b>22,745,806</b>	<b>22,990,108</b>	<b>23,430,327</b>	<b>510,219</b>
<b>Expenditures</b>				
Instruction	20,639,592	20,699,522	20,546,881	152,642
Student Services	985,605	985,605	991,783	(6,178)
Instructional Staff Support	1,258,875	1,385,783	1,130,403	255,379
Building Administration	1,825,627	1,825,627	1,822,961	2,666
General Administration and Central Services	586,613	586,613	586,470	143
Operation of Plant	-	-	5,340	(5,340)
Community Service	156,539	156,539	214,417	(57,878)
<b>Total Expenditures</b>	<b>24,452,781</b>	<b>25,639,689</b>	<b>23,298,154</b>	<b>341,535</b>
<b>Excess (Deficiency) of Revenues Over (Under) Expenditures</b>	<b>(2,706,975)</b>	<b>(2,719,581)</b>	<b>(1,867,827)</b>	<b>851,754</b>
<b>Other Financing Sources (Uses):</b>				
Transfers (to) from Funds	2,706,902	2,719,527	1,867,254	(851,273)
<b>Total Other Financing Sources (Uses)</b>	<b>2,706,902</b>	<b>2,719,527</b>	<b>1,867,254</b>	<b>(851,273)</b>
<b>Excess (Deficiency) of Revenues and Other Financing Sources Over (Under) Expenditures and Other Financing Sources (Uses)</b>	<b>(73)</b>	<b>(73)</b>	<b>(73)</b>	<b>-</b>
<b>Fund Balance, Beginning of Year</b>	<b>73</b>	<b>73</b>	<b>73</b>	<b>-</b>
<b>Fund Balance, End of Year</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

36

**STATE COMPLIANCE  
 SECTION**

CAMDENTON R-III SCHOOL DISTRICT  
 NOTES TO BUDGETARY COMPARISON SCHEDULES  
 FOR THE YEAR ENDED JUNE 30, 2013

**Budget Law**

The District follows these procedures in establishing the budgetary data reflected in the financial statements:

1. In accordance with Chapter 67, RSMo, the District adopts a budget for each fund of the political subdivision.
2. Prior to July, the Assistant Superintendent, who serves as the budget officer, submits to the Board of Education a proposed budget for the fiscal year beginning on the following July 1. The proposed budget includes estimated revenues and proposed expenditures for all District funds. Budgeted expenditures cannot exceed beginning available monies plus estimated revenues for the year.
3. A public hearing is conducted to obtain taxpayer comments. Prior to its approval by the Board of Education, the budget document is available for public inspection.
4. Prior to July 1 the budget is legally enacted by a vote of the Board of Education.
5. Subsequent to its formal approval of the budget, the Board of Education has the authority to make necessary adjustments to the budget by formal vote of the Board. Adjustments made during the year are reflected in the budget information included in the financial statements.
6. Budgeted amounts are as originally adopted or as amended by the Board of Education.
7. Budgets for District funds are prepared and adopted on the modified cash basis (budget basis), recognizing revenues when collected and expenditures when paid. Budgets lapse at year end.

37



**INDEPENDENT AUDITORS' REPORT ON MANAGEMENT'S  
 ASSERTIONS ABOUT COMPLIANCE WITH SPECIFIED  
 REQUIREMENTS OF MISSOURI LAWS AND REGULATIONS**

To the Board of Education of  
 Camdenton R-III School District  
 Camdenton, Missouri:

We have examined management's assertion that Camdenton R-III School District complied with the requirements of Missouri laws and regulations regarding budgetary and disbursement procedures; accurate disclosure by attendance records of average daily attendance, resident membership on the last Wednesday of September and the number of students eligible to receive free and reduced price lunches on the last Wednesday of January; and accurate disclosure by pupil transportation records of the average daily transportation of pupils eligible and ineligible for state aid, the number of miles eligible and ineligible for state aid and the allowable costs for pupil transportation during the year ended June 30, 2013. Management is responsible for the District's compliance with those requirements. Our responsibility is to express an opinion on the District's compliance based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. Our examination does not provide a legal determination on the District's compliance with specified requirements.

In our opinion, Camdenton R-III School District complied, in all material respects with the aforementioned requirements during the year ended June 30, 2013.

This report is intended solely for the information and use of the Board of Education, management and the Missouri Department of Elementary and Secondary Education and is not intended to be and should not be used by anyone other than these specified parties.

**Graves and Associates,  
 CPAs, LLC**

GRAVES AND ASSOCIATES, CPAs, LLC  
 Jefferson City, Missouri

November 1, 2013

CAMDENTON R-III SCHOOL DISTRICT  
 SCHEDULE OF SELECTED STATISTICS  
 FOR THE YEAR ENDED JUNE 30, 2013

Type of audit performed: Yellow Book: X Single Audit: X

1. Calendar (Sections 160.041 and 171.031, RSMo)

A. The number of actual calendar hours classes were in session and pupils were under the direction of teachers during this school year was as follows:

Kindergarten - A.M.	_____ Hours	Grades <u>1-5</u>	<u>1,106.30</u> Hours
Kindergarten - P.M.	_____ Hours	Grades <u>6-12</u>	<u>1,106.30</u> Hours
Kindergarten - Full-day	<u>317.10</u> Hours	Grades <u>JJC</u>	<u>1,044.00</u> Hours

B. The number of days classes were in session and pupils were under the direction of teachers during this school year was as follows:

Kindergarten - Full-day	<u>174</u> Days	Grades <u>1-5</u>	<u>174</u> Days
		Grades <u>6-12</u>	<u>174</u> Days
		Grades <u>JJC</u>	<u>174</u> Days

2. Average Daily Attendance (ADA)

Regular Term	Full-time/ Part-time	Remedial	Total
Kindergarten - Full-Day	<u>317.10</u>	<u>0.57</u>	<u>317.67</u>
Grades <u>1-5</u>	<u>1,449.37</u>	<u>28.81</u>	<u>1,478.18</u>
Grades <u>6-12</u>	<u>2,033.90</u>	<u>11.30</u>	<u>2,045.20</u>
Grades <u>JJC</u>	<u>2.73</u>	<u>0.00</u>	<u>2.73</u>
Subtotal Regular Term			<u>3,843.78</u>
		Resident	Total
Summer School			
Subtotal		<u>27.02</u>	<u>27.02</u>
Total Regular Term Plus Summer School ADA			<u>3,870.80</u>

CAMDENTON R-III SCHOOL DISTRICT  
 SCHEDULE OF SELECTED STATISTICS  
 FOR THE YEAR ENDED JUNE 30, 2013

6. Transportation (Section 163.161, RSMo)

A. The school transportation allowable costs substantially conform to 5 CSR 30-261.040, Allowable Costs for State Transportation Aid. True

B. The District's school transportation ridership records are so maintained as to accurately disclose in all material respects the average number of regular riders transported. True

C. Based on the ridership records, the average number of students (non-disabled K-12, K-12 students with disabilities and career education) transported on a regular basis (ADT) was:

- Eligible ADT # 2,978.00
- Ineligible ADT # 201.50

D. The District's transportation odometer mileage records are so maintained as to accurately disclose in all material respects the eligible and ineligible mileage for the year. True

E. Actual odometer records show the total district-operated and contracted mileage for the year was: # 839,833

Of this total, the eligible non-disabled and students with disabilities route miles and the ineligible non-route and disapproved miles (combined) was:

• Eligible Miles	# <u>649,521</u>
• Ineligible Miles (Non-Route/Disapproved)	# <u>190,312</u>

F. Number of days the District operated the school transportation system during the regular school year. 174

CAMDENTON R-III SCHOOL DISTRICT  
 SCHEDULE OF SELECTED STATISTICS  
 FOR THE YEAR ENDED JUNE 30, 2013

3. September Membership

Full-Time  
&  
Part-Time Total

September Membership FTE Count 4,147.19 4,147.19

4. Free and Reduced Priced Lunch FTE Count (Section 163.011(6), RSMo)

Full-Time  
&  
Part-Time Deseg In Total

State FTE Total	Free	<u>1,882.93</u>		<u>1,882.93</u>
	Reduced	<u>377.30</u>		<u>377.30</u>
	Total	<u>2,260.23</u>		<u>2,260.23</u>

5. Finance

A. As required by Section 162.401, RSMo, a bond was purchased for the District's treasurer in the total amount of \$ 50,000.

B. The District's deposits were secured during the year as required by Section 110.010 and 110.020, RSMo. True

C. The District maintained a separate bank account for the Debt Service Fund in accordance with Section 165.011, RSMo. True

D. Salaries reported for educators in the October Core Data cycle are supported by payroll/contract records. True

E. If a \$162,326 or 7% x SAT x WADA transfer was made in excess of adjusted expenditures, the board approve a resolution to make the transfer, which identified the specific projects to be funded by the transfer and an expected expenditure date for the projects to be undertaken. True

F. The District published a summary of the prior year's audit report within thirty days of the receipt of the audit pursuant to Section 165.12 1, RSMo. True

**FEDERAL COMPLIANCE  
 SECTION**

CAMDENTON R-III SCHOOL DISTRICT  
 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
 FOR THE YEAR ENDED JUNE 30, 2013

Federal Grantor Pass-Through Grantor Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	2013 Disbursements
<b>Department of Education</b>			
Passed Through Missouri Department of Elementary and Secondary Education:			
Title I, Part A Total Title I, Part A Cluster	84.010A	015-002	\$ 952,263 952,263
IDEA, Part B	84.027A	015-002	780,047
ECSE	84.027A	015-002	143,934
Assistive Technology Reimbursement	84.027A	015-002	23,000
Special Education SET Training	84.027A	015-002	100
Special Education SWIS	84.027A	015-002	500
Special Education High Need Fund	84.027A	015-002	10,227
State Wide Collaboratives	84.027A	015-002	1,519
Total Special Education Cluster (IDEA)			961,327
Advanced Placement Program	84.330B	015-002	6,485
Adult Education and Literacy	84.002A	015-002	27,653
Title I/LA	84.365A	015-002	224,686
Title III	84.365	015-002	10,786
Title VI/B	84.358B	015-002	36,222
PERKINS	84.048A	015-002	113,188
21st Century Community Learning	84.357C	015-002	851,730
Passed Through Ralls Public Schools: PERKINS	84.048A		1,086
Total U.S. Department of Education			3,233,434
<b>U.S. Department of Agriculture</b>			
Passed Through Missouri Department of Elementary and Secondary Education:			
National School Lunch Program	10.555	015-002	989,929
After School Snack Program	10.555	015-002	24,965
School Breakfast Program	10.555	015-002	335,492
School Food Service Fruits and Vegetables	10.582	015-002	42,128
Non Cash: Food Distribution	10.555	015-002	143,533
Total Child Nutrition Cluster			1,536,037
Passed Through the Missouri Department of Health and Senior Services:			
Summer Food Service	10.559	015-002	\$ 13,893
Total U.S. Department of Agriculture			1,549,930

42

CAMDENTON R-III SCHOOL DISTRICT  
 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
 FOR THE YEAR ENDED JUNE 30, 2013

Federal Grantor Pass-Through Grantor Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	2013 Disbursements
<b>Direct Programs:</b>			
U.S. Department of Education: PELL Grant			\$ 19,375
Total U.S. Department of Education	84.063		19,375
U.S. Department of Justice: Passed Through City of Camdenton			
Secure Our Schools	16.710		78,188
Total U.S. Department of Justice			78,188
<b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>			<b>\$ 4,862,922</b>

**BASIS OF PRESENTATION:**

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Camdenton R-III School District and is presented on the modified cash basis of accounting which is a comprehensive basis of accounting other than GAAP. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of State, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

**FOOD DISTRIBUTION:**

Non-monetary assistance is reported in the schedule at the fair market value of the commodities received and disbursed. As of the year ended, the District had food commodities of \$5,021 in inventory.

43



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
 FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON  
 AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH  
 GOVERNMENT AUDITING STANDARDS**

To the Board of Education of  
 Camdenton R-III School District  
 Camdenton, Missouri:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the aggregate discretely presented component unit, and each major fund of the Camdenton R-III School District, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated November 1, 2013.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify deficiencies in internal control, described in the accompanying schedule of findings and questioned costs that we consider to be significant deficiencies. They are identified as items 2012-1 and 2012-2.

We noted certain other matters that we have reported to management of Camdenton R-III School District in a separate letter dated November 1, 2013.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

**Graves and Associates,  
 CPAs, LLC**

GRAVES AND ASSOCIATES, CPAs, LLC  
 Jefferson City, Missouri

November 1, 2013

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133**

To the Board of Education of  
Camdenton R-III School District  
Camdenton, Missouri:

*Report on Compliance for Each Major Federal Program*

We have audited Camdenton R-III School District's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Camdenton R-III School District's major federal programs for the year ended June 30, 2013. Camdenton R-III School District's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

*Management's Responsibility*

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

*Auditors' Responsibility*

Our responsibility is to express an opinion on compliance for each of Camdenton R-III School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Camdenton R-III School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Camdenton R-III School District's compliance.

46  
3702 West Truman Boulevard, Suite 213 • Jefferson City, MO 65109  
573-893-7700 • Fax 573-893-6649

**CAMDENTON R-III SCHOOL DISTRICT  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2013**

**SECTION I - SUMMARY OF AUDITORS' RESULTS**

**Financial Statements:**

Type of Auditors' Report Issued: Unqualified

Internal Control Over Financial Reporting:

- Material weakness(es) identified?  Yes  No

- Significant deficiency identified that are not considered to be material weaknesses?  Yes  None Reported

- Noncompliance material to financial statements noted?  Yes  No

**Federal Awards:**

Internal Control Over Major Programs:

- Material weakness(es) identified?  Yes  No

- Significant deficiency identified that are not considered to be material weaknesses?  Yes  None Reported

Type of Auditors' Report Issued On Compliance for Major Programs: Unqualified

Any audit findings disclosed that required to be reported in accordance with section 510(A) of Circular A-133?  Yes  No

*Opinion on Each Major Federal Program*

In our opinion, Camdenton R-III School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013.

*Report on Internal Control Over Compliance*

Management of Camdenton R-III School District, is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Camdenton R-III School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Camdenton R-III School District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

**Graves and Associates,  
CPAs, LLC**

GRAVES AND ASSOCIATES, CPAs, LLC  
Jefferson City, Missouri

November 1, 2013

**CAMDENTON R-III SCHOOL DISTRICT  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2013**

**SECTION I - SUMMARY OF AUDITORS' RESULTS (Continued)**

**Identification of Major Programs:**

CFDA Number (s)	Name of Federal Program or Cluster
	U.S. Department of Agriculture:
	Passed Through from Missouri Department of Elementary and Secondary Education:
10.553/10.555/10.582	Child Nutrition Cluster

Dollar Threshold Used to Distinguish Between Type A and Type B Programs: \$ 300,000

Auditee qualified as low-risk?  Yes  No

**SECTION II - FINANCIAL STATEMENTS FINDINGS**

**2012-1: Segregation of Duties**

Condition: As in many smaller to medium-sized organizations, it is difficult to obtain proper segregation of duties due to the limited number of employees.

Criteria: Duties should be segregated so that no one employee has access to both physical assets and the related accounting records, or to all phases of a transaction. The District has mitigating controls in place, but it is not possible to have segregation in all areas.

Effect: Due to the limited number of employees, the District might not prevent, or detect and correct misstatements on a timely basis in the normal performance of duties.

Recommendation: We recognize that because of limited resources and personnel, management may not be able to achieve a proper segregation of duties. However, professional standards require that we bring this lack of segregation of duties to your attention. We recommend management continue to review these processes accordingly to optimize the functionality of internal controls.

Response/Current Status: The District recognizes that the limited number of employees prohibits proper segregation of duties in all areas. The District will continue to review these processes accordingly to optimize the functionality of internal controls.

2012-2: Oversight of the Financial Reporting Process

Condition: The District's management is responsible for establishing and maintaining internal control over financial reporting and for the fair presentation of the financial statements and related note disclosures in conformity with *Governmental Accounting Standards*.

Criteria: The District has staff in place to carry out internal accounting and reporting. However, the District does not have accounting professionals with the knowledge, experience, and training to prepare financial statements in accordance with *Governmental Accounting Standards*.

Effect: The District relies on the external auditors to prepare the financial statements in accordance with *Governmental Accounting Standards*, in addition to the performance of the annual audit.

Recommendation: We recognize that the District may not have the resources to have an accounting professional on staff with the knowledge, experience, and training to prepare governmental financial statements in conformity with *Governmental Accounting Standards*. However, we recommend that management continue to increase their knowledge of financial reporting.

Response/Current Status: The District does not have the resources to hire additional accounting personnel with the knowledge, experience, and training to prepare the financial statements in accordance with *Governmental Accounting Standards*. The District does, however, have staff with sufficient knowledge to understand and take responsibility for the basic financial statements.

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

DRAFT





**BID TAB**

**PROJECT:** Osage Beach Elementary School  
 12401 Nichols Road  
 Osage Beach, Missouri

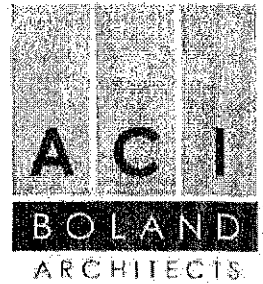
**OWNER:** Camdenon R-III School District

**BID DATE:** October 31, 2013

**TIME & PLACE:** 2:00, Administration Office  
 172 Dare Blvd  
 Camdenon, MO 65020

	5% Bid Security	Addendum Confirmed 1-4	Base Bid	Rock Removal		Concrete Base at Soft Play Alternate Bid 1	Alternate Ceiling Materials Alternate Bid 2	Porcelain Tile at Toilets Alternate Bid 3	Large Aggregate Polished Concrete Alternate Bid 4	Bus Parking Storage Building Alternate Bid 5	Two Playground Storage Buildings Alternate Bid 6	Monument Sign Alternate Bid 7	Johnson Controls Automation Systems Alternate Bid 8
				Unit Cost	Total Allowance								
1. Curdiss-Mannes-Schulte	Y	Yes	\$12,690,000	\$10.35	\$320,850	\$26,422	(\$68,966)	\$164,131	\$70,647	\$51,853	\$60,860	\$48,954	NA
2. Rich Kramer Construction	Y	Yes	\$13,030,000	\$10.35	\$320,850	\$15,400	(\$51,000)	\$170,000	\$82,400	\$29,200	\$57,050	\$37,400	NA
3. Wright Construction	Y	Yes	\$13,144,000	\$11.00	\$343,000	\$22,000	(\$20,000)	\$162,000	\$44,000	\$37,000	\$73,000	\$36,000	NA
4. DeWitt Construction	Y	Yes	\$13,150,000	\$10.35	\$320,850	\$21,800	(\$57,423)	\$142,800	\$69,500	\$23,100	\$44,100	\$37,308	NA
5. Fogel Anderson	Y	Yes	\$13,250,000	\$10.35	\$320,850	\$19,200	(\$57,000)	\$131,000	\$34,000	\$36,000	\$68,000	\$44,000	NA
6. Morrissey Construction	Y	Yes	\$13,270,000	\$10.35	\$320,850	\$26,000	(\$65,000)	\$162,000	\$46,000	\$45,000	\$84,000	\$57,000	NA
7. Sircal Contracting, Inc.	Y	Yes	\$13,322,000	\$7.00	\$217,000	\$17,900	(\$58,000)	\$96,700	\$80,600	\$33,300	\$65,800	\$40,500	NA
8. K & S	Y	Yes	\$13,349,000	\$10.35	\$320,850	\$15,000	(\$21,000)	\$160,000	\$39,000	\$32,000	\$56,000	\$45,000	NA
9. S. M. Wilson	Y	Yes	\$13,820,000	\$3.80	\$117,750	\$28,780	(\$68,580)	\$144,340	\$31,650	\$24,680	\$48,450	\$56,070	NA

November 4, 2013



ACI/BOLAND, INC. - KANSAS CITY  
1421 E 104<sup>th</sup> Street, Suite 100  
Kansas City, Missouri 64131  
T. 816.763.9600  
F. 816.763.9757

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

**RE: ADDITIONS AND ALTERATIONS TO  
HURRICANE DECK ELEMENTARY  
CAMDENTON R-III SCHOOL DISTRICT**

Dear Tim:

We have reviewed the bids received for the additions and alterations to Hurricane Deck Elementary School. The bid submitted by Bales Construction was low as follows:

Base Bid:		\$13,030,000
Alternate 1	Add	\$7,200
Alternate 2	Add	\$23,800
Alternate 5	Add	\$13,800
Alternate 6	Deduct	(\$25,000)

**Total Bid: \$13,049,800**

We recommend that Bales Construction be awarded the Contract for the additions and alterations to Hurricane Deck Elementary School.

Should you have any questions, please call.

Sincerely,

ACI/BOLAND, INC.

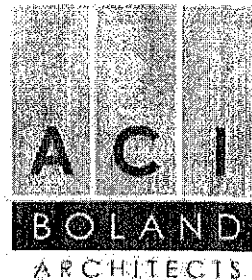
A handwritten signature in black ink, appearing to read 'Michael G. Kautz', written over a large, faint watermark that says 'DRAFT'.

Michael G. Kautz  
Principal/Architect

Enclosure

MGK/kb Contract File #3-13021





November 4, 2013

ACI/BOLAND, INC. — KANSAS CITY  
1421 E 104<sup>th</sup> Street, Suite 100  
Kansas City, Missouri 64131  
T. 816.763.9600  
F. 816.763.9757

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

**RE: OSAGE BEACH ELEMENTARY SCHOOL  
CAMDENTON R-III SCHOOL DISTRICT**

Dear Tim:

We have reviewed the bids received for the Osage Beach Elementary School. The bid submitted by Curtiss-Manes-Schulte, Inc. was low as follows:

Base Bid:		\$12,690,000
Alternate 4	Add	\$70,647
Alternate 5	Add	\$31,853
Alternate 6	Add	\$60,860
Alternate 7	Add	\$48,954

**Total Bid: \$12,902,314**

We recommend that Curtiss-Manes-Schulte, Inc. be awarded the Contract for the Osage Beach Elementary School.

Should you have any questions, please call.

Sincerely,

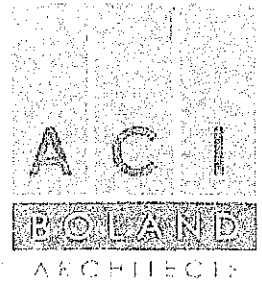
ACI/BOLAND, INC.

A handwritten signature in black ink, appearing to read 'Michael G. Kautz'. The signature is stylized and written over a large, faint watermark that says 'DRAFT'.

Michael G. Kautz

Enclosure

MGK/kb Contract File #3-13020



**CAMDENTON R-III SCHOOL DISTRICT  
CONSTRUCTION BUDGET**

ACI/BOLAND, INC. - KANSAS CITY  
1421 E 104<sup>th</sup> Street, Suite 100  
Kansas City, Missouri 64131  
T 816.763.9600  
F 816.763.9757

**November 11, 2013**

<b>1. Hurricane Deck Elementary</b>		
a. Base Bid Plus Alternates 1, 2, 5 and 6	\$13,049,800	
b. Construction Contingency (4%)	521,992	
c. A/E Fee, Survey, Testing Printing (10%)	1,304,980	
d. Furniture and Equipment (8%)	1,043,984	
e. <b>Total Hurricane Deck Elementary</b>		<b>\$15,920,756</b>
<b>2. Osage Beach Elementary</b>		
a. Base Bid plus Alternates 4, 5, 6 and 7	\$12,902,314	
b. Construction Contingency (4%)	516,093	
c. A/E Fee, Survey, Testing, Printing (10%)	1,290,231	
d. Furniture and Equipment (10%)	1,290,231	
e. <b>Total Osage Beach Elementary</b>		<b>\$15,998,869</b>
<b>3. Secure Entries</b>		
a. Hawthorn Elementary and Oak Ridge Intermediate	\$300,000	
b. Design and Construction Contingency (10%)	30,000	
c. A/E Fee and Printing (7%)	21,000	
d. <b>Total Secure Entries</b>		<b>\$351,000</b>
<b>4. Total</b>		<b>\$32,270,625</b>

AP Solutions Proposal for:



Actual Current AP Spend - \$3,500,000

Annual Net Card Volume	Revenue Share bps Perfund (no cycle)	Proposed Average Revenue Share \$
\$0-\$499,999	80	\$2,000
\$500,000 to \$999,999	85	\$6,375
\$1,000,000 to \$2,499,999	90	\$15,750
\$2,500,000 to \$4,999,999	95	\$33,250
>=\$5,000,000	100	\$50,000

- Revenue share will be payable on a monthly basis.
- Revenue share is based upon a monthly average transaction of \$700 for Accounts Payable Spend. Should the average ticket fall below this point, we reserve the right to withhold Payment.
- Transactions qualifying for large ticket Interchange levels will generate a flat revenue share of 40 bps.
- Transactions qualifying for purchase card level 3 Interchange levels will generate a flat revenue share of 60 bps.
- These numbers are estimates and based upon industry average assumptions and your current vendor spend. Actual proposed revenue share may vary with spend fluctuations.

**THE VALUE AND BENEFITS**

**Generate Revenue, Reduce Fraud and Increase Visibility**  
By transitioning from costly legacy payment methods, our clients are deriving hard dollar savings and significant revenue share while improving efficiency and control - all without changing accounts payable processes and procedures.

- New source of revenue
- Mitigate risk
- Centralize and streamline AP processes
- Shorten cycle times
- Lower AP operation and processing costs
- Increase cash flow predictability
- Increase working capital
- Reduce costs associated with check payments
- Gain oversight into spend
- Increase compliance
- Improve overall operational efficiency

**CUSTOMER SERVICE AND IMPLEMENTATION**

AOC Commercial Payment Division's customer service philosophy goes beyond industry standard to include consultation on best practices to provide innovative solutions that address current and future commercial payment challenges. AOC will be with you every step of the way during implementation to make this a smooth and simple process for your organization.

Our solutions are **Payment Card Industry Data Security Standard (PCI-DSS) compliant**. Stored data is encrypted based on U.S. government (NIST) standard 128-bit AES algorithm, and web access is controlled through Secure Socket Layer (SSL) encryption. The safeguard of information is the foundation on which our company is built.

**VALUE-ADDED SERVICES**

AOC offers separate value-added services designed to enhance our core suite of solutions.

**Vendor Enrollment**

Vendor acceptance is the key to a successful AP automation venture for any organization; the more payments made using the AOC platform, the more you can save and the more revenue you can earn. Our experience in facilitating vendor enrollment has allowed us to develop and employ a variety of approaches to best suit the needs of you and your vendors. To ensure success with this critical component, we use every available resource to identify, contact, educate, and enroll your vendors. AOC will also review your lists with you periodically to determine if vendors need to be added or eliminated to optimize your success.

**EnCompass Mobile**

This service gives users access to the EnCompass platform from any mobile device. It provides virtually all the same functionality available on the commercial payments platform from your mobile device's web browser including:

- Organizational Home Page (Dashboard)
- Security Manager
- Payables
- Card Management
- Transaction Management

**Invoice Processing**

From imaging and storage of invoice documents to pre-purchase authorization and reconciled vendor payment, AOC Solutions' Invoice Processing service can execute your purchasing policy in accordance with your business preferences. Not only are your actual hard costs reduced, your staff has more time to focus on other things that make your enterprise successful.

**Additional Value-Added Services**

- Receipt Retention
- Management Reporting
- Online Payments
- Custom Fit Development

**ABOUT AOC SOLUTIONS**

AOC Solutions Inc., established in 1996, is one of the leaders in creating commercial payments technology for corporate end users including healthcare, higher education, non-profit, public sector and corporations, consisting of many Fortune 500 companies. Our services are transforming traditional business processes by creating and implementing financial management products, e-commerce solutions and contact center operations that help organizations significantly reduce costs while increasing re-exports.

Our headquarters are located in Cheslery, Virginia, with offices throughout the United States. Our solutions and services are available to organizations all over the world.



Learn more about why you should choose AOC Solutions for Accounts Payable Automation from Vice President and National Sales Manager, Tammy Haug.



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**Automated Accounts Payable**

Generate income and reduce your AP expenses - all at no cost to your organization!

In today's economic climate, organization leaders are looking for ways to reduce expenses, improve controls and maximize every dollar of funding from their internal working capital. As a result, accounts payable managers want more options that offer the latest in technology to lower costs associated with payments and improve cash flow viability.

Automating your accounts payable (AP) can change and improve the way your AP department functions - transforming it from a labor-intensive process and expense to an efficient, analytical profit center. Your AP department will have time to focus on value-added tasks, such as capturing vendor discounts, or increasing spend oversight and control that can actually add to your bottom line while generating revenue based on transaction volume!

**THE SOLUTION**

**Invest Zero Dollars and Streamline Payables**

AOC Solutions Commercial Payments Division has a proven history for developing innovative, flexible, and sustainable solutions that offer a best-in-class electronic AP solution. Our commercial payments platform, EnCompass, provides a full service, end-to-end accounts payable solution in a secure automated process for corporate payments.

The platform is easy to implement and does not require changes to existing accounts payable processes. It can seamlessly interface with existing AP and enterprise resource planning (ERP) system account applications, enhancing the value of supply chain financials and providing flexibility and additional payment options. To support your global presence, AOC's web-based platform allows for multi-currency, multi-language and respective localization.

Your organization will gain from:

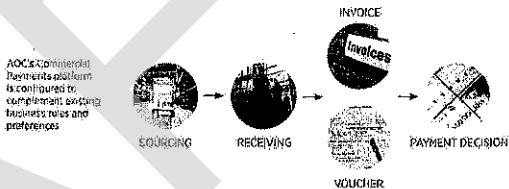
- Better control of cash flow and posting processes
- More efficient payment of invoices

- Seamless interface with existing payables process
- One-file process that will accommodate multiple payment types in a single file including card, check and ACH
- Advanced reporting
- Business rules and privilege settings
- Higher level of payment security
- Guaranteed funding
- And, the ability to earn revenue share based on transaction volume

Organizations and vendors can choose their level of automation. We offer several electronic payment options including our unique **push pay method**. All payments are made through "single use ghost accounts" (SUGA), adding to the security and convenience of the process.

**RECONCILIATION**

Payment decision requirements can vary by organization. Whether a two- or three-way match is required for payments, AOC provides the capability of attaching each required document electronically within the application.



AOC's Commercial Payments solution is configured to complement existing business rules and preferences

Learn about vendor setup and benefits



**Not all Automated Accounts Payable Platforms are Created Equal**

Medical Center of Central Georgia (MCCG) replaced their AP Automation Provider with AOC Solutions' Encompass platform

MCCG is a 637-bed, full-service, acute care hospital that now serves an estimated population of 750,000 residents in Central and South Georgia and is the second largest hospital in the state. Accredited by the Joint Commission of Accreditation of Healthcare Organizations, the medical facility serves a primary service area of 30 counties and treats patients from nearly 80 percent of Georgia's 159 counties. MCCG is a designated Level I Trauma Center and one of 42 twice-designated Magnet® hospitals for nursing excellence nationwide. It provides a broad range of community-based services to include outpatient diagnostic, primary care, extensive home health, hospice care, comprehensive cancer and rehabilitation.

**THE SITUATION**

MCCG's accounts payable department pays millions in invoices each week to their vendors. With the volume of payments coming through their accounts payable (AP) department, they needed a more efficient payment process. They were also interested in generating income for the hospital, which led them to adopt their first automated accounts payable platform in 2006. Through the new program, they hoped to gain a more streamlined process to improve productivity and efficiency. Unfortunately the first solution did not deliver. "We were spending several hours per week with reconciliation issues and notifying vendors to process their payments in a timely manner," said Karen Farr, Assistant Vice President, Accounts Payable.

After several years of dealing with their provider and trying to correct the issues, MCCG was ready to give up on AP automation and go back to issuing checks. "Card-based payments are less expensive and the revenue share is nice, but the process with this provider was complicated and didn't reduce the administrative effort needed to run our AP department," said Gail Mendez, Assistant Controller.

**THE SOLUTION**

While attending an HFMA conference, Karen Farr learned about AOC's Encompass platform from a representative of one of AOC's financial institution partners, CB&I, a division of Synovus Bank. On October 30, 2010, MCCG entered into an agreement with Synovus Bank to convert MCCG to APSolutions'. CB&I branded application of AOC's Encompass platform.

Working together, AOC and CB&I provided a smooth transition to the new platform for MCCG. The first payment file was processed on November 12, two weeks after the contract was signed. "I remember the exact date because I thought the vendor was a very aggressive team. However, CB&I's involvement with the staff made the transition very smooth and easy," said Gail Mendez.

**THE RESULTS**

**User-Friendly Platform.** MCCG finds the platform very easy to use. On the previous system, reconciliation was extremely time-consuming. They were spending a lot of time contacting vendors - at least an hour a day. On the new platform, MCCG has been able to significantly reduce the amount of time they deal with the payment system. "It runs on automatic pilot," said Karen. "We don't have to log on the system - it works like a charm." Running reports is a lot easier too, the process is not complicated at all. "There was a huge decrease in my involvement, which has given me more time to deal with other projects," said Gail.



**Increased Vendor Enrollment and Higher Revenue Share**  
AOC and CB&T managed the initial vendor enrollment and work with MCGG periodically on additional enrollment projects as they are needed. Vendor lists are analyzed, and the primary focus is placed on high-volume, frequently used vendors, taking the time to educate the vendor and help them understand the system and how it can benefit them.

These efforts have increased the payment volume on the platform by more than 35 percent. Increased credit card payment send has also added to MCGG's bottom line with substantial increases in their quarterly revenue share check.

**Happier Staff**

The old system was "laborious," and the accounts payable staff was so unhappy with the system. They were ready to go back to issuing checks and forego the rebates. "With AOC Solutions, my staff is happier - I'm happy!" said Karen.

Karen and Gail have also been pleased with the support they received at conversion, and on an ongoing basis. "I know when I call the relationship managers that they will take care of what I need and make sure all of my questions have been answered before I get off the phone," said Karen. "I haven't seen any change in customer service from day one."

*"We feel our technology is what sets us apart from the rest. AOC Solutions EnCompass platform is wonderful! It allows our bank to provide our customers with a great system and great customer service. It affords us the ability to grow and expand our offering," said William McCune, Commercial Card Manager at CB&T, a division of Synovus Bank.*

**About AOC Solutions**

AOC Solutions is transforming traditional business processes by creating and implementing financial management products, e-commerce solutions and contact center operations that help financial institutions and organizations significantly reduce costs while increasing revenues. AOC's Commercial Payments Division offers innovative business-to-business electronic payment solutions that focus on providing secure, robust and flexible options that bring benefit to all stakeholders.

AOC's headquarters are located in Chantilly, Virginia, with offices in Columbus, Georgia, Morgantown, West Virginia, and Pensacola, Florida. Visit our website, [www.aocsolutions.com](http://www.aocsolutions.com) or YouTube for more information.

**About MCGG**

As a part of Central Georgia Health System (CGHS), MCGG is a 501(c)(3) private, not-for-profit corporation. The hospital is owned by the Macon-Blob Hospital Authority and maintains an active affiliation with Secure Health Plans of Georgia, a network of central Georgia hospitals and physician providers.

Distinguished nationally for its excellence, MCGG is also one of the premier teaching hospitals in the United States and serves as the primary teaching hospital for the Mercer University School of Medicine. MCGG supports residency-training programs in family practice, general surgery, internal medicine, obstetrics and gynecology and pediatrics. The hospital has more than 100 medical residents and fellows in training. As a teaching hospital, MCGG is able to attract the best and the brightest to the area.

**About CB&T, a division of Synovus Bank**

CB&T is a division of Synovus Bank, one of the largest regional banks in the Southeast. CB&T offers a diverse line of business

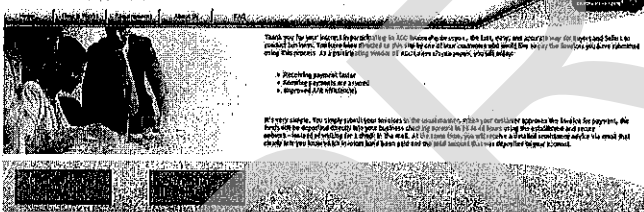


and personal financial services including Business Banking, Investment Services, and Mortgage Lending. Through its Card

Services business unit, CB&T provides a state-of-the-art accounts payable solution, APOSolutions®, along with a full line of commercial and consumer credit card products and services for all 31 Synovus Bank divisions. Credit Cards are issued by Synovus Bank, 125 First Avenue, 2nd Floor, Columbus, GA 3902. Synovus Bank is the creditor for all credit cards issued in conjunction with APOSolutions®. For more information about CB&T, visit our website at [www.commercialpayments.com](http://www.commercialpayments.com).

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**Vendor Outreach Campaign**

After the letters are mailed, our support team will make follow-up calls to your vendors to ensure the letter was received and to answer any questions they may have about the new payment program. Our experience will help your vendors understand the benefits of evolving from check to card payments, or reinforce the value for those who already accept them.

The online portal, similar to the illustration above, will also be available for vendors to begin the enrollment process. The portal provides information, instructions, and access to enrollment paperwork. Every accommodation is made to make the process of accepting cards secure, easy, understandable, and fast.

**Ongoing Support**

We don't stop with the initial enrollment process. AOC will review your list periodically to follow up with vendors who may be a little more resistant to change, make adjustments and/or additions as needed. We will be here for you now and in the future to help make this a successful program for your organization.



Learn More about AOC Solutions' Vendor Enrollment

**THE VALUE AND BENEFITS**

There are thousands of organizations on the AOC platform with a substantial network of vendors enrolled in the program ensuring a high level of vendor/supplier acceptance. Our approach to vendor enrollment allows your organization to direct us to how you want us to manage the process on your behalf.

- Dedicated teams and a consultative approach
- A clear strategy; your organization approves all vendors to be contacted
- You manage the pace and tone of the enrollment process
- All correspondence is approved by you and matched to your organizational culture
- All vendor contact and feedback is recorded in a detailed tracking database for your review
- Enrollment results are provided through periodic reporting

**AOC SOLUTIONS COMMERCIAL PAYMENTS DIVISION**

AOC Solutions is a technology company that specializes in accounts payable solutions that can be customized to meet your specific needs. Our customer service philosophy goes beyond industry standards to include consultation on best practices to provide innovative solutions for your processes.

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**Vendor Enrollment Program**

Vendor acceptance is the key to a successful automated accounts payable (AP) program. Let AOC help make your organization's program successful at every level.

Benefit your organization, and reward your vendors, with:

- More streamlined and secure payments
- Electronic remittance advice
- Payments can be made directly into their bank account (within 24 hours of remittance notification)
- Lower check processing costs
- Improved relations with their customers
- Competitive advantage over vendors who will not accept electronic payments

AOC Solutions has been working with organizations to facilitate vendor enrollment since 1996. Our experience has allowed us to develop and employ a variety of approaches to best suit the needs of you and your vendors. To ensure success with this critical component, we use every available resource to identify, contact, educate, and enroll your vendors.

**THE SOLUTION**

AOC will be there every step of the way to make sure that your automated AP program is successful for both you and your suppliers. There are several phases in the vendor enrollment process.

**Staging**

During this phase, AOC will provide assistance to determine which party will be responsible for each task - based on your organization's needs.

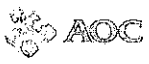
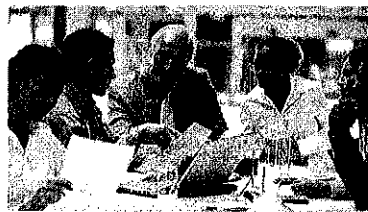
AOC will review your vendor list to identify those that should be asked to participate in the program. We will also cross-check against our current list of active vendors on EnCompass; many of your vendors may already be enrolled to receive payments through the platform. In addition, card network intelligence is used to identify others on your vendor list that currently accept cards for payment.

**Communication Plan**

AOC will work with you to ensure that all communications reflect your culture and tone. All communications are approved by your organization and branded according to your company's specifications.

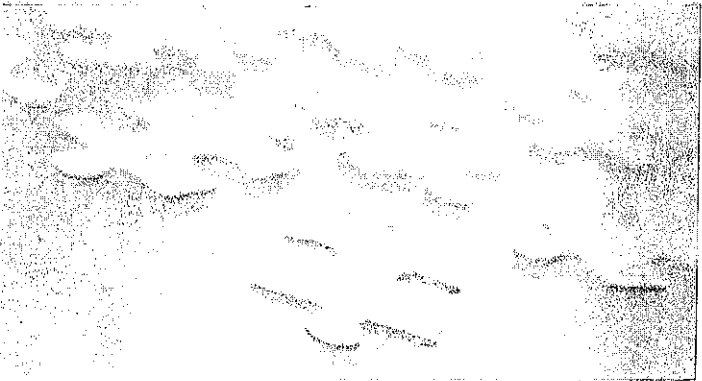
Traditionally a script and letter are drafted for your approval using vendor enrollment best practices. The letter explains that your organization has adopted a new preferred payment process and the two card payment methods. Push and Pull Pay are briefly explained. The vendor is directed to a web portal that contains information about the payment options along with the enrollment forms to accept one of the two options. The AOC Contact Center phone number is provided if the supplier would like to speak with someone directly.

A training class for your AP department staff will also be provided to help them with occasional questions they may have from your vendors about enrollment. Your staff will also have access to support from AOC to help.



[www.aocsolutions.com](http://www.aocsolutions.com)

**Automated Accounts Payable and Commercial Card Management from AOC Solutions**





**CFOs IN MOST INDUSTRIES ARE UNDER PRESSURE TO DO MORE WITH LESS.**

They are being charged with:

- Reducing payment expenses
- Reducing the number of checks issued and increasing electronic payments
- Streamlining the accounts payable process from purchase order to payment
- Finding ways to increase the security of their payment process
- And, finding new sources of revenue to off-set increases in expense

All without increasing staff and/or resources – sound familiar? A large part of these expectations includes identifying new ways to overcome the rising costs associated with traditional payment methods.

**THE AOC COMMERCIAL PAYMENT SOLUTION SUITE: THE CHOICE IS YOURS**

AOC Solutions Commercial Payments Division has a proven history for developing innovative, flexible, and sustainable solutions that offer best-in-class accounts payable (AP), commercial card management and reporting.

Payments are the core of our business; we monitor and understand the ever-changing landscape of the industry. AOC's development team is unmatched for responding to our client's needs, incorporating new technology, and speed to market.

With our commercial payment solutions, you will be able to proactively manage your commercial card portfolio, pay invoices more efficiently, have better control of cash flow, increase the security of your payment systems, and earn revenue share based on your card based payment transaction volume. To support your global presence, AOC's web-based platform allows for multi-currency, multi-language and respective localization.

To alleviate concerns over long integrations with existing or legacy platforms, our solution can seamlessly interface with your current enterprise resource planning (ERP) and/or accounts payable (AP) systems via file-based or web services data exchange, providing multiple payment solutions in a single application. Choose from Accounts Payable Automation, Commercial Card Management and Reporting and/or Web Services functionality - all available through the AOC platform, EnCompass.

**ACCOUNTS PAYABLE AUTOMATION**

Invest Zero Dollars and Streamline Payables

AOC's EnCompass platform provides a full service, end-to-end accounts payable solution in a secure, streamlined and automated process for corporate payments. Our solution improves efficiency and control by interfacing with existing accounts payable and ERP accounting applications. This enhances the value of supply chain financials and provides flexibility and additional payment options – all at no cost to your organization.

Our solution can offer your organization:

- Guaranteed funding
- More efficient payment of Invoices
- Advanced reporting
- Seamless interface with existing payables process
- Business rule and privilege settings
- Better control of cash flow and posting processes
- Higher level of payment security
- And, the ability to earn revenue share based on transaction volume

Because accounts payable means something different to every organization, the Accounts Payable feature is configured to complement existing business rules and preferences. It provides several different electronic payment options.

Our platform is easy to incorporate and does not require changes to existing accounts payable processes.

www.aocsolutions.com

AOC's Commercial Payments platform is configured to complement existing business rules and preferences



Customers and vendors can choose their level of automation. All payments are made through "single use ghost accounts" (SUGA), adding to the security and convenience of the process. Two of the payment options, push pay and pull pay, are designed for vendors used on a regular basis. The method is chosen during the vendor enrollment process.

• Our unique **push pay** option is a completely automated payment process that delivers payments directly to the vendor's designated account by card without vendor intervention. Push pay is an excellent choice for those vendors with high volumes of transactions from their client base.

• **Pull pay** is similar to push pay but this method requires the vendor to run the payment using a designated single-use account number.

• A third payment option is available for purchases from vendors that are not paid on a regular basis or point-of-transaction. These payments are processed using pre-set limits or the automated approval process.

**RECONCILIATION**

Payment decision requirements can vary by organization. Whether a two- or three-way match is required for payments, AOC provides the capability of attaching each required document electronically within the application.

**THE VALUE AND BENEFITS**

**Gain Revenue, Efficiencies and Control**  
By transitioning from costly legacy payment methods, our clients are deriving hard dollar savings and significant revenue share while improving efficiency and control – all without changing accounts payable processes and procedures.

- New source of revenue
- Mitigate risk
- Centralized and streamlined accounts payable processes
- Shorter cycle times
- Lower accounts payable operational and processing costs
- Increased cash flow predictability
- Increased working capital
- Reduced costs associated with ACH and check payments
- Gain oversight into spend
- Increased compliance
- Improved overall operational efficiency

**AP AUTOMATION:**

A Win-Win for All Parties

For the Finance Office:

- Increase visibility and control
  - Reduce paper / Imaging
  - Enhance working capital
- For Accounts Payable:
- Streamline payment file processing
  - Leverage existing systems and processes
  - "Works with my ERP system"
  - Support for multiple payment methods
  - One-file process option to accommodate multiple payment types in a single file including card, ACH, and check
  - Incremental data to facilitate automated reconciliation
  - Eliminates all back-end accounts payables processing

For the Vendor / Supplier:

- Visibility into status of invoice and payment
- Standard electronic remittance information across various payment methods and systems
- All data necessary to facilitate reconciliation, including invoice adjustment data.
- System to communicate with appropriate contact in AP

Contact us at 763.214.6300



**COMMERCIAL CARD MANAGEMENT AND REPORTING**

The Card Management functionality allows organizations to manage their traditional commercial credit card portfolio (Fleet, Purchasing and Travel and Entertainment cards) more efficiently and provides easy tracking and reporting. This feature eliminates the need for paper expense reports, allows card use monitoring, and the ability to set limits and category restrictions.

Report Studio provides the ability to create any standard report. The Report Wizard component also provides you with the ability to create ad hoc reporting using a variety of programs including Excel, PDF, CSV, and more.

This function provides the ability to create unique hierarchy management and program set-up. Client-level controls as it relates to security settings, creation of roles and permissions, and workflow for expense reporting are included with this functionality.

**DATA EXCHANGE FOR ACCOUNTS PAYABLE AND COMMERCIAL CARD MANAGEMENT**

Organizations house a tremendous amount of data within their ERP systems. The challenge is finding a solution set that allows them to focus and maintain the data while offering processes for receipt and submission of data updates in an efficient, secure and time-sensitive manner. While numerous solutions exist in the marketplace, many are unreliable, require extensive coding, long time lines for implementation, and finally are simply too costly to manage.

**File Exchange**

*Traditional, secure data transfer*

AOC provides the means for bi-directional feeds that allow payment, account and general ledger data to be sent to the AOC platform from an organization's ERP using one of the following methods:

1. Files sent by an organization to AOC using a File Transfer Protocol (FTP) or Secure File Transfer Protocol (SFTP) site
2. Scheduled file pick-up by AOC from an FTP or SFTP
3. Files uploaded via the EnCompass platform by a privileged user

This solution can be used alone or in addition to web services based on the organization's individual needs.

**The Value**

Data Exchange can improve efficiency and security by automating the processes and allowing your organization to

maintain the master file – thus eliminating the duplication of effort in maintaining multiple lists or repositories.

**The Benefits**

There are many advantages to utilizing data transmission through the AOC platform, EnCompass.

- Streamlined processes
- Timely file processing
- Fewer duplicate file transmissions and errors
- Optional automated reconciliation files that can be customized and delivered through your FTP/SFTP
- Security of knowing the file data is protected throughout the entire process

**WEB SERVICES**

*Real-time, cloud-based access customized for specific needs*

With the ability to communicate data and perform business functions server-to-server from any disparate system, AOC Web Services can deliver the information and services your organization needs – however you need it – to run your business with higher visibility and agility.

AOC supports a wide variety of web services, receiving more than 500,000 requests per day with an average response time of 0.8 seconds, and that number is growing. Web services can support any type of industry including, but not limited to, healthcare, higher education, insurance/claims payments and the public sector.

**The Value**

Web Services is a true enterprise solution, enabling organizations to pursue strategic opportunities as well as improve business processes. It allows real-time interaction between any number of customers, suppliers and/or dealers. These activities include purchasing, customer service or customer support. Compared to more traditional technology, web-based system connections are faster, more flexible, and less expensive to establish and maintain.

**The Benefits**

There are wide-ranging benefits that your organization can realize by using web services including:

- True system-to-system automation
- Real-time response to client requests
- More efficient business processes
- Better communication between customers and business partners – deeper business relationships
- Ability to blend existing systems with new applications
- Fewer duplicate file transmissions and errors



**CUSTOMER SERVICE AND IMPLEMENTATION**

AOC's customer service philosophy goes beyond industry standards to include consultation on best practices to provide innovative solutions that address current and future commercial payment challenges. AOC will be with you every step of the way during implementation to make this a smooth and simple process for your organization.

Our solutions are **Payment Card Industry Data Security Standard (PCI-DSS) compliant**. Stored data is encrypted based on leading industry standards. Web access is controlled through Secure Socket Layer (SSL) encryption. The safeguard of information is the foundation on which AOC's Commercial Payments platform is built.

**VALUE-ADDED SERVICES**

AOC offers separate value-added services designed to enhance our core suite of solutions.

**Vendor Enrollment**

Vendor acceptance is the key to a successful AP automation venture for any organization. The more payments made using the AOC platform, the more you can save and the more revenue you can earn. Our experience in facilitating vendor enrollment has allowed us to develop and employ a variety of approaches to best suit the needs of you and your vendors. To ensure success with this critical component, we use every available resource to identify, contact, educate, and enroll your vendors. AOC will also review your lists with you periodically to determine if vendors need to be added or eliminated to optimize your success.

**EnCompass Mobile**

This service gives users access to EnCompass from any mobile device. It provides virtually all the same functionality available on the commercial payments platform from your mobile device's web browser including:

- **Organizational Home Page (Dashboard)**
  - View organization announcements and workflow items requiring your attention
  - Customize your home page with your organization's brand
- **Security Manager**
  - Manage online user accounts, view, create and approve workflow items
- **Payables**
  - View, create, manage invoices (Purchase and Merchant Logs)
- **Card Management**
  - View and manage card account information
  - Approve and activate card accounts
- **Transaction Management**
  - View, approve and assign financial codes
  - View, download, and pay PDF statements on the go
  - Upload and view receipts

**Invoice Processing**

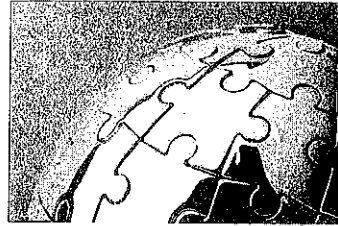
From imaging and storage of invoice documents to pre-purchase authorization and reconciled vendor payments, AOC Solutions' Invoice Processing service can execute your purchasing policy in accordance with your business preferences. Not only are your actual hard costs reduced, your staff has more time to focus on other things that make your enterprise successful.

You can choose the services that best suit your organization's needs. Features include:

- Sophisticated Contact Center options that allow your organization to configure programs based on your requirements
- Invoice acceptance from vendors in any format including fax, web, email, and postal mail
- Vendor payment options that include EFT, credit card, and paper check
- 1099 business record retention
- Electronic storage of purchase records and invoice images that can be accessed via the web and electronic uploads to your enterprise systems eliminating the need for warehousing, accessing and indexing paper records

**Additional Value-Added Services**

- Receipt Retention
- Management Reporting
- Online Payments
- Custom File Development



**ABOUT AOC SOLUTIONS, INC.**

AOC Solutions Inc., established in 1996, is one of the leaders in creating commercial payments technology for corporate and users including healthcare, higher education, non-profit, public sector and corporations consisting of many Fortune 500 companies.

Our services are transforming traditional business processes by creating and implementing financial management products, e-commerce solutions and contact center operations that help organizations significantly reduce costs while increasing revenues.

Allen O. Cage, Jr., President and CEO, is a pioneer in the industry. In addition to AOC, Mr. Cage co-founded Zidella Systems, Inc., in 1998 and continues to serve as its CEO. He was an Army aviator and served for 24 years in top level management and acquisition positions, including the Army Space Program. As part of his experience in program management, contracting, acquisitions, logistics and systems development, and he has worked with the Federal Purchase Card program since its inception in 1988.

AOC's headquarters are located in Chantilly, Virginia, with offices throughout the United States. Our solutions and services are available to organizations all over the world.

**CONTACT US**

Join the thousands of satisfied organizations that use AOC Solutions commercial payments solutions. For more information, contact us at 703.234.6300, info@aocsolutions.com or www.aocsolutions.com.

**AOC SOLUTIONS EXCELS IN THE INDUSTRY**

- Deloitte & Touche**
  - FAST 500 - Fastest Growing Companies in US
  - FAST 50 - Fastest Growing Companies in Northern VA
- Erist & Young**
  - Entrepreneur of the Year Finalist - 2002 & 2008
- IHC 5000**
  - Fastest Growing Companies in US - 2007, 2008, 2009, 2012
  - Top 100 Companies by Industry - 2008, 2009, 2010
  - Top 100 Companies by Business Products & Services - 2009
  - Top Private Growth Companies in US - 2009
- SmartCEO**
  - Top 100 Smart CEO Award - Allan O. Cage Jr., 2008, 2010, 2012
- GovStar Star Warrior Award**
  - 2012
- Dulles Regional Chamber of Commerce**
  - Top Mid-Sized Business Award - 2009
- Washington Business Journal**
  - Fastest Growing Businesses in DC Metropolitan Area - 2009
- US Commerce Association**
  - Best of Morgantown, WV - 2009, 2010, 2011
  - Best of Chantilly, VA - 2009, 2010, 2011
- 8th Annual Greater Washington Government Contractor Awards**
  - 2010 Finalist for Contractor of the Year

## LEGAL NOTICE

In compliance with state school statutes, the Camdenton R-III School District will accept a declaration of candidacy from any person interested in running for a position on the School Board, who meets the qualifications, in the April 8, 2014, election. Persons interested may file with personnel at the Superintendent's Office, located in the Administration Building of the Camdenton R-III Schools, 172 DARE Blvd., Camdenton, MO 65020.

Filing will begin on December 17, 2013, at 8:00 a.m. Candidates filing on the first day will be listed on the ballot in random order. Filing will continue during the District's regular business hours, which are Monday through Friday from 8:00 a.m. to 4:30 p.m. Filing will not occur on days that the School District's offices are closed due to inclement weather. Filing will also not occur on the following holidays when the School District's offices are closed: December 23 through January 5. Filing will end on January 21, 2014, at 5:00 p.m.

There are three positions available for three-year terms.

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*To be published: December 3, 2013*

*January 14, 2014*

**Early Graduates for Board Approval  
2013-2014**

Brigham Arnold  
Cheyenne Banister  
Lydia Beanland  
Brittany Byler  
Madeline Carasco  
Bailey Clark  
Brooke Daly  
Chad Graham  
Ashley Hughes  
Mark Koenig  
Allison Lang  
Tristan Lewis  
Nick Licardie  
Breanna Long  
Chaise McCollum  
Hannah McDaniel  
Eleesha Meyer  
Lindsey Morice  
Diana Laura Felipe-Santiago  
Colby Shadrick  
Kaitlyn Shannon  
Danielle Spanburg  
Brianna Starr  
Logan Stoufer  
Logan Sousley  
Mikala Terry  
Kiana Wood

**Information regarding students' plans after graduation:**

- College in the Spring = 10
- Work in the Spring, College in the Fall = 10
- Military = 1
- Work = 4
- Personal Reasons = 2



Consent Agenda Item:

Bus Handbook Update

“Trip buses will be allowed to run the posted speed limit on any given roadway, but not to exceed the posted limit. When multiple buses are traveling together, there should be a distance of at least 300’ between buses. Safety should always be the number one concern and speed should be determined by road conditions and weather, staying within the posted limit.”

DRAFT

## Board of Education

## Paid Invoices

October 2013

VENDOR NAME	INVOICE NUMBER	INVOICE DESCRIPTION	PO #	AMOUNT
Allied Waste Services #435	0435-000269095	Trash Service HDE		267.87
Allied Waste Services #435	0435-000267856	Trash Service OBE		208.30
Allied Waste Services #435	0435-000268088	Trash Service Campus		4,594.14
<b>Total Allied Waste Services #435</b>				<b>5,070.31</b>
Ameren Missouri	7720617118	OBE Electricity		32.05
Ameren Missouri	99110-00116	OBE Electricity		2,161.50
<b>Total Ameren Missouri</b>				<b>2,193.55</b>
AT&T	57337453695105	HDE Phone		189.97
AT&T	57334824613033	OBE Phone Service		195.96
<b>Total AT&amp;T</b>				<b>385.93</b>
AT&T Long Distance	848921511	Long Distance - HD, OB, Horizons		41.02
<b>Total AT&amp;T Long Distance</b>				<b>41.02</b>
AT&T Mobility - Maint Cell	287248607391X9282013	Cell Phone Service		172.50
<b>Total AT&amp;T Mobility - Maint Cell</b>				<b>172.50</b>
Camdenton Area Chamber of Commerce	Annual Dinner		700-7518	75.00
<b>Total Camdenton Area Chamber of Commerce</b>				<b>75.00</b>
Camdenton R-III Schools	Refund			1,030.00
<b>Total Camdenton R-III Schools</b>				<b>1,030.00</b>
CDMCDA	All State Choir	Audition Fees	105-7231	140.00
<b>Total CDMCDA</b>				<b>140.00</b>
Charter	8750276800000102	District Local & Long Distance Phone		710.52
<b>Total Charter</b>				<b>710.52</b>
City of Camdenton	Water/Sewer	Horizons Water/Sewer		34.11
City of Camdenton	Water/Sewer	Campus Water/Sewer		5,531.39
City of Camdenton	02-8241-00	Water/Sewer Bldg Trades		127.73
<b>Total City of Camdenton</b>				<b>5,693.23</b>
City of Osage Beach	Water/Sewer	OBE Water/Sewer		236.69
<b>Total City of Osage Beach</b>				<b>236.69</b>
Co-Mo Electric Cooperative Inc.	3436300 4	HDE Electricity		3,215.14
<b>Total Co-Mo Electric Cooperative Inc.</b>				<b>3,215.14</b>
Hubbs, Ashlee	October 16, 2013	Funds In Excess of Tuition		848.00
<b>Total Hubbs/Ashlee</b>				<b>848.00</b>
John Graham - Management Services	10/14/2013	Balance of 2nd Pymt MS Admin Audit		4,000.00
<b>Total John Graham - Management Services</b>				<b>4,000.00</b>
P.A.T. National Center Inc.	540961	Affiliate Renewal	805-6634	1,500.00

## Board of Education

## Paid Invoices

October 2013

<b>Total P.A.T. National Center Inc.</b>				<b>1,500.00</b>
Petty Cash	October 12, 2013	Change for LCTC car show	110-7060	1,000.00
<b>Total Petty Cash</b>				<b>1,000.00</b>
Schneider, John	October 31, 2013	Funds In Excess of Tuition		299.00
<b>Total Schneider, John</b>				<b>299.00</b>
Sho-Me Technologies	027091	Ethernet		976.66
<b>Total Sho-Me Tech</b>				<b>976.66</b>
Sunrise Beach Water System	70	Water		418.20
<b>Total Sunrise Beach Water System</b>				<b>418.20</b>
The Food Bank for Central & NE MO	October	Camdenton R-III Buddy Packs		180.00
<b>Total The Food Bank for Central &amp; NE MO</b>				<b>180.00</b>
Treasurer State of Missouri	Refund Title III LEP	Refund 2012-13 Overpymt of Title III LEP		145.00
<b>Total Treasurer State of Missouri</b>				<b>145.00</b>
<b>Grand Total</b>				<b>28,338.75</b>



Board of Education November 11, 2013

Table with columns: Vendor Name, Account Number, Amount, and Description. Includes items like 'Doris Sackelmaier, Inc', 'Doris Sackelmaier, Inc', 'Doris Sackelmaier, Inc'.

Check Preview Report November 11, 2013

Table with columns: Vendor Name, Account Number, Amount, and Description. Includes items like 'Doris Sackelmaier, Inc', 'Doris Sackelmaier, Inc', 'Doris Sackelmaier, Inc'.

Board of Education November 11, 2013

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Board of Education November 11, 2013

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Board of Education November 11, 2013

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Board of Education November 11, 2013

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Board of Education November 11, 2013

Table with columns: Vendor Name, Account Number, Amount, and Description. Includes items like 'Doris Sackelmaier, Inc', 'Doris Sackelmaier, Inc', 'Doris Sackelmaier, Inc'.

Board of Education

Check Preview Report

November 11, 2013

Table with columns for account numbers and descriptions, including items like 'Kramer, Jacob', 'Kramer, Jacob', 'Kramer, Jacob', etc.

Board of Education

Check Preview Report

November 11, 2013

Table with columns for account numbers and descriptions, including items like 'MARRIE', 'MARRIE', 'MARRIE', etc.

Board of Education

Check Preview Report

November 11, 2013

Table with columns for account numbers and descriptions, including items like 'MARRIE', 'MARRIE', 'MARRIE', etc.

Board of Education

Check Preview Report

November 11, 2013

Table with columns for account numbers and descriptions, including items like 'Lakeland Electric Cooperative', 'Lakeland Electric Cooperative', etc.

Board of Education

Check Preview Report

November 11, 2013

Table with columns for account numbers and descriptions, including items like 'MARRIE', 'MARRIE', 'MARRIE', etc.

Board of Education

Check Preview Report

November 11, 2013

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Board of Education

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November 11, 2013

Table with columns for account numbers and descriptions, including items like 'Lakeland Electric Cooperative', 'Lakeland Electric Cooperative', etc.

Board of Education

Check Preview Report

November 11, 2013

Table with columns for account numbers and descriptions, including items like 'MARRIE', 'MARRIE', 'MARRIE', etc.

Board of Education

Check Preview Report

November 11, 2013

Table with columns for account numbers and descriptions, including items like 'MARRIE', 'MARRIE', 'MARRIE', etc.

November 11, 2013

Check Preview Report

Board of Education

Table with columns for check number, description, and amount. Includes items like 'Carb Ink', 'Pencil', 'Pencil sharpener', 'Pencil sharpener', 'Pencil sharpener', etc.

Board of Education

Check Preview Report

November 11, 2013

Table with columns for check number, description, and amount. Includes items like 'Return', 'Pencil', 'Pencil sharpener', 'Pencil sharpener', etc.

November 11, 2013

Check Preview Report

Board of Education

Table with columns for check number, description, and amount. Includes items like 'Dear name plates', 'Name tags', 'Name tags', etc.

November 11, 2013

Check Preview Report

Board of Education

Table with columns for check number, description, and amount. Includes items like 'Administrative', 'Pencil sharpener', 'Pencil sharpener', 'Pencil sharpener', etc.

Board of Education

Check Preview Report

November 11, 2013

Table with columns for check number, description, and amount. Includes items like 'Coffee', 'Coffee', 'Coffee', 'Coffee', etc.

November 11, 2013

Check Preview Report

Board of Education

Table with columns for check number, description, and amount. Includes items like 'Brochure paper, web', 'Color ink', 'Color ink', etc.

November 11, 2013

Check Preview Report

Board of Education

Table with columns for check number, description, and amount. Includes items like 'Black Ink', 'Black Ink', 'Black Ink', 'Black Ink', etc.

Board of Education

Check Preview Report

November 11, 2013

Table with columns for check number, description, and amount. Includes items like 'Black Ink', 'Black Ink', 'Black Ink', 'Black Ink', etc.

November 11, 2013

Check Preview Report

Board of Education

Table with columns for check number, description, and amount. Includes items like 'Black Ink', 'Black Ink', 'Black Ink', 'Black Ink', etc.







## Board of Education

## P Card Payments

October 2013

INVOICE NUMBER	VENDOR NAME	INVOICE DESCRIPTION	PO NUMBER	AMOUNT
03998	Wal-Mart - Admin.	Sabrent 32"	805-6591	27.38
328331100	Squirrels, LLC	Reflector Software	805-6407	12.99
328596260	Spareparts Warehouse	HP Lifter	805-6502	30.77
328596261	Notary Public Underwriters Agency	Notary Stamp D Lyons		25.00
328948283	BMO Harris MasterCard	QT Bus Fuel		77.35
328948284	BMO Harris MasterCard	Sheoo Oil - Fuel		61.67
328948285	BMO Harris MasterCard	Shell Oil - Fuel		75.20
329293524	C2G	Convert, Cable	805-6643	192.35
329423711	Amazon.Com	Kindles	410-6601	642.99
330476346	BMO Harris MasterCard	Kum & Go - Fuel		19.34
330476347	BMO Harris MasterCard	Love Country - Fuel		62.09
330476348	BMO Harris MasterCard	QT - Fuel		43.91
330476349	BMO Harris MasterCard	QT- Fuel		43.44
330565318	Newegg.com	Seagate Baeracuda Hard Drive	805-6926	58.98
330565319	Amazon.Com	Transcover for MemoPad	805-6505	179.94
330565320	Amazon.Com	Transcover for Memo Pad	805-6505	329.89
330565321	Amazon.Com	Transcover for Memo Pad	805-6505	299.90
330694291	Amazon.Com	Book	700-6966	28.64
331171189	Amazon.Com	Cases for Kindles	410-6601	79.80
331171190	Displays2Go	Aluminum Frame	412-7118	84.29
Amazon	PCard - Comer - 9686	PASS Mini Crates	106-6859	32.39
Comfort Suites	PCard - Comer - 9686	PASS Hotel Charge	106-7395	170.61
Comfort Suites	PCard - Comer - 9686	PASS Hotel Chrg	106-7395	170.61
Comfort Suites	PCard - Comer - 9686	PASS Hotel Charge	106-7395	170.61
Comfort Suites	PCard - Comer - 9686	PASS Hotel Charge	106-7395	170.61
HyVee	PCard - Comer - 9686	PASS Food for SC Training	106-7390	83.51
Paracord Place	PCard - Comer - 9686	PASS Paracords & Buckles	106-6860	390.50
Shell PASS P Card	PCard - Comer - 9686	Fuel	106-7391	69.00
Shell PASS P Card	PCard - Comer - 9686	Fuel	106-7391	86.17
STLCC	PCard - Comer - 9686	PASS Registration	106-7399	360.00
STLCC	PCard - Comer - 9686	PASS Registration	106-7396	180.00
STLCC	PCard - Comer - 9686	PASS Registration	106-7396	120.00
STLCC	PCard - Comer - 9686	PASS Registration	106-7398	400.00

## Board of Education

## P Card Payments

October 2013

TableCloth Factory	PCard - Comer - 9686	PASS Tablecloths	106-7036	77.75
<b>Grand Total</b>				<b>4,857.68</b>







Monthly Financial Report								
	Incidental	Teachers	Capital Projects	Bond/Lease	Sub Total	Debt Service	Contingency	Med. Sl Acct.
<b>Oct Opening Balance</b>	\$ 14,159,167.76	\$ 187,016.49	\$ 4,405,311.86	\$ 4,579,887.65	\$ 23,330,383.76	\$ 1,183,014.64	\$ 24,513,398.40	\$ 1,514,176.69
<b>October</b>								
2013 Ending Balance	\$ 11,963,701.11	\$ -	\$ 4,235,661.66	\$ 4,265,775.10	\$ 20,465,137.87	\$ 1,190,313.01	\$ 21,655,450.88	\$ 1,438,570.74
2012 Ending Balance	\$ 10,837,220.00	\$ -	\$ 3,892,145.00	\$ 1,859,308.00	\$ 16,585,673.00	\$ 1,160,800.00	\$ 17,746,273.00	\$ 1,944,978.00
2011 Ending Balance	\$ 8,805,021.00	\$ -	\$ 4,975,679.00	\$ 1,377,142.00	\$ 15,157,842.00	\$ 851,888.00	\$ 16,009,510.00	\$ 1,849,343.00
2010 Ending Balance	\$ 8,764,555.00	\$ (440.00)	\$ 2,775,181.00	\$ 1,698,104.00	\$ 13,237,400.00	\$ 941,071.00	\$ 14,178,471.00	\$ 1,086,260.00
2009 Ending Balance	\$ 8,742,118.00	\$ 54,987.00	\$ 1,794,746.00	\$ 1,654,136.00	\$ 12,245,987.00	\$ 868,389.00	\$ 13,114,376.00	\$ 1,380,887.00
2008 Ending Balance	\$ 9,140,931.00	\$ (130,857.00)	\$ 237,292.00	\$ 1,464,089.00	\$ 10,711,466.00	\$ 786,402.00	\$ 11,497,857.00	\$ 2,069,606.00
2007 Ending Balance	\$ 8,142,210.00	\$ 175,364.00	\$ (33,515.00)	\$ 1,116,256.00	\$ 9,400,315.00	\$ 846,025.00	\$ 10,246,340.00	\$ 2,040,016.00
2006 Ending Balance	\$ 8,000,671.00	\$ (652,424.00)	\$ 92,283.00	\$ 922,621.00	\$ 8,363,161.00	\$ 516,617.00	\$ 8,879,778.00	\$ 2,647,375.00
2005 Ending Balance	\$ 5,848,053.00	\$ (598,862.00)	\$ 10,108.00	\$ 979,283.00	\$ 6,238,762.00	\$ 569,462.00	\$ 6,808,224.00	\$ 1,922,365.00
<b>October</b>								
2013 Receipts	\$ 503,052.88	\$ 779,659.26	\$ 3,938.11	\$ 146.77	\$ 1,286,787.02	\$ 7,298.37	\$ 1,294,085.39	\$ 380,603.11
2012 Receipts	\$ 434,707.00	\$ 966,624.00	\$ 3,058.00	\$ 6,803.00	\$ 1,411,190.00	\$ 5,390.00	\$ 1,416,580.00	\$ 371,499.00
2011 Receipts	\$ 379,414.00	\$ 773,706.00	\$ 3,181.00	\$ 9,543.00	\$ 1,165,844.00	\$ 7,737.00	\$ 1,173,581.00	\$ 417,484.00
2010 Receipts	\$ 388,969.00	\$ 993,940.00	\$ 178,200.00	\$ 44,050.00	\$ 1,603,159.00	\$ 5,074.00	\$ 1,608,233.00	\$ 360,538.00
2009 Receipts	\$ 429,225.00	\$ 922,579.00	\$ 68,436.00	\$ 17,109.00	\$ 1,437,349.00	\$ 5,008.00	\$ 1,442,355.00	\$ 476,162.00
2008 Receipts	\$ 557,849.00	\$ 881,288.00	\$ 13,202.00	\$ 4,189.00	\$ 1,438,488.00	\$ 12,214.00	\$ 1,448,702.00	\$ 317,112.00
2007 Receipts	\$ 406,348.00	\$ 1,075,456.00	\$ 7,868.00	\$ 2,694.00	\$ 1,492,166.00	\$ 4,888.00	\$ 1,497,034.00	\$ 299,620.00
2006 Receipts	\$ 740,577.00	\$ 803,881.00	\$ 59,939.00	\$ 4,280.00	\$ 1,608,657.00	\$ 5,400.00	\$ 1,614,057.00	\$ 300,598.00
2005 Receipts	\$ 708,897.00	\$ 526,735.00	\$ 6,749.00	\$ 4,137.00	\$ 1,246,516.00	\$ 3,994.00	\$ 1,250,510.00	\$ 282,405.00
<b>October</b>								
2013 Expenditures	\$ 1,592,823.24	\$ 2,072,372.04	\$ 173,588.31	\$ 313,259.32	\$ 4,152,042.91	\$ -	\$ 4,152,042.91	\$ 456,209.06
2012 Expenditures	\$ 1,629,775.00	\$ 2,016,120.00	\$ 85,887.00	\$ -	\$ 3,731,782.00	\$ -	\$ 3,731,782.00	\$ 441,950.00
2011 Expenditures	\$ 1,479,646.00	\$ 1,989,602.00	\$ 89,316.00	\$ -	\$ 3,518,564.00	\$ -	\$ 3,518,564.00	\$ 224,607.00
2010 Expenditures	\$ 1,301,705.00	\$ 1,937,688.00	\$ 536,623.00	\$ -	\$ 3,776,014.00	\$ -	\$ 3,776,014.00	\$ 358,839.00
2009 Expenditures	\$ 1,369,799.00	\$ 1,927,354.00	\$ 232,152.00	\$ -	\$ 3,529,305.00	\$ -	\$ 3,529,305.00	\$ 319,706.00
2008 Expenditures	\$ 1,406,970.00	\$ 1,838,963.00	\$ 554,978.00	\$ -	\$ 3,800,911.00	\$ -	\$ 3,800,911.00	\$ 231,342.00
2007 Expenditures	\$ 1,436,380.00	\$ 1,751,020.00	\$ 259,719.00	\$ -	\$ 3,447,119.00	\$ -	\$ 3,447,119.00	\$ 320,684.00
2006 Expenditures	\$ 1,142,568.00	\$ 1,607,548.00	\$ 109,499.00	\$ -	\$ 2,859,616.00	\$ -	\$ 2,859,616.00	\$ 244,425.00
2005 Expenditures	\$ 1,266,818.00	\$ 1,363,133.00	\$ 174,879.00	\$ -	\$ 2,824,830.00	\$ -	\$ 2,824,830.00	\$ 236,416.00
<b>YTD</b>								
2013 Receipts	\$ 1,510,975.14	\$ 3,575,839.41	\$ 78,879.84	\$ 5,076,514.92	\$ 10,242,209.31	\$ 95,858.54	\$ 10,338,067.85	\$ 1,415,269.49
2012 Receipts	\$ 1,735,088.00	\$ 3,862,362.00	\$ 85,887.00	\$ -	\$ 5,874,624.00	\$ 61,731.00	\$ 5,936,355.00	\$ 1,004,289.00
2011 Receipts	\$ 1,513,646.00	\$ 3,389,448.00	\$ 21,857.00	\$ 65,571.00	\$ 4,970,522.00	\$ 73,412.00	\$ 5,043,934.00	\$ 1,005,741.00
2010 Receipts	\$ 1,568,171.00	\$ 3,804,520.00	\$ 439,808.00	\$ 109,977.00	\$ 5,920,574.00	\$ 52,895.00	\$ 5,973,269.00	\$ 1,068,068.00
2009 Receipts	\$ 1,437,970.00	\$ 3,843,973.00	\$ 209,598.00	\$ 52,399.00	\$ 5,543,940.00	\$ 55,834.00	\$ 5,599,774.00	\$ 1,046,425.00
2008 Receipts	\$ 1,755,878.00	\$ 4,165,289.00	\$ 137,822.00	\$ 43,523.00	\$ 6,102,510.00	\$ 63,484.00	\$ 6,165,994.00	\$ 929,930.00
2007 Receipts	\$ 1,451,070.00	\$ 4,280,463.00	\$ 135,279.00	\$ 47,530.00	\$ 5,894,342.00	\$ 62,372.00	\$ 5,956,714.00	\$ 753,554.00

2006 Receipts	\$ 2,845,130.00	\$ 3,074,247.00	\$ 335,366.00	\$ 36,594.00	\$ 6,091,357.00	\$ 45,813.00	\$ 6,137,170.00	\$ 789,150.00
2005 Receipts	\$ 3,389,792.00	\$ 2,565,537.00	\$ 86,003.00	\$ 52,712.00	\$ 6,094,044.00	\$ 56,222.00	\$ 6,150,266.00	\$ 823,090.00
<b>YTD</b>								
2013 Expenditures	\$ 4,627,851.06	\$ 4,881,535.70	\$ 1,326,905.96	\$ 810,739.62	\$ 11,447,032.54	\$ 632,056.25	\$ 12,079,088.79	\$ 1,835,981.80
2012 Expenditures	\$ 4,696,814.00	\$ 4,533,034.00	\$ 977,872.00	\$ 132,619.00	\$ 10,240,338.00	\$ 647,088.00	\$ 10,887,424.00	\$ 1,646,999.00
2011 Expenditures	\$ 4,358,712.00	\$ 4,472,819.00	\$ 559,051.00	\$ 236,729.00	\$ 9,627,310.00	\$ 714,638.00	\$ 10,341,948.00	\$ 1,017,982.00
2010 Expenditures	\$ 4,298,793.00	\$ 4,446,568.00	\$ 2,104,233.00	\$ 251,541.00	\$ 11,101,135.00	\$ 722,763.00	\$ 11,823,898.00	\$ 1,438,345.00
2009 Expenditures	\$ 4,623,501.00	\$ 4,538,996.00	\$ 1,803,676.00	\$ 264,046.00	\$ 11,230,209.00	\$ 727,288.00	\$ 11,957,477.00	\$ 1,548,990.00
2008 Expenditures	\$ 4,541,500.00	\$ 4,296,145.00	\$ 2,703,835.00	\$ 254,645.00	\$ 11,796,125.00	\$ 718,322.00	\$ 12,514,447.00	\$ 1,308,874.00
2007 Expenditures	\$ 4,489,378.00	\$ 4,085,098.00	\$ 3,558,739.00	\$ 245,794.00	\$ 12,379,010.00	\$ 746,574.00	\$ 13,125,584.00	\$ 1,311,484.00
2006 Expenditures	\$ 3,727,020.00	\$ 3,726,671.00	\$ 1,841,498.00	\$ 259,329.00	\$ 9,554,516.00	\$ 743,537.00	\$ 10,298,053.00	\$ 990,244.00
2005 Expenditures	\$ 4,014,288.00	\$ 3,164,199.00	\$ 1,408,749.00	\$ 49,470.00	\$ 8,636,706.00	\$ 898,021.00	\$ 9,534,727.00	\$ 1,063,940.00

## Financial Summary – October 2013

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November 11, 2013

To: Board of Education

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- October 2013 ending balances were \$3,909,177.88 more than October 2012.
- October 2013 total receipts were \$122,484.61 less than October 2012.
- October 2013 total expenditures were \$420,260.91 more than October 2012.
- YTD local receipts were down \$180,349. This is due mainly to Coke funds received last year in the amount of \$200,000.
- YTD total county receipts were down \$70,581.
- YTD state receipts were down \$127,959. Basic formula monies are down as compared to last year. We also have not received some Early Childhood Special Education funds that we received by this time last year.
- YTD total federal receipts were down \$253,359.
- The medical account balance is down \$506,408 compared to last October.

## Pledged Securities

Bank	Deposit Balance	FDIC Insurance	Balance	Securities Pledged	Amt Under/Over Collateralized
US Bank	\$1,439,070.74	\$250,000.00	\$1,189,070.74	\$3,500,000.00	\$2,310,929.26(Over)
First National Bank	\$1,383,500.49	\$250,000.00	\$1,133,500.49	\$5,272,695.00	\$4,139,194.51(Over)
Central Bank	\$3,628,178.26	\$250,000.00	\$3,378,178.26	\$4,674,386.86	\$1,296,208.60(Over)

**2013-2014 MONTHLY  
FINANCIAL STATEMENT**

<b>JULY 2013 FINANCIAL STATEMENT Medical Self-Insurance Account</b>				
	<i>Premiums</i>	\$74,822.95	<i>Fixed Premium</i>	\$72,481.88
	<i>COBRA</i>	\$1,160.15	<i>Claims</i>	\$236,361.32
	<i>Interest</i>	\$58.32	<i>Overpay/Refund</i>	\$0.00
	<i>Reimb/Void Ck.</i>	\$8,103.80	<i>Sv. Chg./NSF Chks</i>	\$100.65
	<i>Stop Loss Reimb.</i>	\$464,863.70	<i>ERRP Adm. fees</i>	\$0.00
<b>\$1,859,283.05</b>		<b>\$549,008.92</b>		<b>\$308,943.85</b>
				<b>\$2,099,348.12</b>

<b>AUGUST 2013 FINANCIAL STATEMENT Medical Self-Insurance Account</b>				
	<i>Premiums</i>	\$111,518.30	<i>Fixed Premium</i>	\$72,090.71
	<i>COBRA</i>	\$0.00	<i>Claims</i>	\$315,541.80
	<i>Interest</i>	\$16.70	<i>Overpay/Refund</i>	\$0.00
	<i>Reimb/Void Ck.</i>	\$0.00	<i>Sv. Chg./NSF Chks</i>	\$101.35
	<i>Stop Loss Reimb.</i>	\$3,515.01	<i>ERRP Adm. fees</i>	\$0.00
<b>\$2,099,348.12</b>		<b>\$115,050.01</b>		<b>\$387,733.86</b>
				<b>\$1,826,664.27</b>

<b>SEPTEMBER 2013 FINANCIAL STATEMENT Medical Self-Insurance Account</b>				
	<i>Premiums</i>	\$369,410.40	<i>Fixed Premium</i>	\$72,266.49
	<i>COBRA</i>	\$1161.86	<i>Claims</i>	\$610,700.44
	<i>Interest</i>	\$13.89	<i>Overpay/Refund</i>	\$0.00
	<i>Reimb/Void Ck.</i>	\$0.00	<i>Sv. Chg./NSF Chks</i>	\$128.10
	<i>Stop Loss Reimb.</i>	\$21.30	<i>ERRP Adm. fees</i>	\$0.00
<b>\$1,826,664.27</b>		<b>\$370,607.45</b>		<b>\$683,095.03</b>
				<b>\$1,514,176.69</b>

<b>OCTOBER 2013 FINANCIAL STATEMENT Medical Self-Insurance Account</b>				
	<i>Premiums</i>	\$372,745.75	<i>Fixed Premium</i>	\$72,278.56
	<i>COBRA</i>	\$0.00	<i>Claims</i>	\$383,327.05
	<i>Interest</i>	\$13.01	<i>Overpay/Refund</i>	\$0.00
	<i>Reimb/Void Ck.</i>	\$7,844.35	<i>Sv. Chg./NSF Chks</i>	\$103.45
	<i>Stop Loss Reimb.</i>	\$0.00	<i>ERRP Adm. fees</i>	\$0.00
<b>\$1,514,176.69</b>		<b>\$380,603.11</b>		<b>\$455,709.06</b>
				<b>\$1,439,070.74</b>

<b>2013-2014 School Year-to-Date (July 1 – Oct. 31)</b>			
<i>*Premiums</i>	\$928,497.40	<i>Fixed Premium</i>	\$289,117.64
<i>COBRA</i>	\$2322.01	<i>Claims</i>	\$1,545,930.61
<i>Interest</i>	\$101.92	<i>*Overpay/Refund</i>	\$0.00
<i>Reimb./Void Ck.</i>	\$15,948.15	<i>Sv. Chg. NSF Chks</i>	\$433.55
<i>Stop Loss Reimb.</i>	\$468,400.01	<i>ERRP Adm. fees</i>	\$0.00
<b>Revenue Totals</b>	<b>\$1,415,269.49</b>	<b>Expenditure Totals</b>	<b>\$1,835,481.80</b>



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

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

ENDING BAL.	13-14 Med-Pay	12-13 Med-Pay	11-12 Med-Pay	10-11 Med-Pay	09-10 Med-Pay	08-09 Med-Pay	07-08 Med-Pay	06-07 Med-Pay	05-06 Med-Pay
July	\$2,099,348.12	\$2,342,401.12	\$1,778,463.34	\$1,290,123.31	\$1,519,208.40	\$2,219,251.64	\$2,247,901.71	\$2,743,175.51	\$1,990,479.12
August	\$1,826,664.27	\$2,020,500.95	\$1,555,840.66	\$1,068,654.63	\$1,084,739.74	\$1,943,307.87	\$1,972,318.12	\$2,516,667.11	\$1,844,329.10
September	\$1,514,176.69	\$2,018,458.75	\$1,656,465.73	\$1,084,561.66	\$1,223,531.50	\$1,983,836.00	\$2,061,260.27	\$2,591,203.84	\$1,876,376.20
October	\$1,439,070.74	\$1,944,978.04	\$1,849,342.69	\$1,086,260.23	\$1,380,986.96	\$2,069,605.93	\$2,040,015.95	\$2,647,375.12	\$1,922,364.82
November		\$1,970,544.15	\$1,916,054.51	\$1,118,232.16	\$1,437,355.85	\$1,881,910.94	\$2,035,990.32	\$2,725,325.48	\$1,997,768.23
December		\$1,923,248.19	\$1,947,829.81	\$1,182,695.03	\$1,407,949.09	\$1,801,549.29	\$2,071,788.95	\$2,751,330.33	\$2,043,557.19
January		\$1,504,828.88	\$1,932,663.64	\$1,242,822.18	\$1,291,254.88	\$1,750,245.27	\$1,987,174.73	\$2,719,007.58	\$2,139,116.83
February		\$1,803,485.61	\$1,921,673.92	\$1,409,517.93	\$1,192,724.07	\$1,776,115.70	\$1,939,554.54	\$2,803,867.63	\$2,148,965.93
March		\$1,791,355.63	\$1,943,934.31	\$1,081,226.00	\$1,222,988.32	\$1,860,988.26	\$1,988,239.08	\$2,890,136.79	\$2,245,745.08
April		\$1,881,033.82	\$2,040,436.96	\$1,272,477.12	\$1,069,996.72	\$1,521,756.36	\$1,991,081.99	\$2,984,645.73	\$2,384,039.28
May		\$1,680,562.96	\$1,979,020.73	\$1,318,582.01	\$1,204,401.70	\$1,545,804.73	\$2,068,391.30	\$3,077,731.48	\$2,436,022.30
June		\$1,859,283.05	\$2,587,708.04	\$1,861,584.09	\$1,458,538.89	\$1,883,552.42	\$2,448,550.87	\$3,597,945.49*	\$2,848,470.13

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

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

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

**Account # 7228968**

**Balance 10/01/2013**

**\$43,686.82**

**Deposits**

**\$18,262.67 Premium  
\$4.40 Interest  
\$10.00 Refund**

**Total Deposits**

**\$18,277.07**

**Withdrawals**

**\$ 1,788.70  
73.97  
2,567.08  
1,775.82  
469.75  
1,258.87  
1,757.26  
82.95  
2,406.67  
4,104.29  
2,422.08 Claims**

**Total Withdrawals**

**\$18,707.44**

**Balance 9/30/2013**

**\$43,256.45**

**Expenditures for Osage Beach Elementary Construction**

Monday, November 11, 2013

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
<b>Architectural Services</b>						
4/19/2013	30323	ACI-Boland	Complete Schematic Design	\$98,838.33	\$98,838.33	Paid
5/21/2013	30428	ACI-Boland	50% Design Development	\$65,892.14	\$65,892.14	Paid
6/21/2013	30523	ACI-Boland	50% Design Development	\$65,892.15	\$65,892.15	Paid
7/29/2013	30628	ACI-Boland	33% Construction Documents	\$87,847.41	\$87,847.41	Paid
8/22/2013	30755	ACI-Boland	33% Construction Documents/Consultants	\$99,250.91	\$99,250.01	Paid
9/19/2013	30866	ACI-Boland	33% Construction Documents/Geotechnical Report	\$93,473.77	\$93,473.77	paid
10/23/2013	31023	ACI-Boland	Civil Site Plan/Reimbursement for Spec Books	\$16,602.68		Pending
<b>Total</b>				<b>\$527,797.39</b>		
<b>Costs Outside Construction Contract</b>						
7/8/2013		DNR	Permit Fees	\$300.00	\$300.00	Paid
7/24/2013	10328390-0	Standard and Poor	Bond Rating Services	\$5,000.00	\$5,000.00	Paid
7/29/2013	2013-029	Allen Surveying	Survey Invoice	\$12,650.00	\$12,650.00	Paid
8/12/2013	1606	Ridge Excavation	Clearing for Bore Sites	\$1,300.00	\$1,300.00	Paid
10/10/2013		City of Osage Beach	Building Permit Fee and Site Development Fee	\$52,560.26	\$52,560.26	Paid
10/10/2013		Osage Beach Fire Protection District	Permit Fees	\$20,200.00	\$20,200.00	Paid
<b>Total</b>				<b>\$92,010.26</b>		
<b>Construction</b>						
<b>Total</b>				<b>\$619,807.65</b>	<b>\$603,204.07</b>	
<b>Grant Total</b>						

**Expenditures for Hurricane Deck Elementary Construction**

Monday, November 11, 2013

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
<b>Architectural Services</b>						
4/19/2013	30323	ACI-Boland	Complete Schematic Design	\$68,937.56	\$68,937.56	Paid
5/21/2013	30429	ACI-Boland	50% Design Development	\$45,958.37	\$45,958.37	Paid
6/21/2013	30524	ACI-Boland	50% Design Development	\$45,958.37	\$45,958.37	Paid
7/29/2013	30629	ACI-Boland	33% Construction Documents	\$61,271.00	\$61,271.00	Paid
8/22/2013	30756	ACI-Boland	33% Construction Documents/consultants/expenses	\$103,124.35	\$103,124.35	Paid
9/19/2013	30867	ACI-Boland	33% Contruction Documents/Geotechnical Report	\$66,890.09	\$66,890.09	Paid
10/23/2013	31024	ACI-Boland	Structural Consultants/Reimbursements Spec Books	\$4,508.99		Pending
<b>Total</b>				<b>\$396,648.73</b>		
<b>Costs Outside</b>						
<b>Construction Contract</b>						
7/8/2013		DNR	Permit Fee	\$300.00	\$300.00	Paid
7/24/2013	10328390-0	Standard and Poor	Bond Rating Services	\$5,000.00	\$5,000.00	Paid
7/26/2013	1600	Ridge Excavation	Clearing for site boring	\$1,400.00	\$1,400.00	Paid
8/15/2013	1614	Ridge Excavation	Clearing for site boring	\$300.00	\$300.00	Paid
10/9/2013		SB Fire Protection	Building Permits	\$11,880.00	\$11,880.00	Paid
<b>Total</b>				<b>\$18,880.00</b>		
<b>Construction</b>						
<b>Total</b>				<b>\$415,528.73</b>	<b>\$411,019.74</b>	
<b>Grand Total</b>						

**Expenditures for Secure Entry**

Monday, November 11, 2013

Invoice Date	Invoice No.	Vendor	Description of Work	Amount Invoiced	Amount Paid	Status
Architectural Services 7/31/2013	30656	ACI	Schematic Design, Design Development, Construction Documents, Bidding	\$2,981.13	\$2,981.13	Paid
<b>Total</b>				\$2,981.13	\$2,981.13	
<b>Costs Outside Construction Contract</b>						
7/24/2013	10328390-0	Smart Postal	Blue Prints for Secure Entry Middle School and Dogwood	\$947.57	\$947.57	Paid
9/9/2013		Standard and Poor	Bond Rating Services	\$5,000.00	\$5,000.00	Paid
		Getze Carpet and Furniture	Carpet and labor for Dogwood	\$3,656.91	\$3,656.91	Paid
<b>Total</b>				\$9,604.48	\$9,604.48	
<b>Construction</b>	9/11/2013	1	Construction Concepts	\$63,605.20	\$63,605.00	Paid
<b>Total</b>				\$63,605.20	\$63,605.00	
<b>Grand Total</b>				\$76,190.81	\$76,190.61	





CAMDENTON R-III SCHOOL DISTRICT State and Federal Grants / Programs

TABLE OF CONTENTS

Program Name	Page
State and Federal Grants/Programs Summary	2
Program and Data Evaluation	3
<b>Part I: Dr. White</b>	
Adult Education and Literacy	9
Services for At-Risk Students	10
Career Education Enhancement	11
State 50/50 Funds	12
Title II.C Perkins	22
Title II.C Perkins Post-Secondary	23
<b>Part II: Mr. Neal</b>	
Project P.A.S.S.	13
Title I ESEA Improving Academic Achievement of Disadvantaged	15
Title I.C Migrant Education	18
Title I.D Delinquent (Mrs. France)	19
Title II.A	20
Title VI.B	37
Title VII.B Homeless	38
<b>Part III: Mrs. Travis</b>	
Title III Language Instruction for Limited English Proficient and Immigrant Students	24



CAMDENTON R-III SCHOOL DISTRICT State and Federal Grants / Programs Summary

PROGRAM NAME	STATE/FEDERAL	LOCAL MATCH
<b>State Programs</b>		
Adult Education and Literacy	49,900.00	0
Services for At-Risk Students	30,000.00	0
Career Education Enhancement	111,465.00	34,488.00
State 50/50 Funds	32,000.00	16,000.00
<b>Subtotal</b>	<b>222,365.00</b>	<b>50,488.00</b>
<b>Federal Programs</b>		
Project P.A.S.S./21 <sup>st</sup> Century Cohort 5	320,000.00	0
Project Pass21 <sup>st</sup> Century Cohort 7	395,552.00	0
Title I - ESEA Title I	939,898.00	0
C Migrant Title I.D	0	0
Delinquent	16,513.00	0
Title II A - Teacher & Principal Quality Professional	154,630.00	0
Title II C - Perkins	116,038.00	0
Title II C - Perkins Post Secondary	1,684.00	0
Title III - Immigrant/ELL	11,925.00	0
Title VII-B - Run/ Low Income	70,000.00	0
Title I Set-Aside (Homeless Children and Youth)	18,920.00	0
<b>Subtotal</b>	<b>2,046,526.00</b>	<b>0</b>
<b>TOTAL</b>	<b>2,268,891.00</b>	<b>50,488.00</b>

Camden R-III School District Federal Program Data and Evaluation

- I. Program/Data Information
  - a. Type of program data
    - i. Federal and state grant programs
  - b. Personnel responsible for programs
    - i. Title I.A- Ryan Neal and Christy Page
    - ii. Title II.A- Ryan Neal
    - iii. Title II.D- Roma France
    - iv. Title III- Lori Travis
    - v. Title VII.B- Ryan Neal
    - vi. Homeless and Immigrant- Roma France and Laura O'Quinn
    - vii. Title II.C Perkins- Gail White
    - viii. Title II.C Perkins, Post-Secondary- Gail White
    - ix. Adult Education and Literacy- Gail White and Kathy Hueste
    - x. Services for At-Risk Students- Gail White
    - xi. Career Education Enhancement- Gail White
    - xii. 50% Matching Funds- Gail White
    - xiii. PASS/21<sup>st</sup> Century- Sherry Comer
  - c. Level
    - i. K-12
  - d. Month of review
    - i. November 2013
- II. Evaluation of Program Data
  - a. Overview
    - i. Ryan Neal-Assistant Superintendent
  - b. Vision
    - i. Everyone learning every day.
  - c. Mission
    - i. To create a learning community that maximizes each individual's performance for future Success.
- III. Current status of program/data- State and federal program funds must be directed to help the district meet it stated goals. The goal areas of the Camden R-III School District as stipulated by our strategic plan are as follows:

- i. Student Performance- Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.
- ii. Facilities, Support, and Instructional Resources- Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
- iii. High Quality Staff- Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.
- iv. Parent and Community Development- Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.
- v. Effective Governance- Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

- IV. District Student Performance Goal
  - a. 80% of students will achieve 80% (or "proficient" [3 on standards-based scale]) or better on local common power standard assessments or other key measures in core subject areas. Those students who do not achieve 80% will make a minimum of a 25 percentage point gain (or 1 level on standards-based scale) after receiving specific interventions.

V. Student Performance Goal, Objectives, Strategies, and Action Steps

Component	Code	Description
Goal Area	I	Student Performance
Objective	A	Educators will improve student learning through the implementation of research based strategies and school reform initiatives.
Persons Responsible		Assistant Superintendent for Academic Services, Building Administrators, Faculty
Progress Measures		<ol style="list-style-type: none"> <li>1. The Camden R-III School District will meet the District Performance Goal on local common power standard assessment and established state proficiency or growth targets on state assessments.</li> <li>2. The Camden R-III School District will increase the graduation rate, as calculated by the Department of Elementary and Secondary Education, to 88% by 2015 (05-2013, 05-2014).</li> </ol>
Strategy 1	1	Improve student motivation and engagement

Action Step(s) (Motivation)	M	<ol style="list-style-type: none"> <li>The faculty of the Camdenton R-III School District will facilitate student academic goal creation.</li> <li>The faculty of the Camdenton R-III School District will create methods for student self-monitoring on scoring templates over time.</li> <li>The faculty of the Camdenton R-III School District will provide opportunities for meaningful student feedback.</li> <li>Individual school buildings will create building-wide discipline plans that address behavior, safety, and climate.</li> </ol>
Action Step(s) (Engagement)	E	<ol style="list-style-type: none"> <li>The faculty of the Camdenton R-III School District will communicate high expectations for all students.</li> <li>The faculty of the Camdenton R-III School District will develop meaningful assignments in all subject areas, specifically in the disciplines of science (including conservation and real world experiences) and social studies, creating and implementing lessons that incorporate relevant material and utilizing authentic literacy (use of contemporary topics and non-fiction reading and writing to address real world issues) as a vehicle to improve performance in comprehension, writing, and student engagement.</li> </ol>
Strategy 2	2	Improve instructional strategies
Action Step(s) (Literacy)	L	<p>The faculty of the Camdenton R-III School District will:</p> <ol style="list-style-type: none"> <li>Implement strategies to improve early literacy.</li> <li>Continue MRI at middle and secondary levels.</li> <li>Continue emphasis on consistent writing process with an emphasis on non-fiction.</li> </ol>
Action Step(s) (Unique Programming)	U	<p>The faculty of the Camdenton R-III School District will address the needs of unique student demographic groups by:</p> <ol style="list-style-type: none"> <li>Focusing on developing background knowledge and vocabulary.</li> <li>Continuing to hold high expectations for all students.</li> <li>Facilitating poverty training and simulations on a routine basis for faculty.</li> <li>Continuing Buddy Pack program and expand the distribution of necessities to students who need this support.</li> <li>Creating buddy learner program.</li> <li>Meeting families in their homes and neighborhoods.</li> <li>Continuing the exploration of avenues to increase parental involvement.</li> <li>Expanding access to assistive technology and address unique programming issues.</li> <li>Pre-planning the use of evidence-based strategies to address unique learning needs.</li> </ol>
Action Step(s)	M	The faculty of the Camdenton R-III School District will implement effective

5

		<ol style="list-style-type: none"> <li>Create model teaching classrooms at the building level.</li> <li>Include preparation and debriefing for faculty for the peer observation process.</li> </ol>
Strategy 3	3	Empower teachers
Action Step(s)		<p>The Camdenton R-III School District will:</p> <ol style="list-style-type: none"> <li>Provide greater avenues for teacher involvement in building-level professional development.</li> </ol>
Objective	B	The Camdenton R-III School District will recruit and retain faculty by enhancing hiring practices to identify potential teaching candidates who embrace the District vision of learning and are willing to continue professional learning.
Persons Responsible		Superintendent, Assistant Superintendent for Human Resources, Building Administrators
Progress Measure(s)		A minimum of three action steps will be accomplished by 2015.
Strategy	1	Enhance incentives for teachers
Action Step(s)		<p>The Camdenton R-III School District will focus efforts to improve the following:</p> <ol style="list-style-type: none"> <li>Teacher salaries.</li> <li>Incentives for advanced degrees.</li> <li>Incentives for performance.</li> <li>Opportunities for faculty to enroll in college coursework.</li> </ol>

#### VII. Explanation of the use of federal funding

- Federal funds are obligated to Title buildings and district programs with the intent of supporting student performance; therefore, these funds are applied almost exclusively to the student performance and high quality teachers goal areas.
- Title I funding is being used in our Title buildings to increase the number of faculty members available to work with students in the areas of reading and mathematics. Examples include literacy coaches, Reading Recovery Teachers, and push in/pull out reading support for students.
- Title IIA funding is set aside for professional development and is budgeted for professional development expenditures as well as teacher quality and recruitment. Title II funds substitute teachers for professional development at the building level as well as vertical teams, ad hoc teams, and other district level trainings. A portion of the Title IIA workshop funds are being used for MRI training, external consultants (math and literacy), and PLC training.

7

(Mathematics)		<p>instructional strategies designed to:</p> <ol style="list-style-type: none"> <li>Improve number sense.</li> <li>Create a deeper understanding of algebraic relationships.</li> <li>Place a greater emphasis on relevant application.</li> </ol>
Strategy 3	3	Increase persistence to graduation
Action Step(s)		<p>The District will:</p> <ol style="list-style-type: none"> <li>Utilize data from the common indicators for students failing to persist to graduation to design programming that will address student needs.</li> <li>Create an at-risk summer school program for students meeting common indicators for being at-risk.</li> <li>Create and implement an ongoing monitoring program for students identified as potential drop-outs.</li> </ol>

#### VI. High Quality Teachers Goal, Objective, Strategies, and Action Steps

Component	Code	Description
Goal Area	II	High Quality Teachers
Objective	A	The Camdenton R-III School District will provide professional development to enhance classroom instruction.
Persons Responsible		Assistant Superintendent for Academic Services, Professional Development Committee, Building Administrators and Leadership
Progress Measure(s)		Faculty perception surveys regarding effectiveness of professional development initiatives (80% of faculty rating effectiveness of activity at the agree or strongly agree level)
Strategy 1	1	Continue and enhance professional collaboration efforts
Action Step(s)		<p>The Camdenton R-III School District will:</p> <ol style="list-style-type: none"> <li>Continue current amount of time allotted for collaboration.</li> <li>Provide flexible time for collaboration when needed.</li> <li>Offer staff summer stipends to address specific educational and instructional needs.</li> <li>Research avenues to reduce the demands placed on parents in regard to child care during collaboration time.</li> </ol>
Strategy 2	2	Implement a peer observation model
Action Step(s)		The Camdenton R-III School District will:

6

- Title III funding is obligated to the instruction of English Language Learners and these students follow district and building student performance goals and objectives. Additional personnel have been hired with this funding and exist in an instructional support position as well as assistance with translating for Spanish speaking students.
- This year we were granted Title VIB funds based on our rural geography and percentage of students living in poverty (as determined by the free and reduced lunch rate). Approximately \$70,848.00 were awarded to the district through this fund and will be used to hire a focus room supervisor for Oak Ridge Intermediate School and supplement learning needs related to technology (specifically the Acuity Assessment System).

#### VIII. Strategies to Close the Gap Between Current Status and Vision

- Federal funds have allowed us to make the necessary additions in staffing and professional development to continue the improvement our district has demonstrated for the past four school years.

#### IX. Evaluation Method/Program Personnel

- Each of our strategic planning templates include a progress update toward meeting district objectives and targets at the district and building levels as well as utilizing the following measures:
  - Missouri Assessment Program
  - Annual Performance Report
  - The percentage of students scoring proficient or advanced on state assessment
  - Acuity assessment scores
  - Scholastic Reading Inventory
  - Local common assessment

8

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Adult Education & Literacy

Director: Mrs. Kathy Hueste

<input checked="" type="checkbox"/> State	<input checked="" type="checkbox"/> Federal	<input checked="" type="checkbox"/> Competitive Grant	<input type="checkbox"/> Entitlement
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Allocation for 2013-2014: \$48,990 Local Match Required: \$0

General Description of Services Provided:

Adult Education & Literacy Instruction including: High School Equivalency (GED) instruction/preparation, English as a Second Language Class (ESL), testing support for MOlearns - Online High School Equivalency (GED) preparation, individual assistance in improving math, reading, and writing skills to prepare for post-secondary transitions.

Salaries and Benefits Covered \$43,220	Amount Budgeted: \$43,220
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(6100 and 6200)

Position	Building
ESL Instructor	Lake Career & Technical Center
AEL Instructors - 4	Missouri Career Center

(6300) Purchase of Service Activities	Amount Budgeted: \$2,536
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Activity	Recipient	Building
Professional Development	AEL & ESL Instructors	Lake Career & Technical Center; Missouri Career Center

(6400) Instructional Supplies and Material	Amount Budgeted: \$2,234
High School Equivalency (GED) Instructional Materials & Supplies	
ESL Instructional Materials & Supplies	
CASAS & TABE Testing Supplies	

(6500) Capital Outlay	Amount Budgeted: \$1,000
Updates to computer hardware/software	

Funding Expectations for 2014-2015: \$48,990

Note: This is a competitive grant - Camdenton's program was provisionally funded for 2013-2014. On-site review to be conducted December 9 & 10, 2013.

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Services for At-Risk Students

Director: Dr. Gail White

<input checked="" type="checkbox"/> State	<input type="checkbox"/> Federal	<input type="checkbox"/> Competitive Grant	<input checked="" type="checkbox"/> Entitlement
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Allocation for 2013-2014: \$30,000 Local Match Required: \$0

General Description of Services Provided:

Assist students with Communication Arts skills. Provide direction and support for Embedded Credit Communication Arts initiative as well as Interventions and Students with Special Needs.

Salaries and Benefits Covered: \$30,000	Amount Budgeted: \$39,862.86
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(6100 and 6200)

Position	Building
Technical English Instructor (Embedded Credit)	Lake Career & Technical Center

(6300) Purchase of Service Activities	Amount Budgeted: \$0
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Activity	Recipient	Building
N/A		

(6400) Instructional Supplies and Material	Amount Budgeted: \$0
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(6500) Capital Outlay	Amount Budgeted: \$0
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Description

N/A

Funding Expectations for 2014-2015: Individuals at DESE have stated that this will most likely become a competitive grant at some point. LCTC will seek to write and obtain funding for continuation of this financial support. In all likelihood the funding level will decrease from information verbally communicated by DESE staff.

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Career & Technical Education Enhancement Grant

Director: Dr. Gail White

<input checked="" type="checkbox"/> State	<input type="checkbox"/> Federal	<input type="checkbox"/> Competitive Grant	<input checked="" type="checkbox"/> Entitlement
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Allocation for 2013-2014: \$111,405 Local Match Required: \$34,488

General Description of Services Provided: Equipment for high-demand occupations receives 75% reimbursement for equipment and 50% reimbursement for software and leases, curriculum, renovations, and non-instructional student equipment. Award typically is reduced by a certain percentage and items crossed off by DESE staff.

Salaries and Benefits Covered: \$0	Amount Budgeted: \$0
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(6100 and 6200)

Position	Building
N/A	

(6300) Purchase of Service Activities	Amount Budgeted: \$0
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Activity	Recipient	Building
N/A		

(6400) Instructional Supplies and Material	Amount Budgeted: \$0
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N/A	
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(6500) Capital Outlay	Amount Budgeted: \$111,405
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Description

CHS Business/Accounting/Computer Applications - \$39,300 - Webcam & 24 computers w/ 27" monitors.  
 CHS Marketing - \$2,195 - Software: Relations and Virtual Business.  
 CHS Project Lead the Way - \$4,200 - 3 - Laptops w/ docking stations.  
 LCTC Agriculture/Animal - \$7,410 - Digital camera, 5 microscopes, curriculum: Animal Systems (intro & advanced).  
 LCTC Agriculture/Plant - \$1,000 - 2 Cordless drills and storage cabinet.  
 LCTC Automotive - \$7,505 - Mitchell on Demand, Snap-On Meter Set; 2- Netbooks.  
 LCTC Building/Construction Trades - \$1,850 - Brad Nailer and Instructor Computer.  
 LCTC Computer Repair/Networking - \$2,490 - HDTV, Blu-ray & Receiver, Color Laser Printer.  
 LCTC Culinary Arts - \$20,000 - 2 stackable combi ovens.  
 LCTC Health Sciences - \$3,115 - Empathy belly and lung and DVE set - Anatomy & Physiology.  
 LCTC Metal Fab - \$5,935 - 4 computers, software: Plasma Cam Silhouette Art software and Career Safe training.  
 LCTC Teacher Education - \$22,100 - 17 laptops (1 instructor - 16 students).

Funding Expectations for 2014-2015: Anticipate continuation of funding with reduction in award (line item and/or percentage) as has become common practice over the years.

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: 50% Matching Funds

Director: Dr. Gail White

<input checked="" type="checkbox"/> State	<input type="checkbox"/> Federal	<input type="checkbox"/> Competitive Grant	<input checked="" type="checkbox"/> Entitlement
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Allocation for 2013-2014: \$32,000 Local Match Required: \$16,000

General Description of Services Provided: Equipment funds for program areas that do not fall on the current high-demand list and are not eligible for Enhancement Grant funding are submitted via this stream of funding.

Salaries and Benefits Covered \$0	Amount Budgeted: \$0
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(6100 and 6200)

Position	Building
N/A	

(6300) Purchase of Service Activities	Amount Budgeted: \$0
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Activity	Recipient	Building
N/A		

(6400) Instructional Supplies and Material	Amount Budgeted: \$0
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N/A	
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(6500) Capital Outlay	Amount Budgeted: \$32,000
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Description

LCTC Collision Repair Technology - \$6,000 - Fresh Air System and Welder.

LCTC Graphics Technology - \$26,000 - PCs: 3 Towers; 3 All-In Ones; 21 Tablets; 2 Mac Laptops and Super Drive; and Camcorder.

Funding Expectations for 2014-2015: This is contingent upon state budget - but there have been 50% matching funds available every year with reductions.



STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Project PASS (Partners Assisting Student Success) 21<sup>st</sup> CCLC grant

Director: Sherry Comer

State	Federal	Competitive Grant	Entitlement
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Allocation for 2013-2014: \$320,000 Local Match Required: \$0 In Kind

General Description of Services Provided: Academic before/after school program linked to district curriculum and MLS.

Salaries and Benefits Covered \$245,267	Amount Budgeted: \$0 District
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Employee's Name	Position	Building
Varnes, Lucinda	PM Site Coordinator	HWE
Zimmer, Shelley	PM Teacher	HWE
Brennan, Diane	PM Teacher	HWE
Franklin, Debra	PM Teacher	HWE
Wright, Debbie	PM Teacher	HWE
Luthanners, Ann	PM Para	HWE
Hutchinson, Susan	PM Teacher	HWE
Gum, Randy	PM Para	HWE
Hayes, Jane	PM Teacher	HWE
Swartz, Dawn	PM Teacher	HWE
Richardson, Dariba	PM Site Coordinator	HWE
Gum, Randy	PM Teacher	HDE
Graham, Ruthie	PM Teacher	HDE
Chasen, Susan	PM Para	HDE
Schwab, Diana	PM Teacher	HDE
Shumway, Linda	PM Site Coordinator	LCTC
Thompson, Terri (2 days/wk)	PM Teacher	LCTC
Doran, Sandra	PM Teacher	LCTC
Jackson, Melissa	PM Teacher	LCTC
Kautmann, Diana	PM Teacher	LCTC
Roggero, Bobbie	PM Teacher	LCTC
Dovis, Paulette	PM Teacher	LCTC
Larrington, Amy	PM Teacher	LCTC
Poe, Charles	PM Teacher	LCTC
Wilson, Jacide	PM Teacher	LCTC
Altman, Larry	PM Teacher	LCTC
Briscoe, Garry	PM Teacher	LCTC
Santibanez-Clark, Linda	PM Teacher	LCTC
Stevens, Win		LCTC

PM CSI Williams, Chris		
PM CSI Wright, Laura		
Verlent, Deb (OT rate)		

(6300) Purchase of Service Activities \$15,000	Amount Budgeted: \$0 District
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Activity	Recipient	Building
Various academic guest speakers, shows, evaluation, POA (requirement of DESE)	Students and Staff	HWE, HDE and LCTC

(6400) Instructional Supplies and Material \$20,000	Amount Budgeted: \$0 District
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(6500) Capital Outlay	Amount Budgeted: \$0
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Description

Funding Expectations for 2014-2015: Proposed that the district pick up the costs of the Cohort 5 grant that is ending and asking them to support diminishing funds of Cohort 7.

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Title I - ESEA Improving the academic achievement of the disadvantaged  
Director: Mr. Ryan Neal and Ms. Christy Page

<input type="checkbox"/> State	<input checked="" type="checkbox"/> Federal	<input type="checkbox"/> Competitive Grant	<input type="checkbox"/> Entitlement
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Allocation for 2013-2014: 938,886.00  
Adjusted carry-over 2012-2013: 152,544.59  
Total: \$1,091,430.59

General Description of Services Provided:  
Supplemental academic services are provided for students at Oak Ridge, Hawthorn, Dogwood, and Hurricane Deck during the regular school day. These services are primarily in the communication arts and math disciplines. In addition to these services, Title IA funds are also allocated to professional development activities, supplies, textbooks, and parent involvement evenings.

Salaries and Benefits \$944,509.12	Amount Budgeted: \$944,509.12
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Position	Building
RR Teacher	Dogwood
RR Teacher	Dogwood
RR Teacher	Dogwood
RR Teacher	Dogwood
RR Teacher	Dogwood
Instructional Coach	Dogwood
Wilson Reading Teacher	Dogwood
Paraprofessional	Dogwood
Teacher	Hawthorn
Teacher	Hawthorn
Paraprofessional	Hawthorn
Paraprofessional	Hawthorn
Teacher	ORI
Literacy Coach	ORI
Paraprofessional	ORI
Paraprofessional	ORI
RR Teacher	HD
Literacy Coach	HD
Paraprofessional	HD
Substitute coverage for professional development activities	DW, HD, HE, ORI

(6300) Travel, Workshop Fees, Purchased Services In Title I buildings	Amount Budgeted: \$27,320.74
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Activity	Recipient	Building/Budget
Reading Recovery -Continuing Contact PD	Reading Recovery teachers- Dogwood and Hurricane Deck	8,500.00
Travel	Dogwood	433.74
Travel	Hawthorn	301.21
Travel	Oak Ridge	381.45
Travel	Hurricane Deck	84.34
Workshop Fees	Dogwood	2168.66
Workshop Fees	Hawthorn	1,506.01
Workshop Fees	Oak Ridge	1,807.22
Workshop Fees	Hurricane Deck	421.68
Purchased Services	Dogwood	5,929.60
Purchased Services	Hawthorn	4,117.92
Purchased Services	Oak Ridge	4,841.60
Purchased Services	Hurricane Deck	1,153.01
Sample Activities: Staff Development for Teachers, Journeys training in Title buildings, Foundations training, Wilson training, workshops tied to building improvement plan.		

(6400) Instructional Supplies and Material	Amount Budgeted: \$82,820.74
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Activity	Recipient	Building/Budget
Supplies	District	59,410.37
Supplies	Dogwood	21,387.73
Supplies	Hawthorn	11,882.07
Supplies	Oak Ridge	17,823.11
Supplies	Hurricane Deck	4,158.72
Title I is the source of funding for all materials and supplies necessary to implement various activities. Title I provides books and instructional materials that support the district reading and math programs. It also provides materials and supplies to increase parent involvement. Supplies money budgeted to the district is utilized to purchase materials for		

all buildings for the core instructional programs used throughout district (e.g. Journeys) in Title buildings.		
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(6500) Capital Outlay	Amount Budgeted: 0
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Funding Expectations for 2013-2014: Unknown at this time.

**Title 1-C Migrant Education**

For the 2013-2014 school year, the district has received no monies for Title 1-C.

Title 1-C of the No Child Left Behind (NCLB) Act requires identification and recruitment of children who are "migratory children" and eligible to receive migrant education services. The basis of the child's eligibility must be properly recorded on a Certificate Of Eligibility (COE). Allocations and funding are contingent upon this eligibility determination.

The term "migratory child" means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work ---

(A) has moved from one school district to another;  
 (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or  
 (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

The following are questions in the district's enrollment packet.

1. YES \_\_\_ NO \_\_\_ Have you moved to this area in the past three (3) years?
2. YES \_\_\_ NO \_\_\_ Have any members of your family worked in any of the following areas in the last three (3) years? If so, which ones?
  - Planting or harvesting crops
  - Transporting farm products to market
  - Feeding poultry, gathering eggs, working in a hatchery
  - Processing meat, poultry, fish, vegetables, dairy products
  - Milking cows on a dairy farm
  - Cutting firewood or logs for sale
  - Commercial fishing or working on a fish farm
  - Growing and tending trees to be sold
3. YES \_\_\_ NO \_\_\_ If you checked any of the boxes above, did you move to seek or obtain that job?

School Year	Number of Migrant Students
2004-2005	0
2005-2006	0
2006-2007	0
2007-2008	0
2008-2009	0
2009-2010	0
2010-2011	0
2011-2012	0
2012-2013	0
2013-2014	0

**STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY**

Program Name: Title I.D - LEA Delinquent Institution Program

Director: Mrs. Roma Lee France

State	<input checked="" type="checkbox"/> Federal	Competitive Grant	Entitlement
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Allocation for 2012-2013: \$12, 328 Local Match Required: \$ 0

General Description of Services Provided:

Monies used for education of youth detained in the Mary Dickerson Juvenile Justice Center and in the Horizons At Risk Program. Money carried over to 2103-14 to expend entire amount for on line curriculum.

Salaries and Benefits Covered \$0	Amount Budgeted: \$0
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(6100 and 6200)

Employee's Name	Position	Building

(6300) Purchase of Service Activities	Amount Budgeted: \$ 12, 328
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Activity	Recipient	Building
On line curriculum	Juveniles in JJC and At Risk Program	JJC and Horizons

(6400) Instructional Supplies and Material	Amount Budgeted: \$0
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(6500) Capital Outlay	Amount Budgeted: \$0
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Description

Funding Expectations for 2013-2014: \$19,511 plus carryover of \$4,186 = \$23,697

**STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY**

Program Name: Title II A

Director: Ryan Neal

<input type="checkbox"/> State	<input checked="" type="checkbox"/> Federal	<input type="checkbox"/> Competitive Grant	<input type="checkbox"/> Entitlement
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Allocation for 2013-2014: 154,630.00  
 Adjusted carry-over 2012-13: 4,872.64  
 Total: \$159,502.64

General Description of Services Provided:

Title II A is designed to enhance the recruitment, training, and retention of highly qualified teachers as well as bolstering district professional development initiatives to improve instructional opportunities for our students. This year, Title II A funds will be used for class size reduction purposes at Hawthorn Elementary (one teacher will be paid on Title II A funds to keep class sizes at an optimal level for instruction), the design and purchasing of recruitment information for new teachers, stipends for successfully completed Praxis exams for teachers who have not completed this requirement in Title buildings, and district professional development initiatives such as assessment training, MRI, inquiry based math training for teachers, writing training, and PLC training opportunities. Also, we have allocated significant funds toward our peer observation initiative in the district, which provides opportunities for teachers to observe other teachers and discuss effective instructional strategies. In addition, these funds supplement substitute teacher cost for training activities.

Salaries and Benefits Covered Substitutes for training	Amount Budgeted: \$158,600
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(6100 and 6200)

Position	Building	Budget
Teacher	Hawthorn	\$59,227.79
Substitute teacher	All buildings	\$88,000.00
payment for professional development, stipends for peer observation leaders (work outside contracted time), mentor and buddy teacher stipends, stipends for new teachers/mentors/buddies during new teacher orientation.		

**(6300) Travel/Workshop Fees/Purchased Services** | Amount Budgeted: \$38,800

Activity	Recipient	Building/Budget
	High School	\$11,886.00
	Middle School	\$5,404.00
	Horizons	\$385.00
	Oak Ridge	\$5,018.00
	Hawthorn	\$4,246.00
	Dogwood	\$7,334.00
	Humans Deck	\$1,158.00
	Osage Beach	\$1,930.00

**(6400) Instructional Supplies and Material** | Amount Budgeted: \$12,000

Activity	Recipient	Building/Budget
Professional Development Books and Supplies	District	\$4,000.00
Recruiting Supplies	District	\$8,000.00

**(6500) Capital Outlay** | Amount Budgeted: 0  
Description:

Funding Expectations for 2014-2015: Unknown at this time

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Title II C: Perkins

Director: Dr. Gail White

State	X Federal	Competitive Grant	X Entitlement
Allocation for 2013-2014: \$116,036		Local Match Required: Not Required	

General Description of Services Provided: Camdenton R-III Schools is the fiscal agent for the consortium that includes school of the Osage, Macks Creek, and Climax Springs. Funds all come to Camdenton and the breakdown is as follows: Camdenton - \$57,839; Climax Springs - \$5,909; Macks Creek - \$7,933; and School of the Osage - \$34,224. The other three districts do not have sufficient size or scope of CTE offerings in order to stand alone. Sending School funds are used to offset tuition costs and fund Technical Skills Assessments. Services include career and technical education programming support; professional development, career and technical student organization support for advisors, marketing materials, career guidance activities and supplies to support these activities, and advisory committee support. A minimum of 5% is required for Professional Development.

**Salaries and Benefits Covered: \$95,829** | Amount Budgeted: \$132,217.79  
(6100 and 6200)

Position	Building
Health Sciences Instructor (100%)	Lake Career & Technical Center
Technical Math Instructor (50% of position)	Lake Career & Technical Center
CTSO Stipends - Ag., Building Trades, Computer Repair, Counselor, English, and Graphics Instructors (100%)	Lake Career & Technical Center

**(6300) Purchase of Service Activities** | Amount Budgeted: \$15,707

Activity	Recipient	Building
Professional Development	All LCTC Staff Members	Lake Career & Technical Center
Career & Technical Student Organization Advisor Support (travel and registration)	Student Organization Advisors	Lake Career & Technical Center
Technical Skill Attainment Assessments	Seniors who are completers w/ 3 sequential CTE credits	LCTC, Camdenton HS, Macks Creek, Osage & Climax Springs

**(6400) Instructional Supplies and Material** | Amount Budgeted: \$4,500

Description	Building
Advisory Committee Functions	LCTC & CHS
Printed materials for Marketing	LCTC
Supplies for Guidance Activities	LCTC

**(6500) Capital Outlay** | Amount Budgeted: \$0

Description: N/A

Funding Expectations for 2014-2015: Perkins IV was scheduled to end last year and there was information shared verbally that this could become a competitive, partner-based grant. Historically after the Perkins cycle has "come to its end" - there has been an extension for several years before the next cycle begins. We are currently on the extension.

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Title II C: Perkins Post-Secondary

Director: Dr. Gail White

State	X Federal	Competitive Grant	X Entitlement
Allocation for 2013-2014: \$1,984		Local Match Required: \$0	

General Description of Services Provided: Funding is based on Pell Grants adult students received the previous year. LCTC is in a consortium with Rolla Public Schools as the fiscal agent. We do not receive enough funding to stand on our own nor do any of the other schools. Other districts in the consortium include Eldon, Lebanon, Waynesville, and Dallas County. Rolla receives 5% for administering these funds and 5% is also required for Professional Development. The remainder of the funds supports accreditation fees for COE (Council of Occupational Education). This is the accreditation agency for post-secondary in order for students to receive Title IV funds.

**Salaries and Benefits Covered: \$0** | Amount Budgeted: \$0  
(6100 and 6200)

Position	Building
N/A	

**(6300) Purchase of Service Activities** | Amount Budgeted: \$104

Activity	Recipient	Building
Professional Development	LCTC Staff Member	Lake Career & Technical Center

**(6400) Instructional Supplies and Material** | Amount Budgeted: \$1,880

Description	Building
COE Postsecondary Accreditation Fees & Team Visit	Lake Career & Technical Center

**(6500) Capital Outlay** | Amount Budgeted: \$0

Description:

N/A

Funding Expectations for 2014-2015: Post-Secondary Perkins IV was scheduled to end last year and there has been information shared verbally that this could become a competitive, partner-based grant. Historically after the Perkins cycle has "come to its end" - there has been an extension for several years before the next cycle begins and that is the situation in which we are in now.

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Title III: English Language Learners

Director: Mrs. Lorri Travis

State	Federal X	Competitive Grant	Entitlement
Allocation for 2013-2014: \$11,925.00		Local Match Required: \$0	

General Description of Services Provided: The overarching purpose of Title III is to help ensure that limited English proficient (LEP) children, including immigrant children and youth, attain English language proficiency and meet the same challenging academic content and achievement standards that all children are expected to meet. Local educational agencies (LEAs) must use Title III funds to implement educational language instruction programs designed to help LEP students achieve standards. The state educational agency (SEA), LEAs, and schools are accountable for increasing the English proficiency and core academic content knowledge of LEP students. Camdenton R-III is focused on obtaining and internalizing academic vocabulary combined with an emphasis on writing skills which will improve the acquisition and utilization of English in a meaningful way for our students who are identified as English Language Learners (ELL). These areas were previously identified as areas of weakness for this group of students. By targeting these areas for increased support the expectation is that students identified as ELL will obtain higher academic levels. This will then increase their opportunity for success in life. Improved ACCESS and MAP scores, reading levels, and graduation rates will be used as data to measure effectiveness of the districts efforts.

**Salaries and Benefits Covered: \$11,925.00** | Amount Budgeted: \$11,925.00

Employer's Name	Position	Building
Juan Acosta	Paraprofessional	Osage Beach Elementary

**(6300) Purchase of Service Activities** | Amount Budgeted: \$0

Activity	Recipient	Building

**(6400) Instructional Supplies and Material** | Amount Budgeted: \$0

**(6500) Capital Outlay** | Amount Budgeted: \$0

Description:

Funding Expectations for 2014-2015: Our plan is to retain a paraprofessional to assist our highly qualified English as a Second Language (ESL) and general education teachers with English Language Learners (ELLs) in the implementation of push in and pull out services.

**Title III: English Language Learners (ELL)**  
Submitted by Nick Cotta, District Assistant Director of Interventions

For the 2013-2014 school year, the district has received \$11,925 from Title III monies. These monies are being utilized for part of the pay for an ELL para-educator/interpreter.

**Current Status of Program:**

English Language Learners (ELL) is an instructional program ensuring all students who are potentially LEP (Limited English Proficient) and LM (Language Minority) are assessed, identified, and provided appropriate services if needed. The definitions of LM and LEP are as follows:

- Limited English Proficient (LEP) – an LM student whose proficiency in reading, writing, listening, or speaking English is below that of grade- and age-level peers. LEP status is based on assessment of a student's English language proficiency.
- Language Minority (LM) – a student whose linguistic background, such as country of birth or home environment, includes languages other than English. LM status is based solely on a student's background and not on proficiency of English.

The ELL Program has three certified ESOL teachers: Twyla Doyle, Melissa Ari, and Rita Sanders. Juan Acosta assists the teachers in providing direct and consultant services to children, providing translation services for written and verbal exchanges between school and home, completing required paperwork and testing, and inclusion assistance. Juan Acosta and Twyla Doyle speak fluent Spanish and English. Melissa Ari speaks Japanese and fluent English, and she has acquired some basic skills in speaking Spanish as well. We have the availability of other staff members who are also bilingual:

Language of Proficiency	Staff
Parents as Teachers	Juan Acosta, Twyla Doyle, Spanish
Franchot and FCSB	Twyla Doyle, Juan Acosta, Spanish
Dogwood Elementary	Twyla Doyle, ELL teacher, Spanish
Libertine Dock Elementary	Access to Twyla Doyle, ELL teacher, Spanish
Osage Beach Elementary	Juan Acosta, Spanish
	Twyla Doyle, ELL teacher, Spanish
Hawthorn Elementary	Twyla Doyle, ELL teacher, Spanish
Oak Ridge Intermediate	Sharon Hara, teacher, Chinese
Middle School	Mary Collier, Spanish
	Atarray 5th Secretary - Dept. of Interventions, French
High School	Nora Shields - French
	Nichole Minkle - French
	Linda Sanderson-Stark - Spanish
	Jessica Johnson - Spanish
	Carolina Whitaker - Spanish
After School PASS Program	Twyla Doyle, ELL teacher, Spanish

Our district continues to become more diverse with parents speaking different languages. Direct services of students who fall into the category of ELL continues to be very flexible and ranges from 60-80 students a year while monitoring of students who are English language learners increases as students stay in the area longer and acquire skills in English. The district continues to have more translating services for the families of students who speak other languages. The Hispanic, Russian, and Chinese populations have parents who only speak their native languages. Communication at school events such as parent nights, parent teacher conferences, teacher phone calls, School Reach messages, teacher notes and emails require translation. In some cases, our families are unable to read in their native language or English and require a phone call.

Students who are LEP (Limited English Proficient) and LM (Language Minority) must take the W-APT when they first enter our district as well as the ACCESS (a language acquisition

**SUMMARY:**  
Dogwood: **GOAL/MET**  
MS: **GOAL/MET**

**TEACHERS:**

Hawthorn:  
1<sup>st</sup> semester:

92% of vocabulary units had students score 80% or grow 25% from pre-test to post-test.

100% of ELL students were either proficient at 80% or grew 25% from pre-test to post-test vocabulary assessments.

2<sup>nd</sup> semester: 100% of vocabulary units had students score 80% or grow 25% from pre-test to post-test.

\*\*\*test scores and data can be found in teacher's data notebook in her classroom.\*\*\*

**Oak Ridge**

86% of students grow at least 1 or more grade levels on the DRA from beginning of the year to the end of the year

86% of the students grew at least 100 or more points on the SRI from the beginning of the year to the end of the year.

\*\*\*test scores and data can be found in teacher's data notebook in her classroom.\*\*\*

**SUMMARY:**  
Hawthorn: **GOAL/MET**  
Oak Ridge: **GOAL/MET**

**TEACHERS:**

**HIGH SCHOOL:**

**Co-teaching Classes**

106% of students scored at proficiency or had 20% growth from pre to post testing on content-area vocab tests, and formative exams as indicated in SISK 12.

73% of the students scored proficient on the Biology EOC (many were freshman taking the exam)

**High School ELL Comm Arts Class:**

100% of students scored an 80% or have 25% increase from pre to post test on pull-out class assessments which focused on vocabulary or specific content area skills needed to succeed in the regular classroom as indicated in SISK 12 grade book.

**SUMMARY:**  
**HIGH SCHOOL: GOAL/MET**

**SBI Test Results**

OSAGE BEACH: Kindergarten = N/A  
A typical reader for 1<sup>st</sup> grade scores up to 300L.

assessment) annually in January or February. This is in addition to the MAP test, BOCs, the district-adopted Terra Nova in the grades that administer it, the ASVAB, and core subject common assessments given to all students in the district.

**TEACHERS:**

**Kindergarten Vocabulary checklist.**

¾, or 75% of kindergarten students scored 80% or greater on over 300 vocabulary words from pre to post-test.

¼ students, or 25%, scored 73% on the vocabulary and grew 73% from pre to post-test.

**Grades 1-2 Pull Out Assessment Checklist**

100% of students demonstrated at least 80% mastery on language goals during pull out groups. Specific examples of student work are found in teacher's data notebook.

**7<sup>th</sup> 8<sup>th</sup> ELL Comm Arts Class:**

100% of students scored an 80% or have 25% increase from pre to post test on pull-out class assessments which focused on vocabulary or specific content area skills needed to succeed in the regular classroom.

\*\*\*test scores and data can be found in teacher's data notebook in her classroom.\*\*\*

- 2/3 66% of 1<sup>st</sup> graders scored at or above grade level.
- 1/3 33% of 1<sup>st</sup> graders improved score by 25%

A typical reader for 2<sup>nd</sup> grade scores between 140 and 500L

- 2/2 100% 2<sup>nd</sup> graders improved their SRI scores by at least 25%.

A typical reader for 3<sup>rd</sup> grade scores between 500 to 800L.

- 2/2 or 100% of 3<sup>rd</sup> graders scored at or above grade level on the SRI.

A typical reader for 4<sup>th</sup> grade scores between 600 and 900L.

- 2/3 66% 4<sup>th</sup> graders are at or above grade level on their SRI.
- 1/3 33% 4<sup>th</sup> graders improved SRI score by at least 25%.

**Goal Summary: Goal Met**

**DOGWOOD:**

Kindergarten=N/A.

- 2/5, 40%, of 1<sup>st</sup> grade students scored above grade level.
- 3/5, 60%, of 1<sup>st</sup> grade students scored a 0.
- 1/6, 17% of 2<sup>nd</sup> grade students scored above grade level.
- 4/6, 67%, of 2<sup>nd</sup> grade students scored at grade level.
- 1/6, 17%, of 2<sup>nd</sup> grade students showed a 20% increase from pre to post-test score according to Lexile levels.

**MET AT 80%**

**HAWTHORN:**

3<sup>rd</sup> grade= A typical reader for 3<sup>rd</sup> grade scores between 500 to 800L.

4<sup>th</sup> grade = A typical reader for 4<sup>th</sup> grade scores between 600 and 900L.

- 0/2 3<sup>rd</sup> graders scored at or above grade level
- 2/2, 100% of third graders increased their SRI score 1 grade or more from the beginning of the year to the end of the year.
- ¼ or 25% of 4<sup>th</sup> grade students are on grade level
- 100% of 4<sup>th</sup> grade students increased their SRI scores at least 1 grade level from beginning of the year to the end of the year.

**Goal met at 100%**

**OAK RIDGE:**

A typical reader for 5<sup>th</sup> grade scores between 600-1000L. A typical 6<sup>th</sup> grade reader scores between 650-1050L.

- 2/7 or 29% of ORI students scored at grade level.
- 6/7 or 86% of ORI students improved 25% from beginning of the year to the end of the year

**ORI GOAL MET 66%**

**MIDDLE SCHOOL:**

A typical reader for 7<sup>th</sup> grade scores between 735 and 1065 L. A typical reader for 8<sup>th</sup> grade scores between 805 and 1100L.

- 1/5, or 20%, of students scored within these grade level ranges.
- 3/5, or 60%, of students scored a 20% increase from pre to post-test according to their Lexile levels on SRI.
- 1/5, or 20%, of students scored less than 20% from pre to post-test and was not on grade level according to their Lexile levels on SRI.

**MET AT 80%**

**DATA TEST RESULT**

**OSAGE BEACH:**

85% of ELL students grow more than 20% from the beginning of the year to the end of the year testing.

**Goal MET AT 85%**

**HAWTHORN:** 100% of ELL students grow more than 20% from beginning of the year to end of the year testing.

**MET AT 100%**

**OAK RIDGE:** 25% of the students were proficient at grade-level for DRA. 85% grew more than 20% from beginning of the year the year score to end of the year score.

**MET AT 100%**



**ACCESS PLACEMENT**

**OSAGE BEACH:**

- 2/9 students went up one test level (A-B, B-C), 22%
- 1/9 students went up 2 test levels (A-C), 11%
- 5/9 students who increased overall score by an average of .6, 56%
- 1/9 did not increase overall score, 11%
- 11/29 took test for 1<sup>st</sup> time, 53%
- 1/20 students will exit the ESL program and be placed on monitor status, 5%

**MET AT 89%**

**DOGWOOD:**

- 2/10 students went up one test level (A-B, B-C), 20%
- 0/10 students went up 2 test levels (A-C), 0%
- 6/10 students who increased overall score by an average of 0.7, 60%
- 2/10 did not increase overall score by an average of -0.15, 20%
- 12/22 took test for 1<sup>st</sup> time, 55%
- 3/10 students will exit the ESL program and be placed on monitor status, 30%

**MET AT 80%**

**HAWTHORN:**

- 2/4 students went up one test level (A-B, B-C), 50%

**HIGH SCHOOL:**

- 5/10 students went up one test level (A-B, B-C), 50%
- 0/10 students went up 2 test levels (A-C), 0%
- 4/10 students who increased overall score by an average of 1.15, 40%
- 1/10 did not increase overall score, 10%
- 3/13 took test for 1<sup>st</sup> time, %
- 4/13 students will exit the ESL program and be placed on monitor status, 31%

**MET AT 90%**

**HURRICANE DECK:**

- 0/2 students went up one test level (A-B, B-C), 0%
- 0/2 students went up 2 test levels (A-C), 0%
- 1/1 students who increased overall score by 1.2, 100%
- 0/1 did not increase overall score, 0%
- 1/2 took test for 1<sup>st</sup> time, 50%
- 0/2 students will exit the ESL program and be placed on monitor status, 0%

**MET AT 100%**

**Department:**

- 76 students total took the ACCESS test
- 29/76 students took the test for the 1<sup>st</sup> time, 38%
- 14/47 students went up one test level (A-B, B-C), 30%
- 2/47 students went up two test levels (A-C), 4%
- 25/47 students increased their overall score, 53%
- 6/47 students did not increase their overall, 13%

**DEPARTMENT MET AT 87%**

- 0/4 students went up two test levels (A-C), 0%
- 2/4 students who increased overall score by an average of .75, 50%
- 0/4 did not increase overall score, 0%
- 2/6 took test for 1<sup>st</sup> time, 33%
- 2/6 students will exit the ESL program and be placed on monitor status, 33%

**MET AT 100%**

**OAK RIDGE:**

- 1/8 students went up one test level (A-B, B-C), 12.5%
- 1/8 students went up 2 test levels (A-C), 12.5%
- 4/8 students who increased overall score by .3, 50%
- 2/8 did not increase overall score (decreased by -.3), 25%
- 0/8 took test for 1<sup>st</sup> time, 0%
- 1/8 students will exit the ESL program and be placed on monitor status, 12.5%

**NOT MET AT 75%**

**MIDDLE SCHOOL:**

- 2/5 students went up one test level (A-B, B-C), 40%
- 0/5 students went up 2 test levels (A-C), 0%
- 3/5 students who increased overall score by .5, 60%
- 0/5 did not increase overall score, 0%
- 0/5 took test for 1<sup>st</sup> time, 0%
- 1/5 students will exit the ESL program and be placed on monitor status, 20%

**MET AT 100%**

**AMAO 1:** annual increase in the percentage of children making progress in learning English;  
**AMAO 2:** annual increase in the percentage of children attaining English proficiency;  
**AMAO 3:** making adequate yearly progress (AYP) for the LEP subgroup as described in Title I, Section 1111(b)(2)(B). The Title I minimum for a subgroup of 30 applies to this calculation.

- The 2012-2013 data from DESE indicates that the standards for AMAOs were met as follows:

**AMAO 1: Met**  
**AMAO 2: Not Met**  
**AMAO 3: Not Met**

Missouri has opted to join a group of states in a consortium (WIDA). As a result we will now administer the WIDA ACCESS Placement Test (W-APT) to all newly enrolled LEP students as well as the ACCESS language proficiency test administered in January/February of every year.

**Pertinent MAP Results As of September 2013**

Mathematics	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Annual Proficiency Target	8.3	9.0	10.3	17.5	26.6	35.8	45.0	54.1	63.3	72.5	81.7	Na**
School Total (All Kids) Proficiency	29.5	26.9	32	29.1	54.1	50.5	52.9	52.7	56.2	58.4	63.25	60
LEP Proficiency	100	0	25	25	30.8	17.2	27.3	35.3	30.6	16.7	21.27	25.7
Communication Arts	20.2	20.3	20.4	20.5	20.6	20.7	20.8	20.9	21.0	21.1	21.2	21.3
Annual Proficiency Target	18.4	19.4	20.4	26.6	34.7	42.9	51.0	59.2	67.4	75.5	83.7	Na**
School Total (All Kids) Proficiency	37.6	34.4	38.6	39.8	48	43.3	49.4	52.5	55.4	56.1	62.4	62
LEP Proficiency	50	2	0	33.3	11.3	10.3	15.4	23.5	35	15.0	20.0	15.4

\*\* Not available due to NCLB waiver  
 \* AYP MET Symbol  
 Y Annual Proficiency Target Met  
 CI Annual Proficiency Target Met with confidence interval  
 G Annual Proficiency Target Met using Growth  
 S Annual Proficiency Target Met using Safe Harbor provision  
 SC Annual Proficiency Target Met using the confidence interval for Safe Harbor  
 AYP NOT MET Symbol  
 NP Annual Proficiency Target Met, but did not have a participation rate of at least 95%  
 NCI Annual Proficiency Target Met with the confidence interval, but did not have a participation rate of at least 95%  
 NPI Annual Proficiency Target Not Met  
 NN Annual Proficiency Target Not Met and participation rate was less than 95%  
 The ELL Program goals must be aligned to Camden-ton R-III School District goals and MSIP requirements.

**2013-2014 ELL Department SMART Goals:**

**AMAO 1:**

- K-12: 80% of Students will either score ≥ 80% or have ≥ 25% increase on ELL pull out classroom assessments from pre-test to post-test.
- 1-8: 80% of Students will either score at proficiency level for their grade or improve DRA,SRI and Acuity scores by 25% on end of year testing compared to beginning of the year testing

**AMAO 2:**

**MSIP Requirements**

According to the federal No Child Left Behind Act of 2001 (NCLB), states are required to establish English Language Proficiency (ELP) standards and to assess Limited English Proficient (LEP) students served by language instructional programs funded under Title III. States and districts are accountable for meeting three Annual Measurable Achievement Objectives (AMAOs):

- 80% of students will increase ACCESS scores by one proficiency level and/or take a higher level test and maintain their score.

**AMAO 3:**

- 10% increase of proficient or advanced on MAP/EOC testing

<p><b>2013-2014 Program Strategies:</b> Increase language proficiency in ELL students</p> <p><b>ACTION STEPS 2013-2014:</b></p> <ul style="list-style-type: none"> <li>LAPs will be submitted by Oct. 10<sup>th</sup> and goals will be measurable.</li> <li>Academic vocabulary will be an area of focus in pull-out groups. Data will be collected on the use of academic vocabulary and included in end-of-the-year data collection.</li> <li>Parent contact will be made after a student accrues more than 5 absences.</li> </ul>
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**DATA:**

Teachers provide direct services to 75 Limited English Proficient (LEP) students and monitoring services to 17 students. This includes 9 students who are considered immigrants and 5 students who are considered homeless. DESE considers students who have been in the USA  $\leq$  3 years immigrants. 10 students were dismissed from the program since last year, but still attend school in the district. Eight students who were identified as LEP last year no longer attend school in this district. At this time, our program is full. The students exiting the program are still considered LM, but do not receive services. A historical count follows:

**Yearly Count for Students Receiving Direct Services from September 2008- September, 2013**

Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2008	10-S 1-C	5-S 1-R 1-U 1-P	4-S 1-R 1-U	4-S	3-S	2-S 1-V	4-S 1-R	4-S 1-R	5-S 1-T 1-C	2-S	3-S 1-R	1-S 1-P	2-S 3-R	6-S 3-R 1-T	58
2009	5-S 1-C	5-S 2-C	9-S 1-T	6-S 1-R	5-S	3-S	4-S 1-R	4-S 1-V	5-S 1-C	2-S	3-S	3-S 1-R	2-S 1-R	6-S 3-R 1-T	77
2010	2-S	8-S 1-K 1-U 1-Cz	4-S 1-R 1-F	6-S 1-C	6-S 2-T 1-V 1-U	6-S 1-R	4-S 1-R	4-S 1-R 1-F	7-S 1-V	1-S 1-R 1-C 1-F	3-S	4-S	3-S 1-R	1-S 1-T 1-R	83
2011	4-S 1-H	7-S 1-U 1-H	10-S 1-C 1-F	3-S 1-C 1-L 1-H	4-S 2-C	8-S	5-S	3-S	3-S 1-F	3-S	5-S 1-F 1-C	5-S	2-S	0	69
2012	6-S	9-S 2-R 1-H	7-S 1-U	8-S 1-CZ	2-S 1-C 1-L	5-S 1-C	6-S	3-S	4-S	2-S	3-S 1-C	3-S 1-FA	4-S 1-FA	0	67
2013	11-S 1-K	12-S 2-R	8-S 1-U	8-S 2-K 1-Cz	4-S 1-C	3-S	3-S	3-S	2-S	2-S	2-S	2-S	5-S	2-S 1-FA	75

**Historical Perspective by Language 2007- September 2013**

Language	Spanish (S)	Chinese (C)	Portuguese (P)	Russian (R)	Arabic (A)	Korean (K)	Tagalog (T)	Polish (Po)	Other (O)	Monitoring (M)	Total (Total)
2007	1									1	2
2008	1									2	3
2009	1									7	8
2010	2									7	9
2011	5									62	67
2012	3									2	5
2013	1									3	4
<b>Total</b>										75	75

Having more ELL students in the regular classrooms requires more modifications, accommodations and differentiated instruction from the general education classroom teacher and ELL teacher in order for the students with lower skills in English to be successful. The following charts show the ELL distribution by building in the district.

**EP Distribution by Building from 2009-10 to 2013-14 for Direct and Monitoring Services**

2009-2010 LEP (direct and monitoring) The distribution of students is as follows: As of the end of October, 2009, with monitoring in ( )

Building	DW	HE	OB	HD	OR	MS	HS	Total
DW	2	3	6					11
HE				5(1)	2(1)			7
OB	2	3	6	2(2)	1			14
HD								2
OR					5			10
MS						2(1)	2(1)	4
HS							3	3
<b>Total</b>								77

2010-2011 LEP (direct and monitoring) The distribution of students is as follows: As of the end of October, 2010, with monitoring in ( )

Building	DW	HE	OB	HD	OR	MS	HS	Total
DW	2	4(1)	3(1)	2(1)				11
HE				6	6(1)			12
OB	5	6	1	4(2)	4(2)	1		19
HD				1	2(2)			3
OR						5(2)	6(3)	11
MS						3(3)	3(3)	6
HS							5(2)	5
<b>Total</b>								142

2011-2012 LEP (direct and monitoring) The distribution of students is as follows: As of end of September 2011, with monitoring in ( )

Building	DW	HE	OB	HD	OR	MS	HS	Total
DW	1	5	3(1)	2(1)				11
HE				4(1)	6(1)			10
OB	5	4	4(1)	4	2(1)	2(1)		16
HD				1				1
OR						5(1)	3(1)	8
MS							4(2)	4
HS							5(3)	5
<b>Total</b>								69

2012-2013 LEP (direct and monitoring) The distribution of students is as follows: As of end of September 2012, with monitoring in ( )

Building	DW	HE	OB	HD	OR	MS	HS	Total
DW	4	5	5(2)					14
HE				2	4			6
OB	6	8	3	3	3(1)			17
HD				1				1
OR						6(2)	3(1)	9
MS							4(1)	4
HS							4(4)	4
<b>Total</b>								67

2013-2014 LEP (direct and monitoring) The distribution of students is as follows: As of end of September 2013, with monitoring in ( )

Building	DW	HE	OB	HD	OR	MS	HS	Total
DW	6	7(1)	5(1)					18
HE				7(2)	2			9
OB	6	7	4	3(1)	3			24
HD				1				1
OR						3	3(2)	6
MS							3	3
HS							2	2
<b>Total</b>								75

STATE AND FEDERAL GRANTS / PROGRAMS

SUMMARY Program Name: Title VI.B

Director: Mr. Ryan Neal

State	<input checked="" type="checkbox"/> Federal	Competitive Grant	<input checked="" type="checkbox"/> Entitlement
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Allocation for 2013-2014: \$70,000.00

Local Match Required: \$0

General Description of Services Provided:

Salaries and Benefits Covered: \$13,729.63	Amount Budgeted: \$13,769.63
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(6100 and 6200)

Position	Building
Paraprofessional	Oak Ridge Intermediate

(6500) Purchase of Service Activities	Amount Budgeted: 0.00
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(8400) Instructional Supplies and Material	Amount Budgeted: \$43,934.00
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Activity	Recipient	Building	Budget
Acuity Assessment Software	District		\$43,934.00

(8500) Capital Outlay	Amount Budgeted: 0
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Description

Funding Expectations for 2014-2015: This funding stream varies by year. We have received funds through this stream in three of the last four years. Approximate expectation for 2014-2015 would be \$70,000.00.

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Title VI.B McKinney Vento: Homeless Education

Director: Mrs. Laura O'Quinn

<input checked="" type="checkbox"/> State	Federal	Competitive Grant	<input checked="" type="checkbox"/> Entitlement
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Allocation for 2012-2013: \$18,820.74

Local Match Required: \$0

General Description of Services Provided: \$18,820.74 has been allocated from federal funds for use in the 2013-2014 school year for students identified as homeless in the district. Approximately \$6,000 will be used to purchase a mobile lab which will be housed at the building with the highest amount of identified homeless students. The mobile lab will also be made available for identified students that may not have access to a computer during after school hours. Plans include using future funds to add one mobile lab per year until all buildings are equipped. Approximately \$7,000 will be used as stipends to pay staff members recognized as Homeless Building Representatives in Dogwood, Hawthorn, Oakridge, Osage Beach, Hurricane Deck, Middle School, and High School. These representatives will be responsible for updating building homeless lists, monitoring and providing support to families experiencing homelessness. The remaining \$6,000 will be used as needed to help identified students with basic supplies, as well as medical and counseling needs.

Salaries and Benefits Covered: \$7000	Amount Budgeted: \$7000
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(6100 and 6200)

Employee's Name	Position	Building

(6300) Purchase of Service Activities	Amount Budgeted: \$
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Activity	Recipient	Building

(6400) Instructional Supplies and Material	Amount Budgeted: \$11820.74
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(6500) Capital Outlay	Amount Budgeted: \$0
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Description

Funding Expectations for 2013-2014: At least \$18,820.00 but dependent on the homeless population of our school district.

# LCTC Annual Rpt.

2012-2015 Camdenon R-III Strategic Planning Template  
 Building Name: Lake Career & Technical Center (LCTC)

Year: 2013-2014

"Blue" text - Bldg. Level  
 "Orange" text - Content Team.

Component	Code	District Strategic Plan Description	Building Level Plan Content Team Plan	Building Level Action Steps Content Team Action Steps	Building Level Quarterly Progress Content Team Quarterly Progress/Results	Building (LCTC) Results
Goal	I	<b>Student Performance</b>	<b>Student Performance</b>	<b>Student Performance</b>	<b>Student Performance</b>	<b>Student Performance</b>
Objective	A	Educators will improve student learning through the implementation of research based strategies and school reform initiatives.	Educators will improve student learning through the implementation of research based strategies and school reform initiatives.			Educators will improve student learning through the implementation of research based strategies and school reform initiatives.
Persons Responsible		Deputy Superintendent for Academic Services, Building Administrators, Faculty	The LCTC Building Leadership Team (BLT) will monitor the progress of the following CTE Initiatives: embedded credit, CTE Power Standards, student self-monitoring, interventions, enrollment, attendance, standard grading practices, and MSIP College and Career Readiness standards 1-6 - COMPASS, ACT/SAT, ASVAB; placement; and industry recognized credentials and/or dual credit.			<p><b>2013-2014 BLT members are:</b> Garry Briscoe, Kathy Hueste, Tim Keensy, Bill Kurtz, Chuck Poe, Gall White, Cassie Wilmes, and Jackie Wilson.</p> <p><b>2012-13 BLT members are:</b> Garry Briscoe, Kathy Hueste, Melissa Jackson, Tim Keene, Bill Kurtz, Ryan Neal, Amy Wackerman, Gall White, and Cassie Wilmes.</p> <p><b>2011-12 BLT members were:</b> Garry Briscoe, Bob Hayes, Kathy Hueste, Tim Keene, Joe Schwandt, Amy Wackerman, Jerri Webb, and Gall White.</p>
Progress Measures		Meet the district performance goal on local common power standard assessment (District Performance Goal), state assessment (Established State Proficiency or Growth Targets) The Camdenon R-III School District will increase the graduation rate, as calculated by the Department of Elementary and Secondary Education, to 88% by 2015 (85-2013, 86-2014).	<p><b>Student Performance Power Standards - Embedded Credit &amp; CTE:</b></p> <p><b>2013-14 Progress Measures:</b> During the school year, 80% of students will obtain 80% or greater in "embedded" credit(s) - Tech, English, Math, or Science. 80% of students will obtain at least 80% or greater on the designated Power Standard in their CTE class. The remaining 20% of the students will demonstrate at least 25% growth in their attainment of the identified Power Standard after receiving interventions and being reassessed. 80% of students will pass the IRC or have passed with at least a "B" to obtain Dual Credit (where available) by the time they graduate - MSIP 5 - CCR *4.</p> <p><b>2012-13 Progress Measures:</b> During the school year, 80% of the CTE students enrolled in "embedded" credit(s) will obtain an 80% average.</p> <p><b>2011-12 Progress Measures:</b> During the school year, 90% of the CTE students enrolled in "embedded" credit(s) will obtain the 80% average in order to gain at least one-half unit of "embedded" credit.</p>	<p>Continue using a standardized grading/reporting process utilizing SIS K-12.</p> <p>Utilize COMPASS assessment for all new 11<sup>th</sup> and 12<sup>th</sup> grade students and upon request, 10<sup>th</sup> grade students, in the fall.</p> <p>Oversee assessments and activities that are being used by each instructor as evidenced by a notebook or portfolio along with graded projects.</p> <p>As part of the annual Fall LCTC Administrator's meeting, provide an update on Embedded Credit along with data collected.</p> <p>Revise/implement assignments that are rigorous and relevant and are identified as Power Standards for CTE and Embedded Credit.</p> <p>Administer COMPASS assessment for 12<sup>th</sup> grade students in the spring who did not</p>	<p>Quarters 1, 2, 3 &amp; 4                  Expectations are that staff members enter grades weekly. This has been an ongoing expectation and communicated to the staff.</p> <p><b>Quarter 1</b>                  Juniors and Seniors (not tested last year) were tested in September. Data was shared at collaboration with all staff members.</p> <p><b>Quarters 1, 2, 3 &amp; 4</b>                  Activities, assessments, and graded projects are monitored by the respective certified instructors.</p> <p><b>Quarters 1, 3, &amp; 4</b>                  N/A</p> <p><b>Quarter 2</b>                  Update was given at the fall Administrator's Meeting in November. Minutes attached. <a href="#">Administrator's Meeting Outcomes November 12.docx</a></p> <p><b>Quarters 1, 2, 3 &amp; 4</b>                  Curriculum update occurred (Phase II) during last school year. Documentation was sent to Central Office.</p> <p><b>Quarters 1, 2 &amp; 3</b>                  N/A</p>	<p>New: 2013-14 - IRC/DC data. Available June 2014.</p> <p>New: 2013-14 - CTE Power Standard data by semester.</p> <p><b>Embedded Credit Data 2012-2013:</b>                  100% of <b>Communication Arts</b> students met the Power Standards/Assessments Identified (146/146 students). <b>Goal Met</b></p> <p><b>Tech English Post-Test - 146/146 = 100%</b>  <b>R1N Post-Test - 157/160 = 98%</b></p> <p>96% of <b>Math</b> students met the Power Standards/Assessments Identified (107/112 students). <b>Goal Met</b></p> <p>100% of <b>Science</b> students met the Power Standards/Assessments Identified (60/60 students). <b>Goal Met</b></p> <p><b>Embedded Credit Data 2011-2012:</b>                  99% of <b>Communication Arts</b> students met the Power Standards/Assessments Identified (146/148 students). <b>Goal Met</b></p> <p>99% of <b>Math</b> students met the Power Standards/Assessments Identified (130/131 students). <b>Goal Met</b></p> <p>98% of <b>Science</b> students met the Power Standards/Assessments Identified (49/50 students). <b>Goal Met</b></p> <p><b>Embedded Credit Data 2010-2011:</b>                  94% of <b>Communication Arts</b> students obtained .5 units of credit (80/85 students). <b>Goal Met</b></p> <p>91% of <b>Math</b> students obtained .5 units of credit (49/54 students). <b>Goal Met</b></p>

2012-2015 Camdenon R-III Strategic Planning Template  
 Building Name: Lake Career & Technical Center (LCTC)

Year: 2013-2014

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 "Orange" text - Content Team.

			<p>already meet the COMPASS, ACT/SAT or ASVAB MSIP 5 CCR standard.</p> <p>Revise/develop and administer common assessments to track student achievement.</p> <p>Expect all students to revise work (within instructor determined time frame).</p> <p>Provide resources and support for IRC and/or Dual Credit opportunities. MSIP 5 - CCR *4</p> <p><b>Science:</b> The science Embedded Credit team will develop common assessments and measure student progress through implementation of those common assessments.</p> <p><b>Science:</b> Utilize Pre &amp; Post Tests.</p> <p>The team will utilize standard scoring guides and tests for Science Embedded Credit.</p> <p>The team will meet once per quarter to assess progress and implement changes.</p>	<p><b>Quarter 4</b>                  COMPASS results were provided to students at end of each session. CCR 1-3 Information was reported. 2012-13 - 65.47%  <a href="#">CCR 1-3-2013 2014.pdf</a></p> <p><b>Quarters 1, 2, 3 &amp; 4</b>                  Ongoing - Common assessments are reviewed by content experts as well as collaboration team.</p> <p><b>Quarters 1, 2, 3 &amp; 4</b>                  An 80% average is required to obtain credit. Students must earn 80% each semester and pass their LCTC class in order to be eligible for credit.</p> <p>Have been working with SFCC and Linn Tech to coordinate 2<sup>nd</sup> semester dual credit offerings. Continue to align curriculum to IRC during the first semester.</p> <p><b>Quarter 1</b>                  In progress. Gave pre-test and energy transfer post-test.</p> <p><b>Quarter 2</b>                  In progress. Gave vocabulary post-test.</p> <p><b>Quarter 3</b>                  In progress. Gave properties of substances post-test.</p> <p><b>Quarter 4</b>                  Gave science research post-test. Completed.</p> <p><b>Quarter 1</b>                  In progress. Utilized common exams for pre-test and energy transformations.</p> <p><b>Quarter 2</b>                  In progress. Utilized common exams for vocabulary.</p> <p><b>Quarter 3</b>                  In progress. Utilized common exams for properties of substances.</p> <p><b>Quarter 4</b>                  Utilized common scoring guide for science research. Completed.</p> <p><b>Quarter 1</b>                  In progress. Team met on 9/30/13 &amp; 9/13/13.</p> <p><b>Quarter 2</b>                  In progress. Team met 11/14.</p>	<p><b>Embedded Credit Data 2009-2010:</b>                  90% of <b>Communication Arts</b> students obtained .5 units of credit (44/49 students). <b>Goal Met</b></p> <p>92% of <b>Math</b> students obtained .5 units of credit (49/53 students). <b>Goal Met</b></p>
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				Use LEAD time and other appropriate interventions for students who don't meet minimum standards.	<p>Quarter 3 In progress. Teams met 2/20.</p> <p>Quarter 4 Team met 4/8, 5/7. Completed.</p> <p>Quarters 1, 2 &amp; 3 In progress.</p> <p>Quarter 4 Completed TS1A- 100% at 60% or above TS1B- 90% at 60% or above TS1C- 100% at 80% or above TS1D- 100% at 60% or above</p> <p>Power standards were reviewed and it was decided to add a genetics power standard for 2013-2014 school year.</p> <p>Now for 2013-14.</p>	
Strategy 1	1	Improve student motivation and engagement	Improve student motivation and engagement			Improve student motivation and engagement
Action Steps (Motivation)	M	<ol style="list-style-type: none"> <li>The faculty of the Camdenton R-III School District will facilitate student academic goal creation.</li> <li>The faculty of the Camdenton R-III School District will create methods for student self-monitoring on scoring template over time.</li> <li>The faculty of the Camdenton R-III School District will provide opportunities for meaningful student feedback.</li> <li>Individual school buildings will create building-wide discipline plans that address behavior, safety, and climate.</li> </ol>	<p><b>Self-Monitoring:</b>                  2013-14: Develop a system for students to monitor their academic achievement for both CTE content and embedded credit.</p> <p>2012-13: Each quarter Embedded Credit Communication Arts students monitor and track their own progress using a Portfolio Checklist. The checklist includes the due date, assignment, Course Level Expectations (CLE)/Power Standards addressed, and grade earned. The student has an area in which to write a student reflection and the English instructor has a place to include comments.</p> <p>In math students can see their pretest scores, common assessment scores and can see their hands-on math tasks. This is not yet implemented in all classes, but was discussed at the October embedded credit meeting.</p>	Provide examples and support for development of self-monitoring instruments.	<p>Content teams have been bringing examples to collaboration on tracking student progress. This is also being collected at the end of each quarter for review.</p>	<p>2012-13 - 2<sup>nd</sup> Semester Self-Monitoring Information available for review for:                  Technical English                  Technical Science</p> <p>2012-13 - 1<sup>st</sup> Semester Self-Monitoring Information available for review for:                  Technical English                  Technical Math                  Collision Repair                  Culinary Arts                  Health Occupations II</p>
Action Steps (Engagement)	E	<ol style="list-style-type: none"> <li>The faculty of the Camdenton R-III School District will communicate high expectations for all students.</li> <li>The faculty of the Camdenton R-III School District will develop meaningful assignments in all subject areas, specifically in disciplines such as science</li> </ol>	<p><b>Placement - MSIP 5 CCR "5-6"</b>                  Ongoing: Progress Measures: Each year, prior to attending LCTC, students will receive career guidance information in order to select a related career and technical program that will assist students in making the transition from LCTC to related employment, continuing education, or entering the military consistent with their expressed interests at a minimum of 88.7%</p>	The number of CTE students placed in employment, post-secondary education, or the military will increase by 5% each year until 98% placement is achieved.	<p>Quarter 1                  Follow-up activities thus far includes: Survey link on the LCTC website and on the front page of the district website. Colleges (OTC, SFCC, Linn State, and Ranken) have provide us with students attending those institutions; booth at Car Show, FFA Alumni BBQ, distributed to the LCTC staff prior to parent/teacher conferences; script distributed to new staff members; Facebook page (LCTC Alumni) open with link to survey; information provided to CHS CTE.</p>	<p>Follow-Up Data 2011-12: 94.12%      Goal Met</p> <p>Follow-Up Data 2010-11: 92.1%      Goal Met</p> <p>Follow-Up Data 2009-10: 91%      Goal Met</p> <p>Follow-Up Data 2008-09: 80%      Goal Not Met</p> <p>8 years follow up 2005 to 2012.doc</p>

		(including conservation and real world experiences) and social studies, creating and implementing lessons that incorporate relevant material and utilizing authentic literacy (use of contemporary topics and non-fiction reading and writing to address real world issues) as a vehicle to improve performance in comprehension, writing, and student engagement.	placement rate (as set by the State).	Each year the number of students who enroll in each CTE course should reach and maintain 95% capacity of enrollment.	<p>Quarter 2                  The following data was taken from MOSIS and was distributed at the Fall 2012 Administrator's Meeting.</p> <p>Both the Consortium (91.46%) and Camdenton (90.29%) did not meet the goal of 94.25%.</p> <p><a href="#">Perkins Core Indicators 09-10 to 11-12.xls</a></p> <p>Quarter 3                  N/A</p> <p>Quarter 4                  Student information for follow-up was collected during LEAD time. Asked for contact information and intended plans. This is for those who will graduate in May 2013.</p> <p>Quarter 1                  2012-2013: 1-hour classes - 56% met; 44% not met; 2-hour block classes - 81% met; 19% not met; 3-hour block classes - 67% met; 23% not met; Adult Marine - 0% met.</p> <p>2011-2012: 1-hour classes - 63% met; 37% not met; 2-hour block classes - 80% met; 20% not met; 3-hour block classes - 77% met; 23% not met; Adult Marine - 100% met.                  Total - (30/41) 73% met; (11/41) 27% not met.</p> <p>2010-2011: 1-hour classes - 80% met; 20% not met; 2-hour block classes - 53% met; 47% not met; 3-hour block classes - 70% met; 30% not met; Adult Marine - Not met                  Total - 27/41 met = 66%; 14/41 not met = 34%</p> <p><a href="#">Enrollment Figures 5 Years FY 2013.xlsx</a></p> <p><a href="#">Retention Charts 2012-2013.xls</a></p> <p><a href="#">Pre Enrollment Comparisons 09-10 - 10-11 - 11-12 - 12-13.doc</a></p> <p><a href="#">Pre Enrollment Comparisons 12-13 - 11-12 - 10-11 - 9-10.doc</a></p> <p><a href="#">CHS Student Population Comparison.xlsx</a></p> <p>Quarters 2 &amp; 3                  N/A</p> <p>Quarter 4                  Interviewing of students in Mr. Poe's class occurred as part of a pilot with regards to classes that have more requests than slots. Overall, there was minimal difference when</p>	<p>2011-12 school year: Neither the Consortium nor Camdenton met the goal of 94.25%. Consortium was 91.46% and Camdenton was 90.29%. Perkins data is always a year behind.      Goal Not Met</p> <p>2010-11 school year: Both the Consortium and Camdenton met the goal of 94%. This was a 2% increase over the previous year. Perkins data is always a year behind.      Goal Met</p> <p>2009-2010 school year: Camdenton exceeded the State Adjusted Performance Level (which was 25% higher than the previous year) by .05%. Perkins data always run one year behind.      Goal Met</p> <p>2012-13 - 28/42 = 67% met; 14/42 = 23% not met.</p> <p>2011-12 - 30/41 = 73% met; 11/41 = 27% not met.</p> <p>2010-11 - 27/41 = 66% met; 14/41 = 34% not met.</p> <p>2009-10 - 72% of the classes met the goal.</p>
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		<p><b>Community Relations:</b> The team will implement the following CTE Initiatives: enrollment and placement (CCR 5-6).</p>	<p>Feature each program during LEAD/Lunch shifts at Camdenon &amp; Sending Schools throughout the year. Participate in Tech Expo at CHS- First Robotics competition.</p> <p>Complete student tours for pre-enrollment (or career exploration) for 8<sup>th</sup> CMS and sending schools; 9<sup>th</sup> grade CHS and 10<sup>th</sup> grade sending schools. Conduct 5<sup>th</sup> grade tours for all feeder schools. RACE into Reading with 3<sup>rd</sup> grade students at all schools.</p> <p>Short verbal survey of a small, random sample of students will be conducted by designated student helpers on days of tours. Example would include riders to/from Ag. Building.</p> <p>Complete Graduate Follow Up for all graduates &amp; review results</p>	<p>looking at solely the scoring guide then adding the interview portion.</p> <p><b>Quarter 1</b> Sign-up sheet was posted and distributed at Oct. staff meeting. Will begin in November and conclude in Jan.</p> <p><b>Quarter 2</b> Programs are being featured at CHS during LEAD and Lunch shifts.</p> <p><b>Quarter 3</b> All programs have been featured at CHS during LEAD/Lunch time. Assistant Director went to Muck's Creek to discuss options with students.</p> <p><b>Quarter 4</b> Pre-Enrollment data shows 934 students pre-enrolled. This was a 6.9% increase from the previous year. Big Enrollment Increases: 12-16, 17-23, 11-17, 10-11, 9, 30, etc.</p> <p><b>Quarter 1</b> Middle School FACS class tours during the quarter.</p> <p><b>Quarter 2</b> 8<sup>th</sup> grade tours are set for December 12. Ms. Janzen will make presentations to each of the sending schools while Mrs. Forsythe will present to CMS prior to the tour.</p> <p><b>Quarter 3</b> CHS 9<sup>th</sup> &amp; Sending School 10<sup>th</sup> grade tours were conducted on January 30. Osage 5<sup>th</sup> graders toured LCTC.</p> <p><b>Quarter 4</b> Osage Beach &amp; Hurricane Dist. afterschool club "SUCC" tour LCTC. Middle School FACS class tours during the semester. Osage 3<sup>rd</sup> &amp; 4<sup>th</sup> grader Career Fair hosted by LCTC students at their school.</p> <p><b>Quarters 1 &amp; 4</b> N/A</p> <p><b>Quarters 2 &amp; 3</b> Data comparisons with previous surveys.</p> <p><b>Quarter 1</b> Follow-up began beginning of October. Survey was posted on District website. Table set up at Car Show and FFA Alumni BBO. Colleges contacted for info. Expectation set that Parent/Teacher conferences would be used in also contact May 2013 graduates.</p>	
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		<p><b>Attendance:</b>  <b>2013-14 Progress Measures:</b> Each year, students will demonstrate responsibility within the technical program as exhibited by: maintaining an attendance rate of 95%.</p> <p><b>2011-12 &amp; 2012-13 Progress Measures:</b> Each year, students will demonstrate responsibility within the technical program as exhibited by: maintaining an attendance rate of 95.1% (as set by the State).</p>	<p>Open House to promote CTE/LCTC.</p> <p>Follow the district attendance policy. Compare with previous year(s) data. Provide attendance reports to instructors monthly.</p>	<p><b>Quarter 2</b> Follow-up continues during 2<sup>nd</sup> quarter. Phone calls made during Parent/Teacher conferences. Goal is to have it completed by Christmas break.</p> <p><b>Quarter 3</b> Submitted via MOSIS- Feb. 2013: 180-Day Follow Up Reports - 2012 Graders.xls</p> <p>Submitted via MOSIS- Feb. 2012: Follow Up Reports: 2011.xls</p> <p><b>Quarter 4</b> N/A</p> <p><b>Quarters 1, 2 &amp; 4</b> N/A</p> <p><b>Quarter 3</b> Will hold Open House in conjunction with Chamber of Commerce on Feb. 27, 2014.</p> <p><b>Quarter 1</b>                  August 2013 Attendance: 95.7%                  August 2012 Attendance: 96.7%                  August 2011 Attendance: 96.2%                  August 2010 Attendance: 95.4%                  August 2009 Attendance: 96.5%                   Sept. 2013 Attendance: 98.8%                  Sept. 2012 Attendance: 94.8%                  Sept. 2011 Attendance: 98.7%                  Sept. 2010 Attendance: 93.8%                  Sept. 2009 Attendance: 98.9%   <b>Quarter 2</b>                  Oct. 2012 Attendance: 93.1%                  Oct. 2011 Attendance: 92.9%                  Oct. 2010 Attendance: 93.2%                  Oct. 2009 Attendance: 91.1%                   Nov. 2012 Attendance: 89.9%                  Nov. 2011 Attendance: 89.6%                  Nov. 2010 Attendance: 91.3%                  Nov. 2009 Attendance: 91.4%                   Dec. 2012 Attendance: 91.5%                  Dec. 2011 Attendance: 91.2%                  Dec. 2010 Attendance: 90.1%                  Dec. 2009 Attendance: 92.6%   <b>Quarter 3</b>                  Jan. 2013 Attendance: 91.6%             </p>	<p><b>Attendance Data 2012-2013: 92.9%</b> Goal Not Met                  Cannot currently run reports for 90/90 new State Goals</p> <p><b>Attendance Data 2011-2012: 92.8%</b> Goal Not Met</p> <p><b>Attendance Data 2010-2011: 92.9%</b> Goal Not Met</p> <p><b>Attendance Data 2009-2010: 92.3%</b> Goal Not Met</p>
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		<p><b>Attendance &amp; Recognition:</b> implement multiple incentives within the classroom and building to encourage exemplary attendance. Develop and implement classroom practices and awards to increase the attendance rate in the building to achieve 95%+ rate.</p>	<p>Students who have at least 98% attendance at LCTC at the end of each semester will qualify for an activity.</p> <p>Students who have at least 95% (A) grade at LCTC at the end of each semester will qualify for an activity.</p> <p><b>*Please note that 3 tardies and/or leaving early equals one absence per semester.*</b></p>	<p>Jan. 2012 Attendance: 91.4%                  Jan. 2011 Attendance: 91.5%                  Jan. 2010 Attendance: 92.6%</p> <p>Feb. 2013 Attendance: 92%                  Feb. 2012 Attendance: 91.8%                  Feb. 2011 Attendance: 90.8%                  Feb. 2010 Attendance: 91.1%</p> <p>Quarter 4                  Mar. 2013 Attendance: 91.7%                  Mar. 2012 Attendance: 91.8%                  Mar. 2011 Attendance: 91.6%                  Mar. 2010 Attendance: 92.2%</p> <p>April 2013 Attendance: 91.9%                  April 2012 Attendance: 91.6%                  April 2011 Attendance: 90.8%                  April 2010 Attendance: 90.4%</p> <p>May 2013 Attendance: 92.3%                  May 2012 Attendance: 92.6%                  May/June 2011 Attend: 91.9%                  May 2010 Attendance: 90.8%</p> <p><u>Recognition and Attendance 13-14 Monthly Attendance.xlsx</u></p> <p>Quarter 1                  2013-2014 - 55.0% of the students (347/621) had 98% or higher attendance for 1<sup>st</sup> qtr.                  2012-2013 - 53.6% of the students (326/606) had 98% or higher attendance for 1<sup>st</sup> qtr.                  2011-2012 - 52.3% of the students (321/615) had 98% or higher attendance for 1<sup>st</sup> qtr.                  2010-2011 - 47.5% of the students (344/598) had 98% or higher attendance for 1<sup>st</sup> qtr.                  2013-2014 - 46.5% of the students (289/621) had 95% or higher achievement for 1<sup>st</sup> qtr. in their CTE class and 78.9% of the students (258/327) had 95% or higher achievement for 1<sup>st</sup> qtr. for Embedded Credit.                  2012-2013 - 44.5% of the students (263/606) had 95% or higher achievement for 1<sup>st</sup> qtr. in their CTE class and 53.5% of the students (192/361) had 95% or higher achievement for 1<sup>st</sup> qtr. for Embedded Credit.                  2011-2012 - 44.23% of the students (272/615) had 95% or higher achievement for 1<sup>st</sup> qtr.</p>	
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				<p>2010-2011 - 82.5% of the students (224/598) had 95% or higher achievement for 1<sup>st</sup> quarter.</p> <p>Quarter 2                  2012-2013 - 37.3% of the students (224/600) had 98% or higher attendance for 2<sup>nd</sup> quarter.                  2011-12 - 37.8% of the students had 98% or higher attendance for 2<sup>nd</sup> quarter.                  2010-11 - 36.1% of the students had 98% or higher attendance for 2<sup>nd</sup> quarter.</p> <p>2012-13 - 31.5% of the students (189/600) had 95% or higher achievement for 2<sup>nd</sup> quarter in their CTE class. 37.6% of the students (133/356) had 95% or higher achievement for 2<sup>nd</sup> quarter for Embedded Credit (new this year).</p> <p>2011-12 - 37.42% of the students had 95% or higher achievement for 2<sup>nd</sup> quarter.                  2010-11 - 27.5% of the students had 95% or higher achievement for 2<sup>nd</sup> quarter.</p> <p>2012-13 - 1<sup>st</sup> Semester Recognition - Exemplary Attendance (248/600) 41.3% and Superior Achievement (189/600) 31.5%.</p> <p>2011-12 - 1<sup>st</sup> Semester Recognition - Exemplary Attendance 29.14% and Superior Achievement 36.59%.</p> <p>2010-11 - 1<sup>st</sup> Semester Recognition - Exemplary Attendance - 26.6% and Superior Achievement 26.4%.</p> <p>Quarter 3                  2012-2013 - 39.1% (220/563) of the students had 98% or higher attendance for 3<sup>rd</sup> quarter.                  2011-2012 - 39% (226/577) of the students had 98% or higher attendance for 3<sup>rd</sup> qtr.                  2010-2011 - 38% (199/603) of the students had 98% or higher attendance for 3<sup>rd</sup> qtr.</p> <p>2012-13 - 33.2% (337/553) of the students had 95% or higher achievement for 3<sup>rd</sup> quarter in their CTE class. 29.5% of the students (97/325) had 95% or higher achievement for 3<sup>rd</sup> quarter for Embedded Credit.                  2011-2012 - 34.5% (199/577) of the students had 95% or higher achievement for 3<sup>rd</sup> qtr.</p>	
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			<p>Seniors and adults must have at least an A- (90%) grade for the first semester as well as the third quarter progress grade at LCTC, average 95% attendance during the current year and complete at least a two hour block to be eligible for a passport.</p> <p>Recognition for attendance will include:</p> <ul style="list-style-type: none"> <li>Each student with at least 95% attendance will be rewarded on a monthly basis.</li> <li>Students will be rewarded for having at least 98% attendance at the end of each quarter and semester for each LCTC class he/she attends.</li> <li>End of Year - Recognition for students who have at least 98% attendance at LCTC will be made.</li> </ul> <p>*Please note that 3 tardies and/or leaving early equals one absence per semester.*</p>	<p>2010-2011 - 30.7% (125/693) of the students had 95% or higher achievement for 3<sup>rd</sup> quarter.</p> <p>Quarter 4                  2012-2013 - 41.10% (229/556) of the students had 98% or higher attendance for 4<sup>th</sup> quarter.</p> <p>2011-2012 - 37.1% (212/571) of the students had 98% or higher attendance for 4<sup>th</sup> qtr.</p> <p>2010-2011 - 33.8% (203/600) of the students had 98% or higher attendance for 4<sup>th</sup> quarter.</p> <p>2012-13 - 31.29% (174/556) of the students had 95% or higher achievement for 4<sup>th</sup> quarter in their CTE class. 35.28% of the students (100/289) had 95% for 2<sup>nd</sup> semester Embedded Credit.</p> <p>2011-2012 - 29.6% (170/571) of the students had 95% or higher achievement for 4<sup>th</sup> qtr.</p> <p>2010-2011 - 26.7% (160/600) of the students had 95% or higher achievement for 4<sup>th</sup> quarter.</p> <p>2011-12 - 2<sup>nd</sup> Semester Recognition - Exemplary Attendance 30.3% and Superior Achievement 26.6%</p> <p>Quarters 1, 2 &amp; 3                  N/A</p> <p>Quarter 4                  2012-2013 - 20% of seniors received a Passport. 31/120                  2011-2012 - 25% of seniors received a Passport. 30/121                  2010-2011 - 20% of seniors received a Passport. 29/148                  2009-2010 - 16% of seniors received a Passport. 22/140</p> <p>Quarter 1                  Students who had Superior Achievement in their CTE class or Embedded Credit or Exemplary Attendance were rewarded on Oct. 31 (see data above).</p> <p>Pizza and soda during LEAD was decided as the reward for 1<sup>st</sup> semester.</p> <p>12-13 Monthly Attendance.xlsx</p> <p>Quarter 2                  2<sup>nd</sup> Quarter Recognition day will be Wed., Jan. 11. 1<sup>st</sup> Semester Recognition activity will be on Jan. 15 at LCTC and Jan. 18 at CHS (data listed above).</p> <p>QUARTER 3</p>
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			<p>Recognition for superior achievement will include:</p> <ul style="list-style-type: none"> <li>Students will be rewarded for having at least a 95% (A) grade at the end of each nine week period and the semester for each LCTC class he/she attends including embedded credit courses.</li> </ul>	<p>3<sup>rd</sup> Quarter Recognition day - has been set for 3/21/13. (See data above).</p> <p>Quarter 4                  2012-13 - 2<sup>nd</sup> Semester Recognition - Exemplary Attendance 30.2% and Superior Achievement 41.4%</p> <p>2011-12 - 2<sup>nd</sup> Semester Recognition - Exemplary Attendance 30.3% and Superior Achievement 26.6%</p> <p>Student Survey asking effectiveness of recognition program: Motivates students to be at school every day:                  2012-2013                  Superior - 41%                  Satisfactory - 43%                  Poor - 10%                  2011-2012                  Superior - 38%                  Satisfactory - 44%                  Poor - 13%                  2010-2011                  Superior - 41%                  Satisfactory - 43%                  Poor - 13%                  2009-2010                  Superior - 35%                  Satisfactory - 40%                  Poor - 17%                  2008-09                  Superior - 33%                  Satisfactory - 47%                  Poor - 15%                  2007-08                  Superior - 39%                  Satisfactory - 40%                  Poor - 16%                  2006-07                  Superior - 40%                  Satisfactory - 36%                  Poor - 19%</p>	
Strategy 2	2	Improve instructional strategies	Improve instructional strategies	N/A	Improve instructional strategies
Action Steps (Literacy)	L	<p>The faculty of the Camdenon R-III School District will:</p> <ol style="list-style-type: none"> <li>Implement strategies to improve early literacy.</li> <li>Continue MRI at middle and secondary levels.</li> <li>Continue emphasis on consistent writing process with an emphasis on non-fiction.</li> </ol>	<p><b>Literacy:</b>                  Continuation of English/Language Arts embedded credit as well as Professional Development for all staff to address reading, writing, and verbal communication skills implementation in CTE programs.</p> <p>MSIP 5 - CCR *1-3: COMPASS, ACT/SAT and ASVAB data will be utilized to measure students' literacy skills.</p> <p>Communication Arts: By the end of the school</p>	<p>Communication Arts:</p>	<p>College &amp; Career Readiness 1-3 (COMPASS, ASVAB, ACT/SAT)                  1-1.25 - 36/118 = 30.5%                  .25 - .75 - 82/118 = 69.5%                  Points Earned - 77.25 (65.47%)                  CCR 1-3 2013 2014.pdf</p> <p>COMPASS Pre/Post Data:                  Writing Skills                  Fall 2012 pre-testing delayed due to Diagnostic COMPASS.</p>

		<p>year, the Communication Arts Collaboration Team will evaluate and promote student progress through:</p> <p>1 – the beginning-and-end-of-program COMPASS test;</p> <p>2 – Writing Responses; and</p> <p>3 – Portfolio Requirements for each CTE course.</p>	<p>Administer, evaluate, and utilize COMPASS test data.</p> <p>Establish standard and differentiated assignments for all programs offering CA Embedded Credit.</p>	<p>Compass has been administered to respective students and data shared at collaboration.</p> <p><b>Quarter 2</b>          COMPASS diagnostic has been piloted and deemed applicable to students. Testing scheduled in January.</p> <p><b>Quarter 3</b>          Testing has not occurred.</p> <p><b>Quarter 4</b>          Testing has not occurred due to programming complication.</p> <p><b>Quarter 1</b>          Assignments were established and implemented in all programs offering CA Embedded Credit.</p> <ul style="list-style-type: none"> <li>TE Pretest</li> <li>PE pretest</li> <li>Resumes completed.</li> <li>Letters of Application started.</li> </ul> <p><b>Quarter 2</b>          Assignments were established and implemented in all programs offering CA Embedded Credit.</p> <ul style="list-style-type: none"> <li>RH Posttest</li> <li>Article Summary</li> <li>Career Research Summary and Reflection</li> <li>Resume Rough Draft</li> </ul> <p><b>Quarter 3</b>          Assignments were established and implemented in all programs offering CA Embedded Credit.</p> <ul style="list-style-type: none"> <li>Resume</li> <li>Employment Portfolio Rough Draft</li> <li>Mock Interview</li> <li>Application</li> <li>Recommendation Letter Request</li> </ul> <p><b>Quarter 4</b>          Assignments were established and implemented in all programs offering CA Embedded Credit.</p> <ul style="list-style-type: none"> <li>Pre-Employment letters</li> <li>Employment Portfolio</li> <li>Mock Interviews</li> <li>Workplace Communication: email</li> <li>Reflective Writing</li> <li>TE posttest</li> <li>PE posttest</li> </ul>	<p><b>Seniors 2012</b>          Ready for English Comp I          Pre – 34.08%; Post – 41.96%; +7.0% change  <b>Improvement Made</b></p> <p><b>Seniors 2011</b>          Ready for English Comp I          Pre – 18.84%; Post – 31.16%; +12.32% change  <b>Improvement Made</b></p> <p><b>Seniors 2010</b>          Ready for English Comp I          Pre – 35.43%; Post – 44.36%; +7.93% change  <b>Improvement Made</b></p> <p><b>Reading Skills</b>          Fall 2012 pre-testing delayed due to Diagnostic COMPASS.</p> <p><b>Seniors 2012</b>          No Reading Skills Class Required          Pre – 46.38%; Post – 39.29%; -7.09% change  <b>Improvement Not Made</b></p> <p><b>Seniors 2011</b>          No Reading Skills Class Required          Pre – 28.26%; Post – 40.58%; +12.32% change  <b>Improvement Made</b></p> <p><b>Seniors 2010</b>          No Reading Skills Class Required          Pre – 45.74%; Post – 44.38%; -1.38% change  <b>Improvement Not Made</b></p>
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Make use of Communication Arts to

Quarter 1

		<p>Improve mastery of the content area.</p> <p>Improve writing.</p>	<p>Lessons and assignments were based on content from programs. Magazine article was used that was provided by content teacher based on their current area of study.</p> <p><b>Quarters 2 &amp; 3</b>          Lessons and assignments were based on content from programs. Articles, career research, and resumes were completed based on their current area of study.</p> <p><b>Quarter 4</b>          Lessons and assignments were based on content from programs. Pre-Employment letters, emails, reflections, interviews, and employment portfolios were completed based on their current area of study.</p> <p><b>Quarter 1</b>          Students are required to follow the nonnegotiables writing standards. (W2E) Students wrote to improve writing.</p> <p><b>Quarter 2</b>          Students are required to follow the nonnegotiables writing standards. (W2E)          Students wrote to improve writing.</p> <ul style="list-style-type: none"> <li>Article Summary</li> <li>Career Research</li> <li>Summary and Reflection</li> <li>Resume Rough Draft</li> </ul> <p><b>Quarter 3</b>          Students are required to follow the nonnegotiables writing standards. (W2E)          Students wrote to improve writing.</p> <ul style="list-style-type: none"> <li>Resume</li> <li>Employment Portfolio Rough Draft</li> <li>Mock Interview</li> <li>Application</li> <li>Recommendation Letter Request</li> </ul> <p><b>Quarter 4</b>          Students are required to follow the nonnegotiables writing standards. (W2E)          Students wrote to improve writing.</p> <ul style="list-style-type: none"> <li>Pre-Employment letters</li> <li>Employment Portfolio</li> <li>Mock Interviews</li> <li>Workplace Communication: email</li> <li>Reflective Writing</li> <li>TE posttest</li> <li>PE posttest</li> </ul>	<p>Use LEAD time and other appropriate</p> <p>Quarters 1, 2, 3 &amp; 4</p>
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Use LEAD time and other appropriate

Quarters 1, 2, 3 & 4

			<p>Interventions for students who do not meet minimum standards.</p> <p>Utilize SISK-12 for grading, reporting, and communicating with parents and staff.</p> <p>EC Instructor will provide mini-lessons to help students with the four CA skill areas of reading, writing, listening, speaking.</p> <p>CTE teachers will provide non-fiction reading material or activity for AIR time during LEAD time. EC instructor will provide resources as necessary.</p>	<p>LEAD time was utilized to make up missing work or reteach if students failed to follow nonnegotiables or scored less than 80% on any assignment.</p> <p>Quarters 1, 2, 3 &amp; 4                  SISK-12 was utilized for grading, reporting, and communicating with staff.</p> <p>Quarter 1                  Mini-lessons were provided on:                  • W2E: nonnegotiables                  • Resumes                  • Letters of Application.</p> <p>Quarter 2                  Mini-lessons were provided on:                  • R1H/W3A/W2E: Article Summary                  • P1E/W3A/W2E: Career research summary/reflection and resume rough drafts                  • W2E: nonnegotiables</p> <p>Quarter 3                  Mini-lessons were provided on:                  • P1E/W3A/W2E: Applications, Mock Interviews, Resume, Employment Portfolios, and recommendation letter requests                  • W2E: nonnegotiables</p> <p>Quarter 4                  Mini-lessons were provided on:                  • R1H/P51/W2C/W2E/ W3A: Pre-Employment letters, Employment Portfolio, Mock Interviews, and Workplace Communication; email                  • Reflective Writing W2E: nonnegotiables</p> <p>Quarters 1, 2, 3 &amp; 4                  Teachers will provide materials for students that are non-fiction and related to the CTE content.</p>	
Action Steps (Unique Programming)	U	<p>Action steps:                  The faculty of the Camdenon R-III School District will address the needs of unique student demographic groups by:</p> <ol style="list-style-type: none"> <li>1. Focusing on developing background knowledge and vocabulary.</li> <li>2. Maintaining high expectations for all students.</li> <li>3. Facilitating poverty training and simulations on a routine basis for faculty.</li> </ol>	<p><b>High Expectations for Students:</b>                  2013-14: Each month students will be introduced and assessed on the following attributes/behaviors: Attitude, Attendance, Appearance, Ambition, Accountability, Acceptance, and Appreciation.</p> <p><b>Parent Involvement:</b>                  Distribute and encourage parent and student portal usage to track both grades and attendance.</p>	<p>"Bring Your A Game" will be implemented using the behaviors identified. Each month a new topic will be introduced and assessed while spiraling back to the previous behavior learned (new for 2013-14 school year).</p> <p>Quarter 1                  During this quarter the Attitude lesson plan was distributed to all staff and the common assessment. A collaboration session was used to grade the written question and establish consistency. This is recorded as a Power Standard AST in SIS K-12.</p> <p>Quarter 1                  Parent Portal forms were mailed with Meet the Teacher night information and were also available that evening.                  2013-14 – 432/572 (76%) have signed up as of 10.31.13                  2012-13 – 484/601 (72%) have signed up as of 10.4.12.</p>	<p>2012-2013 parent portal sign up rate at LCTC as of May 8, 2013 was 74%. <b>This is a 7% increase from 2011-12 to 2012-13.</b></p> <p>2011-2012 parent portal sign up rate at LCTC as of May</p>

		<ol style="list-style-type: none"> <li>4. Continuing buddy pack program and expand the distribution of necessities to students who need this support.</li> <li>5. Creating buddy learner program.</li> <li>6. Meeting families in their homes and neighborhood.</li> <li>7. Continuing the exploration of avenues to increase parental involvement.</li> <li>8. Expanding access to assistive technology and address unique programming issues.</li> <li>9. Pre-planning the use of evidence-based strategies to address unique learning needs.</li> </ol>		<p>2010-11 - 401/510 (66%) have signed up.                  2010-11 - 335/609 (56%) have signed up.                  2009-10 – 35% of parents have signed up.</p> <p>Quarter 2                  Parent Portal forms were made available during Parent/Teacher Conferences in Oct.                  As of Dec. 12, 2012 – 431/595 (72%) have signed up.                  As of Dec. 1, 2011 – 399/600 (67%) have signed up.                  2010-2011 - 339/595 (57%) have signed up.                  2009-2010 - 35% of parents have signed up.</p> <p>Quarter 3                  Parent Portal participation:                  As of Mar. 8, 2013 – 409/562 (72.78%) have signed up.                  As of Mar. 2, 2012 – 369/566 (67%) have signed up.                  2010-2011 – 333/578 (58%) have signed up.                  2009-2010 – (161) 37% have signed up.</p> <p>Quarter 4                  Parent Portal participation:                  2012-2013 (as of May 8<sup>th</sup>) 407/558 = 74% signed up.                  2011-2012 (as of May 1<sup>st</sup>) 375/560 = 67% signed up.                  2010-2011 - 332/570 (58.2%) signed up.                  2009-2010 – (160/424) 37.7% signed up.</p>	<p>1, 2012 was 67%.  <b>This is a 8.8% increase from 2010-11 to 2011-12.</b></p> <p>2010-2011 parent portal sign up rate at LCTC was 58.2%.  <b>This is a 20.5% increase from 2009-10 to 2010-11.</b></p> <p>2009-2010 parent portal sign up rate at LCTC was 37.7%.</p>
Action Steps (Mathematics)	M	<p>Action steps:                  The faculty of the Camdenon R-III School District will implement effective instructional strategies designed to:</p> <ol style="list-style-type: none"> <li>1. Improve number sense.</li> <li>2. Create a deeper understanding of algebraic relationships.</li> <li>3. Place a greater emphasis on relevant application.</li> </ol>	<p><b>Mathematics:</b>                  Continuation of mathematics embedded credit as well as Professional Development for all staff to address math usage in CTE programs.</p> <p>MSIP 5 – CCR #1-3: COMPASS, ACT/SAT and ASVAB data will be utilized to measure students' math skills.</p> <p><b>Mathematics:</b> The Math Embedded Credit team will implement Embedded Credit and standard grading procedures into applicable programs.</p>	<p><b>Mathematics:</b>                  Assess math curriculum independently and record assignments/assessments separately utilizing SIS K12.</p> <p>Quarter 1                  Gave course specific pre-test and common math pre test. Each program has given its first common assessment as chosen by the instructor.</p> <p>Quarter 2                  Each instructor has scheduled the second common assessment prior to Dec. 12. Results can be found in SIS K-12 by utilizing PULSE.</p> <p>Quarter 3                  Gave the Mid-test exam. Also gave the progress #2 and the common formative assessment according to teacher's schedule. 3<sup>rd</sup> common will be given by the end of the quarter.</p> <p>Quarter 4                  Final common and progress tests are in progress of being</p>	<p>College &amp; Career Readiness 1-3 (COMPASS, ASVAB, ACT/SAT)                  1-1.25 - 36/118 = 30.5%                  .25 - .75 - 62/118 = 69.5%                  Points Earned – 77.25 (65.47%)  <a href="http://CCR-1-3-2013-2014.pdf">CCR-1-3-2013-2014.pdf</a></p> <p>COMPASS Pre/Post Data:  <b>Math Skills</b>                  Fall 2012 - Data to be summarized.</p> <p><b>Seniors 2012</b>                  Ready for College Algebra                  Pre – 5.07%; Post – 6.25%; +1.18% change                  Improvement Made</p> <p><b>Ready for Tech Math II</b>                  Pre – 5.8%; Post – 7.14%; +1.34% change                  Improvement Made</p> <p><b>Seniors 2011</b>                  Ready for College Algebra                  Pre – 0.72%; Post – 3.62%; +2.9% change                  Improvement Made</p> <p><b>Ready for Tech Math II</b>                  Pre – 7.25%; Post – 7.97%; +0.72% change                  Improvement Made</p> <p><b>Seniors 2010</b>                  Ready for College Algebra</p>

Strategy 3	3	Increase persistence to Graduation.	Increase persistence to Graduation.	<p>Utilize pre, mid, and post-tests specific to the participating programs.</p> <p>The team will meet periodically to assess progress and implement changes.</p> <p>The team will refine the use of scoring guides for Math Embedded Credit.</p> <p>Compile examples of assessments and activities submitted quarterly to team leaders.</p>	<p>completed. Post-Tests will be given by May 6.</p> <p><b>Quarter 1</b>                  Reviewed data from first common assessments and discussed weaknesses. This data can be used to prevent problems in programs yet to test.</p> <p><b>Quarter 2</b>                  Mid-test will be administered this semester. It will be used as a 1<sup>st</sup> semester summative assessment.</p> <p><b>Quarter 3</b>                  Pre-mid-post test data were reviewed along with standard-specific common assessments according to each teacher's schedule.</p> <p><b>Quarter 4</b>                  Reviewed data of all common and progress assessments 4-10-2013.</p> <p>Reviewed data of Post-Tests and overall achievement in percentages of the mastery of embedded credit mathematics 5-17-2013.</p> <p><b>Quarter 1</b>                  9-30-13, 9-13-13, 8, 10-17-13</p> <p><b>Quarter 2</b>                  11-14-13, 11-28-13, 12-12-13</p> <p><b>Quarter 3</b>                  2-6-13, 2-20-13, 3-6-13</p> <p><b>Quarter 4</b>                  4-10-13, 4-24-13, 5-8-13</p> <p><b>Quarter 1</b>                  Math Task List utilized.</p> <p><b>Quarter 2</b>                  Teachers reviewed, modified, and approved modified math task sheet for us beginning 2013-2014 school year.</p> <p><b>Quarter 3</b>                  Post-Test form 3 was constructed and questions changed or reworded according to Team recommendations.</p> <p><b>Quarter 4</b>                  All assessments were completed by May 6<sup>th</sup>.</p> <p>Quarters 1, 2, 3 &amp; 4                  Examples of assessments available.</p>	<p>Pre – 3.1%; Post – 6.7%; +3.67% change                  Improvement Made</p> <p>Ready for Tech Math II                  Pre – 6.53%; Post – 17.28%; +8.76% change                  Improvement Made</p> <p>Increase persistence to Graduation.</p>
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<p>Action Steps</p> <ol style="list-style-type: none"> <li>Utilize data from the common indicators for students failing to persist to graduation to design programming that will address student needs.</li> <li>Create an at-risk summer school program for students meeting common indicators for at-risk students.</li> <li>Create and implement an ongoing monitoring program for students identified as potential drop-outs.</li> </ol>	<p>The District will:</p> <p><b>LEAD – Success Tutorials:</b></p> <p>2013-2014 Progress Measures: 80% of AM block students attending Success Tutorials during LEAD time will pass their academic class(es) at their home high school and/or LCTC.</p> <p>2011-12 &amp; 2012-13 Progress Measures: 70% of AM block students attending Success Tutorials during LEAD time will pass their academic class(es) at their home high school and/or LCTC.</p>	<p>During LEAD time, provide assistance to students who have been identified as needing help in improving skills in math, communication arts, science, and social studies as well as other areas in need of remediation.</p>	<p><b>1<sup>st</sup> Quarter</b>                  Voluntary Tutorials began in August. After the first 3 week grading period, directed assistance (in class, directed study hall, or tutorial) began.</p> <p>2013-14 – 60% (33/55) success rate. Strategies are also tracked. <a href="#">LEAD/LCTC Tutorial Success Rate - Strategies - Qtr 1 2013-2014.xls</a></p> <p>2012-13 – 83% (78/94) success rate. Strategies are also tracked. <a href="#">LCTC Tutorial Success Rate - Strategies - Qtr 1 2012-2013.xls</a></p> <p>2011-12 – 69% (47/68) success rate. Strategies are also tracked. <a href="#">LCTC Tutorial Success Rate - Strategies - Qtr 1 2011-2012.xls</a></p> <p>2010-11 – 32 students attended tutorials 1<sup>st</sup> quarter with an overall success rate of 78%.</p> <p><b>2<sup>nd</sup> Quarter</b>                  Tutorials have continued during 2<sup>nd</sup> quarter. Students may attend voluntary, be referred by the core academic teacher, their LCTC teacher, or the Intervention team. Tutorial lists are distributed the day before with updated information.</p> <p>2012-13 – 91% (131/144) success rate. Strategies are also tracked. <a href="#">LCTC Tutorial Success Rate - Strategies - Sem 1 2012-2013 Final January 2013.xls</a></p> <p>2011-12 – 81% (84/104) success rate. Strategies are also tracked. <a href="#">LCTC Tutorial Success Rate - Strategies - Sem 1 2011-2012.xls</a></p> <p>2010-11 – 87% (64/74) success rate.</p> <p><b>3<sup>rd</sup> Quarter</b>                  Tutorials have continued during 3<sup>rd</sup> quarter. Students may attend voluntary, be referred by the core academic teacher, their LCTC teacher, or the Intervention team. Tutorial lists are distributed the day before with updated information.</p> <p>2012-2013 – 65% (34/52) success rate. Strategies are also tracked. <a href="#">LCTC Tutorial Success Rate - Strategies - Qtr 3 2012-2013.xls</a></p> <p>2011-12 – 60% (34/57)  <a href="#">2nd Semester Tutorial Data Feb 2012.docx</a> <a href="#">LCTC Tutorial Success Rate - Strategies - Qtr 3 2011-2012.xls</a></p> <p>2010-11 - Success rate was 70%.</p>	<p><b>LEAD – Success Tutorials 2012-13 data:</b>                  1<sup>st</sup> semester: 91% (131/144)                  2<sup>nd</sup> semester: 86% (81/94)                  Goal Met</p> <p><b>LEAD – Success Tutorials 2011-12 data:</b>                  1<sup>st</sup> semester: 81% (84/104)                  2<sup>nd</sup> semester: 81% (87/107)                  Goal Met</p> <p><b>LEAD – Success Tutorials 2010-11 data:</b>                  1<sup>st</sup> semester: 86% (64/74)                  2<sup>nd</sup> semester: 87% (116/133)                  Goal Met</p> <p><b>LEAD – Success Tutorials 2009-10 data:</b>                  1<sup>st</sup> semester: 67% (24/36)                  2<sup>nd</sup> semester: 79% (57/72)                  Goal Not Met</p>	<p>Goal Met</p> <p>Goal Met</p> <p>Goal Met</p> <p>Goal Not Met</p> <p>Goal Met</p>
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		<p><b>LEAD:</b> The LCTC LEAD team will implement the interventions CTE initiative.</p>	<p>Intervention teams will identify AM block LCTC students who are failing and/or in danger of failing any core academic subject at their home high school after each 3-week grading period and will meet with each student to determine appropriate placement during LEAD time.</p> <p>Provide academic interventions to AM block LCTC students who have been identified as needing assistance in the core academic subject areas three times a week on Monday, Wednesday, and Friday.</p> <p>LCTC classroom teachers monitor individual student progress grade reports and identify</p>	<p>4<sup>th</sup> Quarter                  Tutorials have continued during 4<sup>th</sup> quarter. Students may attend voluntary, be referred by the core academic teacher, their LCTC teacher, or the intervention team. Tutorial lists are distributed the day before with updated information.</p> <p>2012-13 2<sup>nd</sup> Semester Success rate – 86% (81/94) <a href="#">LCTC Tutorial Success Rate Strategies - Sem 2 2012-2013.xls</a></p> <p>2011-12 2<sup>nd</sup> Semester Success rate – 81% (87/107) <a href="#">LCTC Tutorial Success Rate Strategies - Sem 2 2011-2012.xls</a></p> <p>2010-11 – Success rate was 87% (116/133).</p> <p>1<sup>st</sup> Quarter                  Students are placed into tutorial based on 3-week grading reports and referrals.</p> <p>2<sup>nd</sup> Quarter                  Continuation of voluntary placement or referral occurred during 2<sup>nd</sup> quarter.</p> <p>3<sup>rd</sup> Quarter                  Continuation of voluntary placement or referral occurred during 3<sup>rd</sup> quarter.</p> <p>4<sup>th</sup> Quarter                  Continuation of voluntary placement or referral occurred during 4<sup>th</sup> quarter.</p> <p>1<sup>st</sup> Quarter                  Tutorials are held in the following rooms: Science #108 – Jansen; Math #115 – Kirtley Social Students #109A – Rauba; Communication Arts #109B – Forsythe; Directed Study Hall #104/113 – Hueste/White</p> <p>2<sup>nd</sup> Quarter                  Tutorials are held M/W/F at LCTC. When needed, students go to CHS for assistance.</p> <p>3<sup>rd</sup> Quarter                  Tutorials are held M/W/F at LCTC. When needed, students go to CHS for assistance.</p> <p>4<sup>th</sup> Quarter                  Tutorials are held M/W/F at LCTC. When needed, students go to CHS for assistance.</p> <p>1<sup>st</sup> Quarter                  Instructors monitor 3-week grades and refer as needed.</p>	
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			<p>students who have declining grades every 3-weeks. Meet with students identified as having declining grades to identify underlying reason(s) and determine the type of assistance that may need to be provided to the students. Teachers should monitor students during "in class" tutorial during LEAD time.</p>	<p>Expectation was to contact during P/T conferences all parents of LEAD time students.</p> <p>2<sup>nd</sup> Quarter                  Time is built into the LEAD calendar to discuss grades with students after each 3-week grading period.</p> <p>3<sup>rd</sup> Quarter                  Time is built into the LEAD calendar to discuss grades with students after each 3-week grading period.</p> <p>4<sup>th</sup> Quarter                  Time is built into the LEAD calendar to discuss grades with students after each 3-week grading period.</p>	
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District Professional Development Plan  
2013-2014

Mission

Stimulate and encourage professional growth of new and experienced teachers and support staff of Camdenton R-III District.

Goals

- I. (Strategic Plan Goal Area: High Quality Teachers; Objective: Provide professional development to enhance classroom instruction). We will offer collegial support and practical assistance to beginning teachers to help polish their skills and improve their chances for success and encourage them to stay in the teaching profession. Mentor teachers are teachers working with beginning teachers (new to the profession). Buddy teachers are assigned to individuals new to our district or to a building but having experience in the field of education.

Strategies

- Have a mentor, a teacher who has completed the mentor application process and been selected by the building Principal, assigned to each new staff member and provide an orientation before school starts and midway during the year to help the beginning teacher accomplish the goals identified in the Professional Development Plan and acquire needed professional skills during the first two years. In addition, beginning teachers will have monthly meetings to enhance their knowledge of effective instructional practice.
- Ensure that each beginning teacher has an annual "Professional Development Plan" which meets certification requirements that include goals that deal with areas such as discipline, understanding of district policies, and use of curriculum guides, equipment, and materials.
- Assist teachers with certificate up-grades.
- Provide district approved in-service on "Mentoring" to assist the mentor teachers.
- Up-date Mentoring Handbook and maintain it on the school website.
- Offer in-services pertaining to completion of Professional Development Plan.
- Collect data from new teachers and their mentors (e.g. perceptual surveys and other data relevant to the growth of the new teacher).

1

- Provide registration, travel, and substitute teacher pay to permit teachers to participate in planned professional development activities during the regular school day.
- Continue to offer graduate level course offerings on our campus through various colleges and universities.
- Plan and offer high-quality professional development activities to staff that meet the objectives of the School Improvement Plan.
- Offer incentives that support peer observation opportunities.

- III. (Strategic Plan Goal Area: Parent and Community Development; Objective: Improve parent communication at the building level). We will maintain positive parent involvement.

Strategies

- Work with the administration to plan and coordinate the Parent/Teacher Conference Day(s) for the school year and send evaluation forms out afterward. The results will be used to improve future Parent/Teacher Conference Days.
- Provide materials for teachers on conferencing skills and improved parent involvement.
- Provide building level support for parent involvement activities.

- IV. (Strategic Plan Goal Area: High Quality Teachers; Objective: Provide Professional Development to enhance classroom instruction). We will continue building level Professional Development Committees to meet the objectives of the building level School Improvement Plans.

Strategies

- Work with building level administrators to review guidelines on how many members each building committee should have and how they will be selected.
- Retain a district level Professional Development Committee to assist the building leadership teams and maintain oversight responsibility for professional development. The district PDC member shall serve as their building PDC representative.
- Maintain building level staff development goals and guidelines.

3

- Continue an extra day in the New Teacher Orientation for professional development activities.
- Conduct New Teacher Academy on a monthly basis for beginning teachers in the district. Offer unstructured time for mentors and new teachers to collaborate and have conversation.
- Continue in designing curriculum for the second year of mentoring required of all beginning teachers in the school district.

- II. (Strategic Plan Goal Area: High Quality Teachers; Objective: Provide professional development to enhance classroom instruction. Objective: Enhance incentives for teachers). We will expand professional development activities to enhance the effectiveness of the staff as they work to meet the objectives of the District School Improvement Plan.

Strategies

- Conduct a needs assessment of all faculty members annually to aid in the development of in-services applicable to our district to meet the goal of increasing student achievements and success.
- Have staff members evaluate all in-service workshops that our district offers to assess the strengths and weaknesses and use this information to improve future in-service days.
- Provide district sponsored Professional Development day(s) during the school year.
- Provide for district-wide collaboration time on early release days.
- Provide district sponsored in-service and grant district salary schedule credit for participation.
- Train Professional Development Committee members as needed to ensure implementation of state mandates.

2

Strategies

- Bulletin posted on district website.
- Include information for teachers of district policy as needed.
- Include information on building level professional development activities.

- VII. (Strategic Plan Goal Area: Student Performance, Objective: Educators will improve student learning through the implementation of research based strategies and school reform initiatives; Strategic Plan Goal Area: High Quality Teachers; Objective: Enhance incentives for teachers) We will provide stipends for teacher participation in curriculum and assessment development and related work during the summer, weekends, and evening hours as approved by the school administration.

Strategies

- Develop and revise curriculum as determined by the school administration to include:
  - Revise curriculum to meet Missouri Performance Standards and MSIP 5.
  - Revise curriculum to incorporate Grade Level expectations as they are finalized as well as the Missouri Learning Standards.
  - Create common assessments based on the Grade Level Expectations and Missouri Learning Standard.
- Implementation of school improvement and professional development through the AdvancED/North Central and MSIP processes.
- Continue to provide professional development for the purpose of aligning assessment activities with state assessment standards and creating appropriate assessment/scoring strategies.
- Maintain a focus on providing professional development for mathematical instructional strategies and literacy education, which includes but is not limited to: Spelling Connections, Journeys, 6 Traits Writing, and guided reading strategies.

4

VIII. (Strategic Plan Goal Area: Student Performance; Objectives: Educators will improve student learning through the implementation of research based strategies and school reform initiatives). We recommend that the Assessment Committee, the Technology Committee, and Vertical Teams continue to function.

**Strategies**

- Each committee/team will continue to make recommendations for changes on an annual basis.
- The Technology Committee will continue to develop and implement the District Technology Plan.
- Continue to provide district approved in-service related to technology and assessment.

IX. (Strategic Plan Goal Area: Student Performance; Objective: Educators will improve student learning through the implementation of research based strategies and school reform initiatives). We will continue to re-evaluate our curriculum and instructional program to meet the requirements of the MSIP 5 and the Missouri Learning Standards implementation in the state of Missouri.

**Strategies**

- Involve building principals and maintain content specific curriculum development committees to assist in the implementation of the Grade Level Expectations and the Missouri Learning Standards in each curriculum area at each level and assessment system.
- Resume the continued inclusion of representatives of the community, school board, parents, and teachers and administrators from each level on the various curriculum development committees.

X. We will continue to prepare for future MSIP reviews.

XI. We will maintain and make available a current Professional Development Manual.

XII. We will evaluate the District Professional Development Program annually.

**Strategies**

- We will collect data through the use of surveys from teachers and administrators.
- We will report annually to the Board.

XIII. (Strategic Plan Goal Area: Student Performance, Objective- Educators will improve student learning through the implementation of research based strategies and school reform initiatives; Strategic Plan Goal Area: High Quality Teachers; Objective: Provide professional development to enhance classroom instruction; Objective: Enhance incentives for teachers). We will develop an internal system for professional development that rewards local experts or content teams with stipends to lead training at the site level. In addition, all faculties will be involved in peer observation and reflection on high yield instructional strategies.

- The format for action research will be utilized by collaborative teams to target high yield strategies and monitor growth in student performance.
- Stipends will be provided for teams to lead professional development as well as engage in peer observation and reflection.
- Coverage will be provided for teachers to engage in the peer observation process.

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BOARD MEMBER QUALIFICATIONS

Pursuant to law, members of the Board of Education shall meet all of the following requirements:

- 1. Be citizens of the United States and of America.
- 2. Be resident taxpayers of the Camdenon R-III School District. A "taxpayer" is an individual who has paid taxes to the state or any subdivision thereof within the immediately preceding 12-month period, or the spouse of such individual.
- 3. They shall also have resided in the state of Missouri for a minimum of one year immediately preceding their election or appointment.
- 4. Members shall be at least 24 years of age.
- 5. Be eligible to hold office in accordance with Missouri law, including § 561.021, RSMo.
- 6. While holding office, not be serving a sentence or period of probation for a felony in Missouri, or for a crime that would be a felony if committed in Missouri.
- 7. Have never pled guilty or *nolo contendere* nor been convicted under Missouri law or the law of another jurisdiction of a felony connected with the exercise of the right of suffrage.
- 8. Not be registered or required to be registered as a sex offender pursuant to Missouri law, §§ 589.400-423, RSMo.
- 9. Have filed all required campaign disclosure reports for all previous elections in which they were candidates and have paid all fees assessed against them by the Missouri Ethics Commission, if applicable.

All Board members should have a knowledge of and an interest in the welfare and educational opportunities of students.

Board members initially elected or appointed after August 28, 1993, in addition to the other qualifications listed in this policy, are required by law to successfully complete orientation and training requirements within one year of the date of the election or appointment. The orientation and training shall be offered by a statewide association organized for the benefit of members of boards of education or approved by the State Board of Education and consist of at least 16 hours with the cost of such training and travel expenses to be paid by the district. All programs providing the orientation and training required under the provisions of this section shall be offered by a statewide association

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organized for the benefit of members of Boards of Education or be approved by the State Board of Education.

A Board member is a "public servant" under the Missouri Criminal Code provisions regarding bribery, according to corruption, official misconduct and misuse of official information.

A "taxpayer" is an individual who has paid taxes to the state or any subdivision thereof within the immediately preceding 12-month period, or the spouse of such individual.

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

Adopted: 08/08/1994

Revised: 07/10/2000

Cross Refs: AA, School District Legal Status

Legal Refs: Mo. Const. art. VII, § 8  
§§ 160.014, 160.014(H), 162.014, 203, 291, 556.061(23), 561.021, 575.100, 120, 229, 576.010-1050, RSMo.

Camdenon R-III School District, Camdenon, Missouri

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**EXPLANATION: REPORTING AND INVESTIGATING CHILD ABUSE/NEGLECT**

Districts should adopt these changes prior to January 1, 2014.

MSBA has revised this policy to meet the new requirements brought about by House Bill 505 (2013) regarding the obligations of mandated reporters in the school setting. Specifically, House Bill 505 now requires any teacher, principal or other school official who has reasonable cause to suspect that a child has been or may be subjected to abuse or neglect to immediately file a report with the Children's Division (CD) of the Department of Social Services. Further, if a student reports alleged sexual misconduct on the part of a teacher or other school employee to a school employee who is a mandated reporter, that person and the superintendent must immediately file a report with the CD.

The law previously stated that the mandated reporter should file a report or "cause a report to be made." Now the employee should report directly and immediately to the CD.

House Bill 505 also requires districts to implement an annual training program for all school district employees who are mandated reporters of child abuse or neglect. The training program must include specific information about a variety of topics (listed in the "training" section of this policy). The law also requires the School Board to "adopt and implement training guidelines and an annual training program for all school employees who are mandatory reporters of child abuse or neglect..." by January 2014. Because this deadline is fast approaching, MSBA is releasing this policy earlier than the rest of the legislative update.

Please note that MSBA is developing online staff training to assist districts in meeting all of the legally required training obligations, as well as other recommended training. Districts that subscribe to this training will have access to a short course that meets the requirements of House Bill 505, as well as several other courses on topics such as confidentiality, preventing discrimination and harassment, and disciplining students. The full course offering will be available to districts this fall.

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

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

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REPORTING AND INVESTIGATING CHILD ABUSE/NEGLECT

The Camdenton R-III School District and its employees will take action to protect students and other children from harm including, but not limited to, abuse and neglect, and will respond immediately when discovering evidence of harm to a child. Employees must cooperate fully with investigations of child abuse and neglect. The district prohibits discrimination, negative job action or retaliation against any district employee who, in good faith, reports alleged child abuse or neglect, including alleged misconduct by another district employee.

Employees failing to follow the directives of this policy or state or federal law will be subject to discipline including, but not limited to, termination, and may be subject to criminal prosecution.

Public School District Liaison

The superintendent shall designate a specific person or persons to serve as the public school district liaison(s) and forward that information to the local division office of the Children's Division (CD) of the Department of Social Services. The liaison(s) shall develop protocols in conjunction with the chief investigator of the local division office to ensure information regarding the status of a child abuse or neglect investigation is shared with appropriate school personnel.

The liaison(s) will also serve on multidisciplinary teams used in providing protective or preventive social services along with law enforcement, the juvenile officer, the juvenile court and other agencies, both public and private.

It will be the responsibility of the liaison(s) to arrange for training and information necessary to assist staff members in identifying possible instances of child abuse and neglect, including annual updates regarding any changes in the law. Additionally, the liaison is charged with implementing a planned program of personal safety and awareness education, including methods for preventing sexual abuse, that shall be provided to teachers, students and parents/guardians.

Training

The superintendent or designee shall implement annual training necessary to assist staff members in identifying possible instances of child abuse and neglect, including annual updates regarding any changes in the law. Such training shall:

1. Provide current and reliable information on identifying signs of sexual abuse in children and danger signals of potentially abusive relationships between children and adults.
2. Emphasize how to establish an atmosphere of trust so that students feel that their school has concerned adults with whom they feel comfortable discussing matters related to abuse.

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3. Emphasize that all mandatory reporters shall, upon finding reasonable cause, directly and immediately report suspected child abuse or neglect. These reports must be made even if the person suspected of abusing the child is another mandated reporter, such as another school employee.
4. Emphasize that no supervisor or administrator may impede or inhibit any reporting under state law.
5. Emphasize that no person making a report in accordance with law shall be subject to any sanction, including any adverse employment action, for making such a report.

Reporting Child Abuse/Neglect

The Board of Education requires its staff members to comply with the state child abuse and neglect laws and the mandatory reporting of suspected neglect and/or abuse. Any school official or employee acting in his or her official capacity who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or who observes the child being subjected to conditions or circumstances that would reasonably result in abuse or neglect, with shall directly and immediately make a report to the school administrator or designee CD, including any report of excessive absences that may indicate educational neglect. The school principal or designee will then become responsible for making a report via the Child Abuse and Neglect Hotline to the CD, as required by law. This policy does not preclude any employee from directly reporting abuse or neglect to the CD; however, the school official or employee must notify the school administrator or designee immediately after making a report. No internal investigation shall be initiated until such a report has been made, and even then, the investigation may be limited if the report involves sexual misconduct by a school employee. Employees who make such reports to the CD must notify the school administrator or designee that a report has been made. The administrator or designee will notify the superintendent or designee and the district liaison(s) about the report.

The school administrator or designee will inform the superintendent or designee and the liaison(s) that a report has been made and will keep them aware of the status of the case. The school administrator or designee may also notify law enforcement or the juvenile office when appropriate. If the school administrator or designee in employee has reason to believe that a victim of such abuse or neglect is a resident of another state or was injured as a result of an act that occurred in another state, then, in addition to notifying the Missouri CD pursuant to this policy, he or she may also make a report to the child protection agency with the authority to receive such reports, pursuant to law, in the other state.

In accordance with law, if a student reports alleged sexual misconduct on the part of a school district employee to an employee of this district, the employee who receives the report and the superintendent shall forward immediately report the allegation to the CD within 24 hours of receiving

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the information as set forth in law. For the purposes of this policy, the term "sexual misconduct" is defined as engaging in any conduct with a student, on or off district property, that constitutes the crime of sexual misconduct, illegal sexual harassment as defined in policy AC, as determined by the district, or child abuse involving sexual behavior, as determined by the CD.

The reporting requirements in this section are individual, and no supervisor or administrator may impede or inhibit any reporting under this section. No employee making a report in accordance with law shall be subject to any sanction, including any adverse employment action, or making such a report. Further, the superintendent and other district administrators shall ensure that any employee mandated by law to make a report shall have immediate and unrestricted access to the communication technology necessary to make an immediate report. Employees shall also be temporarily relieved of other work duties for such time as is required to make any mandated report.

### Investigating Child Abuse/Neglect

Except in situations involving sexual misconduct, when the CD receives a child abuse report alleging that an employee of the district has abused a student, the report shall be immediately referred to the superintendent (or the president of the School Board in situations concerning the superintendent), who will conduct an initial investigation. If the initial investigation determines that the report relates to a spanking by a certificated district employee or the use of reasonable physical force against a student for the protection of persons or property by any district personnel administered pursuant to district policy, or if it is determined that the sole purpose of the report is to harass a district employee, the report will be investigated as detailed below in accordance with law. All other reports of any nature will be immediately returned to the CD for investigation.

### Harassment, Spanking or Protection of Persons or Property

If a report to the CD relates to a spanking by a certificated district employee or the use of reasonable physical force against a student for the protection of persons or property by any district personnel administered pursuant to district policy, or if it is determined that the sole purpose of the report is to harass a district employee, the superintendent, Board president or a designee of either will notify law enforcement of the county in which the alleged incident occurred. The district will jointly investigate the matter with the law enforcement officer. The superintendent, Board president and their designees are authorized to contact and utilize the district's attorney to assist in the investigation.

Once the investigation is concluded, the law enforcement officer and the investigating district personnel will issue separate reports of their findings, no later than seven days after the district receives notice of the allegation from the CD. The reports must contain a statement of conclusion as to whether the preponderance of evidence supports a finding that the alleged incident of child abuse is substantiated or unsubstantiated. The Board will consider the separate reports and will issue

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its findings and conclusions, if any, within seven days after receiving the last of the two reports. The findings and conclusions will be made as required by state law and will be sent to the CD.

### Sexual Misconduct Involving an Employee

The district takes all allegations of sexual misconduct seriously, regardless of the source. When an allegation is made, district employees will immediately take appropriate action to protect students and other children, which will include reporting to the CD in accordance with Board policy and notifying the superintendent. The superintendent or designee will contact law enforcement and begin an investigation.

In accordance with law, if a student reports alleged sexual misconduct on the part of a teacher or other employee of a school district to a district employee, the employee who receives the report shall notify the superintendent immediately and forward the report to the CD within 24 hours of receiving the information. The superintendent will also forward the allegation to the CD within 24 hours of receiving the report. The CD will investigate all allegations of sexual misconduct involving district employees. The district may investigate the allegations for the purpose of making employment decisions.

### Referral to the Office of Child Advocate for Children's Protection and Services

If the CD determines that a report of child abuse or neglect is unsubstantiated, the district or a district employee may request that the report be referred to the Office of Child Advocate for Children's Protection and Services for additional review.

### Information from the Children's Division

In accordance with law, as mandated reporters district employees reporting child abuse and neglect are entitled upon request to information on the general disposition of a report of child abuse or neglect and may receive findings and information concerning the case at the discretion of the CD. The CD will also notify the district when a student is under judicial custody or when a case is active regarding a student.

Any information received from the CD will be kept strictly confidential in accordance with law and will only be shared with district employees who need to know the information to appropriately supervise the student or for intervention and counseling purposes. All written information received by any public school district liaison or the district shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). Information received from the CD will not be included in the student's permanent record.

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**Immunity**

In accordance with law, any person who in good faith reports child abuse or neglect; cooperates with the CD or any law enforcement agency, juvenile office, court, or child-protective service agency of this or any other state in reporting or investigating child abuse or neglect; or participates in any judicial proceeding resulting from the report will be immune from civil or criminal liability.

Any person who is not an employee of the district and who in good faith reports to a district employee a case of alleged child abuse by any district employee will be immune from civil or criminal liability for making such a report or for participating in any judicial proceedings resulting from the report.

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

Adopted: 08/08/1994

Revised: 08/11/2003; 09/13/2004; 07/10/2006; 05/09/2011; 06/11/2012; 04/08/2013

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation  
GBH, Staff/Student Relations  
GBLB, References  
GCPD, Suspension of Professional Staff Members  
GCPE, Termination of Professional Staff Members  
GCPF, Nonrenewal of Professional Staff Members  
GDPD, Nonrenewal, Suspension and Termination of Support Staff Members

Legal Refs: §§ 160.261, 162.069, 167.122 - .123, 210.110 - .165, .865, RSMo.  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g

Camdenton R-III School District, Camdenton, Missouri

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Basic

## PROFESSIONAL STAFF POSITIONS

The Board of Education may, upon the recommendation of the superintendent, ~~elect and appoint certificated~~ employ professional staff positions, assistant principals, principals, directors, and other supervisory personnel as may be required for ~~proper classification and the~~ accreditation of the schools; and to accomplish the district's goals and objectives.

The term "professional staff" will be used to designate ~~those employees who must either possess teaching, administrative or professional certificates issued by state educational authorities or degrees from accredited institutions of higher learning in order to maintain their status with the district~~ positions that legally require a certificate issued by the Department of Elementary and Secondary Education (DESE) or that have been designated by the district as "professional" positions in the relevant job descriptions. Positions not designated as "professional" will be considered "support staff" positions for the purposes of Board policies.

The Board instructs the superintendent to ~~will~~ maintain a comprehensive and ~~up-to-date~~ current set of job descriptions ~~for~~ all positions in the school system ~~district~~. These job descriptions are kept in a separate manual and are available during regular business hours in the office of the assistant superintendent.

The superintendent or designee shall have general responsibility for coordinating the employment of all professional staff and maintaining adequate personnel records. The superintendent or designee will assign all professional staff one or more immediate supervisors who will provide training, direction and performance evaluations.

\* \* \* \* \*

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

Adopted: 08/08/1994

Revised: 09/19/2002

Camdenton R-III School District, Camdenton, Missouri



REFERENCE COPY

FILE: GCBC  
Critical

EXPLANATION: PROFESSIONAL STAFF FRINGE BENEFITS

1. MSBA has modified this policy primarily to reflect changes in the federal law. The Patient Protection and Affordable Care Act requires "large" employers to offer eligible full-time employees health insurance or potentially pay a penalty to the Internal Revenue Service (IRS) for not doing so. The responsibility for providing health insurance begins when the district's plan year begins in 2014. An eligible full-time employee is one who works an average of 30 hours or more per week.

The law is too detailed to replicate in this explanation. If your district does not know whether it is a "large" employer under the new law or is uncertain whether an employee or group of employees will qualify as "full-time employees," please see MSBA's Guidance, "School District Obligations under the New Federal Health Care Law: Is Your District Going to Play or Pay the Penalty?": at:

[http://www.msbae.org/files/law\\_policy\\_labor/healthcare\\_reform/New%20Federal%20Health%20Care%20Law.pdf](http://www.msbae.org/files/law_policy_labor/healthcare_reform/New%20Federal%20Health%20Care%20Law.pdf)

MSBA strongly encourages your district to research these issues immediately.

This policy was written under the assumption that most school districts will be considered "large" employers under the law and that all districts will provide health insurance or health benefits to full-time professional staff members. If your district is not a "large" employer or has made the decision not to provide health insurance to all professional staff members who work 30 hours or more per week and instead risk a penalty, please revise this policy accordingly or contact MSBA's legal department for assistance.

2. MSBA also revised this policy to include two sections: one for benefits fully or partially paid by the district and one for benefits provided at employee expense. Please read these sections carefully to ensure they accurately reflect the district's practice. Districts should remove any benefits that are not applicable from these sections and include any additional benefits the district provides. Please keep in mind that the policy applies to all full-time professional staff members. The district should internally clarify which employees are classified as "professional" before committing to providing benefits to those employees in this policy.

MSBA does NOT recommend that the district add the details of each benefit to this policy. Insurance benefits are bid out frequently and change from year to year. The

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Board should not have to amend this policy every time the district changes a carrier or readjusts its benefits plan.

3. MSBA has modified the section on the Consolidated Omnibus Budget Reconciliation Act (COBRA) to include more details. Technically, COBRA modified the existing Public Health Service Act, so the legal reference has been changed for accuracy. However, MSBA has retained the term "COBRA" because it is a commonly used term for this federal legal requirement.

The policy language is only a broad statement about the district's legal obligations. If the district would like more information about its responsibilities, see the Department of Labor Guidance at:

<http://www.dol.gov/ebsa/pdf/cobraemployer.pdf>

The federal law only applies to employers with 20 or more employees the previous year, but state statute § 376.428, RSMo., expands the obligation to all employers.

4. Does your district offer any employees a 403(b) benefit option? If so, the district must have a written plan on the administration of this program as required by federal law. MSBA does not recommend that districts insert such a plan into the policy manual because most of the information in the plan is administrative. Further, many districts contract with a vendor for the administration of the 403(b) program, and the district has little choice in the contents of the plan—but still needs to adopt one. Instead, MSBA recommends that the district mention the plan in the policy. Below are two samples of policy language the district should consider inserting into its policy depending on whether the district administers its own program or contracts out for administration services:

**403(b) Program (District Is Administering)**

The district offers participation in a 403(b) annuity program in accordance with law. A copy of the district's written plan is available in the central office. Selection and removal of vendors and funding vehicles shall be in accordance with this plan, which is incorporated by reference into this policy.

**403(b) Program (Administered by Third Party)**

The district offers participation in a 403(b) annuity program in accordance with law. The district has selected and contracted with a third-party company to administer the program. A copy of the district's written plan is available in the

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FILE: GCBC  
Critical

central office. Selection and removal of vendors and funding vehicles shall be in accordance with the policy recommended by the third-party administrator, which is incorporated by reference into this policy.

ATTORNEY COMMENTS:

MSBA has had to move some of the district's custom language to have it fit into the new format of this policy. Please read the policy carefully to make sure it is accurate.

1. The district states that a full-time professional staff member is one who is "contracted for 178 days or more per year and works 30 hours or more per week." MSBA has kept this language, but still recommends that the district review it. While in the past many professional staff members were certificated and holding positions with contracts, that is not the case in this day and age. Many districts consider, for example, nurses to be contracted. Many districts have IT directors, social workers and other professionals. The law only requires the district to provide a contract to those holding certificated positions and MSBA does not recommend that districts issue an employment contract with any employee unless required by law. Is it still true that all of your professional staff are "contracted?" If not, please notify MSBA so that we may assist your district in revising this policy.

2. MSBA has deleted the following sentence: "The Board of Education will purchase medical insurance for each certificated employee." The new language states that the district will provide health insurance for employees in accordance with law, which will cover all full-time teachers. If the point of this sentence was to provide insurance to part-time certificated staff as well, please contact MSBA for assistance in revising the sentence.

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

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

REFERENCE COPY

FILE: GCBC  
Critical

**PROFESSIONAL STAFF FRINGE BENEFITS**

The Board recognizes that fringe benefits, such as insurance opportunities, are an integral part of the total compensation plan for full-time professional staff members. The Board of Education shall provide fringe benefits to all full-time contracted professional staff members contracted for 178 days or more per year and who work 30 hours or more per week by offering participation in a group insurance plan. The superintendent or designee will research and present to the Board fringe benefit opportunities that will assist the district in attracting and retaining quality employees.

Unless otherwise indicated in this policy, a professional staff member is considered to be a full-time employee if he or she is contracted for 178 days or more per year and works 30 hours or more per week in accordance with the employee's job description.

**Benefits Fully or Partially Paid by the District**

The district will provide access to and contribute toward the cost of the following benefit options for full-time professional staff members:

1. Health insurance or a group health plan
2. Life insurance
3. Vision insurance
4. Dental insurance
5. Other benefits as approved by the Board

The in accordance with law, any contract for an insurance policy provided for the benefit of employees will be submitted to competitive bidding at least every three years.

**Health Insurance or Group Health Plan**

The Board will provide eligible full-time employees access to district-sponsored health insurance or a group health plan, in accordance with federal law. For health insurance or health plan purposes, an eligible employee is defined as a staff member the district reasonably expects to work an average of 30 hours or more per week as determined by law.

The Board of Education will purchase medical insurance for each certified employee. The health insurance carrier will be selected by the Board and will be reviewed annually.

Any plan of group district health insurance contract or plan shall include a provision allowing persons who retire, or who have retired, from the district to remain or become members of the plan if they are eligible to receive benefits under the Public School Retirement System of Missouri (PSRS) or the Public Education Employee Retirement System of Missouri (PEERS); by paying premiums at

the same rate as other members of the group, pursuant to the limitations set forth in § 169-590-RSMo. In addition, the retiree's spouse and children must be allowed to become members of the plan if they are receiving or are eligible to receive benefits under the PSRS or PEERS. Retirees and their spouses and children will have one year from the date of retirement to qualify and enroll in the coverage. Once that date has passed, if a retiree or his or her spouse or children discontinue district coverage, they are not eligible to re-enroll.

**Benefits Provided by the District at Employee Expense**

In addition, the Board of Education will provide to employees, at employee expense, a premium-only cafeteria plan, as permitted under federal law, which includes pre-taxing elective contributions for medical expenses and dependent child care.

It is the policy of the Board to make deductions from salaries for dependent insurance coverage, if requested.

**Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) Requirements**

At the time of commencement of coverage under the plan, an employee shall be given his or her first notification of rights under the Consolidated Omnibus Budget Reconciliation Act (COBRA). Further notification is contingent upon the occurrence of a qualifying event and, in applicable situations, notification to the district that a qualifying event has occurred, as required by law. In accordance with law, the district-sponsored health insurance or group health plan will allow for continuing coverage of employees and their spouses, former spouses or dependent children after certain qualifying events upon payment of the applicable premium. This obligation applies to both district-paid and employee-paid options. Qualifying events include, but are not limited to, employee resignation from the district, most situations involving employee termination and situations where an employee's hours have been reduced so that he or she no longer qualifies for district-paid health insurance or the group health plan. The district will provide notices as required by law.

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

Adopted: 08/08/1994  
Revised: 09/19/2002; 01/12/2009

**REFERENCE COPY**

**FILE:** GCBC  
Critical

Legal Refs: §§ 67.150, 210, 169.590, 376.428, 453, RSMo.  
Internal Revenue Code, 26 U.S.C. § 125

~~Consolidated Omnibus Budget Reconciliation Act, 29 U.S.C. §§ 1161-1168  
Patient Protection and Affordable Care Act, 26 U.S.C. § 4980H  
Public Health Service Act, 42 U.S.C. §§ 300bb-1 - 300bb-8~~

Camdenton R-III School District, Camdenton, Missouri

DRAFT

**REFERENCE COPY**

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Basic

FILE: GDA .....  
Basic  
**REFERENCE COPY**

**EXPLANATION: SUPPORT STAFF POSITIONS**

This policy was previously considered supplemental, but MSBA now recommends that all districts adopt this policy.

MSBA has modified this policy for clarity and strongly encourages the district to carefully review the definition of "support staff." As student needs have changed, school district staff have diversified. New positions that did not exist even 15 years ago are now common. MSBA's personnel policies are divided between "professional staff" and "support staff," so it is important for the definitions of these terms to be clear and for the district to clearly understand where each employee position falls.

In particular, the following job categories should be analyzed to determine whether they belong in the "professional staff" or "support staff" categories in your district:

1. Nurses
2. Information technology (IT) specialists
3. Parents as Teachers educators
4. Bus, maintenance or custodial supervisors
5. Central office staff, such as accountants or bookkeepers

MSBA has also merged language from another supplemental policy, GDM, into this policy. Districts that have not adopted GDM should now rescind it and replace it with GDA.

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

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

SUPPORT STAFF POSITIONS

The Board of Education recognizes the importance of having well-qualified personnel in support staff positions to assure an efficient and effective educational program. The district's educational mission and directs the superintendent or designee to recommend the employment of persons necessary to efficiently operate the district's programs. All support staff positions in the school system will be established by the Board, and recommendations for employment will be presented to the Board for approval by the superintendent. Though not directly involved in the instructional process, support staff provide an efficient structure within which maximum educational experiences can be provided and make a significant contribution to the total educational program.

The support staff consists of those Camden-ton School District employees not requiring certification by the Missouri State Department of Education. The term "support staff" will be used to designate all positions in the district that are not otherwise designated as "professional" positions in accordance with Board policy.

The functions of the support staff include, but are not limited to, the transportation, nutrition and health of children and youth; the construction and maintenance of school district buildings; and the financial support and accounting necessary for a quality school program. The functions of the support staff must be coordinated with the functions of the instructional staff in order to achieve the objectives of the Camden-ton School District.

The superintendent or designee shall maintain an evaluation process, comprehensive and current job descriptions, and a compensation plan for support staff positions in the school system. Job descriptions are kept in a manual dedicated to that purpose, and are available during regular business hours in the office of the assistant superintendent.

The superintendent or designee shall have general responsibility for coordinating the employment of all support staff and maintaining adequate personnel records. The superintendent or designee will assign all support staff one or more immediate supervisors who will provide training, direction and performance evaluations.

All support staff applicants must submit a Request for Child Abuse or Neglect/Criminal Records Screening form prior to employment. Offers of employment are contingent on satisfactory results of this screening. All employment is considered temporary until the results are received from the appropriate agencies.

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

Adopted: 08/08/1994

Revised: 03/09/1998

Camden-ton R-III School District, Camden-ton, Missouri

REFERENCE COPY

FILE: GDBC  
Critical

EXPLANATION: SUPPORT STAFF FRINGE BENEFITS

1. MSBA has modified this policy primarily to reflect changes in the federal law. The Patient Protection and Affordable Care Act requires "large" employers to offer eligible full-time employees health insurance or potentially pay a penalty to the Internal Revenue Service (IRS) for not doing so. The responsibility for providing health insurance begins when the district's plan year begins in 2014. An eligible full-time employee is one who works an average of 30 hours or more per week.

The law is too detailed to replicate in this explanation. If your district does not know whether it is a "large" employer under the new law or is uncertain whether an employee or group of employees will qualify as "full-time employees," please see MSBA's Guidance, "School District Obligations under the New Federal Health Care Law: Is Your District Going to Play or Pay the Penalty?": at:

[http://www.msbanet.org/files/law\\_policy\\_labor/healthcare\\_reform/New%20Federal%20Health%20Care%20Law.pdf](http://www.msbanet.org/files/law_policy_labor/healthcare_reform/New%20Federal%20Health%20Care%20Law.pdf)

MSBA strongly encourages your district to research these issues immediately.

This policy was written under the assumption that most school districts will be considered "large" employers under the law and that all districts will provide health insurance or health benefits to full-time support staff members. If your district is not a "large" employer or has made the decision not to provide health insurance to all support staff members who work 30 hours or more per week and instead risk a penalty, please revise this policy accordingly or contact MSBA's legal department for assistance.

2. MSBA also revised this policy to include two sections: one for benefits fully or partially paid by the district and one for benefits provided at employee expense. Please read these sections carefully to ensure they accurately reflect the district's practice. Districts should remove any benefits that are not applicable from these sections and include any additional benefits the district provides. The district should internally clarify which employees are classified as "support staff" before committing to providing benefits to those employees in this policy.

MSBA does NOT recommend that the district add the details of each benefit to this policy. Insurance benefits are bid out frequently and change from year to year. The Board should not have to amend this policy every time the district changes a carrier or readjusts its benefits plan.

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3. MSBA has modified the section on the Consolidated Omnibus Budget Reconciliation Act (COBRA) to include more details. Technically, COBRA modified the existing Public Health Service Act, so the legal reference has been changed for accuracy. However, MSBA has retained the term "COBRA" because it is a commonly used term for this federal legal requirement.

The policy language is only a broad statement about the district's legal obligations. If the district would like more information about its responsibilities, see the Department of Labor Guidance at:

<http://www.dol.gov/ebsa/pdf/cobra-employer.pdf>

The federal law only applies to employers with 20 or more employees the previous year, but state statute § 376.428, RSMo., expands the obligation to all employers.

4. Does your district offer any employees a 403(b) benefit option? If so, the district must have a written plan on the administration of this program as required by federal law. MSBA does not recommend that districts insert such a plan into the policy manual because most of the information in the plan is administrative. Further, many districts contract with a vendor for the administration of the 403(b) program, and the district has little choice in the contents of the plan—but still needs to adopt one. Instead, MSBA recommends that the district mention the plan in the policy. Below are two samples of policy language the district should consider inserting into its policy depending on whether the district administers its own program or contracts out for administration services:

403(b) Program (District Is Administering)

The district offers participation in a 403(b) annuity program in accordance with law. A copy of the district's written plan is available in the central office. Selection and removal of vendors and funding vehicles shall be in accordance with this plan, which is incorporated by reference into this policy.

403(b) Program (Administered by Third Party)

The district offers participation in a 403(b) annuity program in accordance with law. The district has selected and contracted with a third-party company to administer the program. A copy of the district's written plan is available in the central office. Selection and removal of vendors and funding vehicles shall be in accordance with the policy recommended by the third-party administrator, which is incorporated by reference into this policy.

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Critical

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

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

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SUPPORT STAFF FRINGE BENEFITS

The Board recognizes that fringe benefits, such as insurance opportunities, are an important part of the total compensation plan for support staff members. The Board of Education shall provide fringe benefits to all support staff employees who work 177.5 days and 30 hours or more a week by offering participation in a group insurance plan. The superintendent or designee will research and present to the Board fringe benefit opportunities that will assist the district in attracting and retaining quality employees.

Unless otherwise indicated in this policy, a support staff member is considered to be a full-time employee if he or she works 177.5 days per year and 30 hours or more per week in accordance with the employee's job description.

Benefits Fully or Partially Paid by the District

The district has a wide variety of support staff members with varying schedules and compensation expectations. The district will notify employees in writing of the benefits associated with their positions. The district may provide access to and contribute toward the cost of the following benefit options, depending on the position:

1. Health insurance or a group health plan
2. Life insurance
3. Vision insurance
4. Dental insurance
5. Other benefits as approved by the Board

Thein accordance with law, any contract for an insurance policy provided for the benefit of employees will be submitted to competitive bidding at least every three years.

Health Insurance or Group Health Plan

The Board will provide eligible full-time employees access to district-sponsored health insurance or a group health plan in accordance with federal law. For health insurance or health plan purposes, an eligible employee is defined as a staff member the district reasonably expects to work an average of 30 hours or more per week as determined by law.

Any plan of group/district health insurance contract or plan shall include a provision allowing persons who retire, or who have retired, from the district to remain or become members of the plan if they are eligible to receive benefits under the Public School Retirement System of Missouri (PSRS) or the Public Education Employee Retirement System (PEERS); by paying premiums at the same rate as other members of the group, pursuant to the limitations set forth in §169.590, RSMo. In addition,

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The retiree's spouse and children must be allowed to become members of the plan if they are receiving or are eligible to receive benefits under the PSRS or PEERS. Retirees and their spouses and children will have one year from the date of retirement to qualify and enroll in the coverage. Once that date has passed, if a retiree or his or her spouse or children discontinue district coverage, they are not eligible to re-enroll.

Benefits Provided by the District at Employee Expense

In addition, the Board of Education will provide to employees, at employee expense, a premium-only cafeteria plan, as permitted under federal law, which includes pre-taxing elective contributions for medical expenses and dependent child care.

It is the policy of the Board to make deductions from salaries for dependent insurance coverage, if requested.

Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) Requirements

At the time of commencement of coverage under the plan, an employee shall be given his or her first notification of rights under the Consolidated Omnibus Budget Reconciliation Act (COBRA). Further notification is contingent upon the occurrence of a qualifying event and, in applicable situations, notification to the district that a qualifying event has occurred, as required by law. In accordance with law, the district-sponsored health insurance or group health plan will allow for continuing coverage of employees and their spouses, former spouses or dependent children after certain qualifying events upon payment of the applicable premium. This obligation applies to both district-paid and employer-paid options. Qualifying events include, but are not limited to: employee resignation from the district; most situations involving employee termination and situations where an employee's hours have been reduced so that he or she no longer qualifies for district-paid health insurance or the group health plan. The district will provide notices as required by law.

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

Adopted: 08/08/1994

Revised: 09/19/2002; 01/08/2007; 05/11/2009; 05/24/2011

Legal Refs: §§ 67.150, 210, 169.590, 376.428, 453, RSMo.

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**FILE: GDBC  
Critical**

Internal Revenue Code, 26 U.S.C. § 125  
Consolidated Omnibus Budget Reconciliation Act, 29 U.S.C. §§ 1161-1168  
Patient Protection and Affordable Care Act, 26 U.S.C. § 4980H  
Public Health Service Act, 42 U.S.C. §§ 3000b-1, 3000b-8

Camdenton R-III School District, Camdenton, Missouri

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