



# Missouri Association of Rural Education

Fall 2005

*Our goal is to work in cooperation with all other education organization, but our programs and effort will be designed to meet the specific needs of schools in rural Missouri.*

Please copy and share this newsletter with board members and other school staff.

Ray V. Patrick  
Executive Director  
201 South Holden Street  
Suite 202  
Warrensburg, MO 64093  
Phone (660) 747-8050  
Fax (660) 747-8160  
rpatrick@moare.com  
Website: [moare.com](http://moare.com)

## **MARE 2005-2006 Calendar**

November 5-9, 2005  
National Rural Education Conference  
Tucson, AZ

December 5, 2005  
Board Meeting \*\*  
10:00 a.m.  
Jefferson City, MO

February 23, 2006  
Board Meeting  
7:00 p.m.  
Annual Conference  
Annual Membership Meeting  
Resort at Port Arrowhead  
Lake Ozark, MO

February 24-25, 2006  
Annual Conference  
Resort at Port Arrowhead  
Lake Ozark, MO

April 3, 2006  
Board Meeting \*\*  
10:00 a.m.  
Jefferson City, MO

May 1, 2006  
Board Meeting \*\*  
10:00 a.m.  
Jefferson City, MO

\*\* Board Meetings to be held at the  
PSRS Building in Jefferson City.

## **High Quality Education**

As states across the nation set high academic standards and commit themselves to the ideas that all children can succeed in public school, a new issue has emerged in state policy debates: *How much does it cost to offer all students the opportunity to obtain a high quality education?*

Education is a state responsibility, and consequently state and local governments provide more than 90% of the funding for K-12 public education. Determining the amount of state funding for education has proved to be highly subjective and problematic. State legislatures usually begin by deciding how much money they are willing to spend on education, and then allocate these limited dollars to schools. Policy-makers seldom consider what it actually costs to provide students with a quality education. Moreover, the unique challenges and needs of rural schools and students are rarely considered in this process.

This process of holding an annual “political auction” to decide education funding has denied millions of our nation’s children access to a quality education by not providing schools with the resources they need to properly educate all children. It has also created and perpetuated wide gaps in education funding between wealthy and poor school districts.

A new publication from the Rural School and Community Trust, *Providing Rural Students with a High Quality Education: The Rural Perspective on the Concept of Educational Adequacy*, gives policy-makers, education leaders, and school finance advocates a road map. This publication authored by Gregory C. Malhoit, embraces the thinking behind the educational adequacy movement. The full report is available online at [www.ruraledu.org](http://www.ruraledu.org).

(An Overview from “[Providing Rural Students with a High Quality Education...](#)” A Publication of the Rural School and Community Trust, by: Gregory C. Malhoit, July 2005)

## Missouri Association of Rural Education

### Officers and Board of Directors 2005-2006

#### Officers

- President                    Larry Flanagan (Elsberry R-II)
- Vice President:            Francis Moran (North Platte Co. R-I)
- Secretary                   Philip C. Dorth
- Treasurer                   David Sparks
- Past President             Kenneth Dudley (Meadville R-IV)

#### Regional Board Members

- Region A:                    Leonard Zanatta, (Bolivar R-I)
- Region B:                    (Position Open)
- Region C:                    Jerry Parrett (Kirbyville R-VI)
- Region D:                    Geanine Bloch (Stoutland R-II)
- Region E:                    Yancy Poorman (Senath-Hornersville)
- Region F:                    Joan Twidwell (LaMonte R-IV)
- Region G:                    Steven Cookson (Naylor R-II)
- Region H:                    Larry Flanagan (Elsberry R-II)
- Region I:                    John Brinkley (Linn Co. R-I)
- Region J:                    Francis Moran (North Platte Co. R-I)

#### School Board Representatives

- Wes Rutherford            (Kingsville R-I)
- Victoria Ruble             (North Wood R-IV)

#### Higher Education/K-8 School Representatives

- Frank Dean Cone        (Coordinator Northland Teacher Edu.)
- Chris Welch                (North Wood R-IV)

#### Advisory Members

- Larry J. Hart                (L.J. Hart & Company)
- Judy Stainback            (MO Distance Learning)
- Audie Cline                (MO State Teachers Assn.)

#### Executive

- Ray V. Patrick             Executive Director
- Philip Dorth                Associate Director

## BOE Training Schedule

### Central/Southwest MO

*Dr. Robert Hoffman*

#### Adrain R-III

Adrain, MO (Bates Co)

November 2 – 6-10 p.m.

November 5 — 8 a.m. – 4 p.m.

November 4 — 6-10 p.m.

#### Miami R-I

Miami, MO (Saline Co)

November 17 – 6 – 10 p.m.

November 19 – 8 a.m. – 4 p.m.

November 18 – 6 – 10 p.m.

#### Marshfield R-II

Marshfield, MO (Webster Co)

December 1 – 6 – 10 p.m.

December 3 – 8 a.m. – 4 p.m.

December 2 – 6 – 10 p.m.

(Spring schedule for southwest undetermined)

### Northwest Missouri

*Mr. William Casey*

#### Fairfax R-III

Fairfax, MO (Atchison Co.)

October 22 – 8 a.m. – 4 p.m.

October 29 – 8 a.m. – 4 p.m.

(Spring schedule for northwest undetermined)

### Southeast Missouri

*Mr. Phil Dorth*

#### Permisco Co. Special School

Hayti, MO (Permisco Co.)

November 3 – 6 – 10 p.m.

November 5 – 8 a.m. – 4 p.m.

November 4 – 6 – 10 p.m.

#### Advance R-IV

Advance, MO (Stoddard Co.)

April 27, 2006 – 6 – 10 p.m.

April 29, 2006 – 8 a.m. – 4 p.m.

April 28, 2006 – 6 – 10 p.m.

### Western Missouri

*Dr. Frank Dean Cone*

#### Platt Co. Resource Center

(Near KCI Airport)

October 27 – 12 noon – 4 p.m.

(Call for Directions)

October 28 – 8 a.m. – 4 p.m.

#### Platt Co. Resource Center

(Near KCI Airport)

April 13, 2006 – 12 noon – 4 p.m.

(Call for Directions)

April 14, 2006 – 8 a.m. – 4 p.m.

### Northeast Missouri

*Mr. LeRoy Huff*

#### Elsberry R-II

Elsberry, MO (Lincoln Co.)

December 2 – 10 a.m. – 6 p.m.

December 3 – 8 a.m. – 4 p.m.

#### Macon Co. R-I

Macon, MO (Macon Co.)

April 12, 2006 – 6 – 10 p.m.

April 26, 2006 – 6 – 10 p.m.

April 19, 2006 – 6 – 10 p.m.

May 3, 2006 – 6 – 10 p.m.

#### MARE Conference

Resort at Port Arrowhead

February 24 & 25, 2006

Lake Ozark, MO

#### K-8 Annual Conference

Chateau on the Lake

April 5, 6, & 7, 2006

Branson, MO

#### MARE Summer Meeting

Chateau on the Lake

July 28 & 29, 2006

Branson, MO

**Other Training Sites – Contact:** Dr. Ray Patrick (660) 747-8050

### Small Child Has Very Large Worries

By: *Erma Bombeck*

This column could be entitled, confessions of a child entering school for the first time who according to adults, “has nothing to worry about.”

My name is Donald and I don’t know anything.

I have new underwear, a new sweater, a loose tooth, and I didn’t sleep last night. I am worried.

What if the school bus jerks after I get on and I lose my balance and my pants rip and everyone laughs?

What if I have to go to the bathroom before we get to school?

What if a bell rings and everyone goes into a door and a man yells, “Where do you belong?” and I don’t know?

What if my shoestring comes untied and someone says, “Your shoestring is untied. We’ll all watch while you tie it?”

What if the trays in the cafeteria are too tall for me to reach?

What if the thermos lid on my soup is on too tight and when I try to open it, it breaks?

What if my loose tooth wants to come out when we’re supposed to have our heads down and be quiet?

What if teacher tells the class to go to the bathroom and I can’t go?

What if I splash water on my name tag and my name disappears and no one will know who I am?

What if they send us out to play and all the swings are taken? What do I do?

What if the wind blows all the important papers out of my hands that I’m supposed to take home?

What if they mispronounce my last name and everyone laughs?

What if my teacher doesn’t make her D’s like Mom taught me?

What if I spend the whole day without a friend?

What if the teacher gives a seat to everyone and I’m left over?

What if the windows in the bus steam up and I won’t be able to tell when I get to my stop?

I’m just a little kid but maybe I’m smarter than I think I am. At least I know better than to tell a five-year-old with a loose tooth who has never been out of the yard by himself before that he has “nothing to worry about.”

A first grade teacher had twenty-five students in her class and she presented each child in her class the first half of a well known proverb and asked them to come up with the remainder of the proverb.

It’s hard to believe these were actually done by first graders.

Their insight may surprise you. While reading these keep in mind that these are first graders, 6-year-olds, because the last one is classic!

1. Don’t change horses – *until they stop running.*
2. Strike while the – *bug is close.*
3. It’s always darkest before – *Daylight Saving Time.*
4. Never underestimate the power of – *termites.*
5. You can lead a horse to water by – *O how?*
6. Don’t bite the hand that – *looks dirty.*
7. No news is – *impossible.*
8. A miss is as good as a – *Mr.*
9. You can’t teach an old dog new – *math.*
10. If you lie down with dogs, you’ll – *stink in the morning.*
11. Love all, trust – *me.*
12. The pen is mightier than the – *pigs.*
13. An idle mind is – *the best way to relax.*
14. Where there’s smoke there’s – *pollution.*
15. Happy the bride who – *gets all the presents.*
16. A penny saved is – *not much.*
17. Two’s company, three’s – *the Musketeers.*
18. Don’t put off till tomorrow what – *you put on to go to bed.*
19. Laugh and the whole world laughs with you, cry and – *you have to blow your nose.*
20. There are none so blind as – *Stevie Wonder.*
21. Children should be seen and not – *spanked or grounded.*
22. If at first you don’t succeed – *get new batteries.*
23. You get out of something only what you – *see in the picture on the box.*
24. When the blind lead the blind – *get out of the way.*
25. Better late than – *pregnant.*

(Continued from page 12)

- Any fees for these services will be included in financing package.

#### Financing:

- Designing financing packages for your project with No out-of-pocket expenses.
- Access to and assistance in applying for special loan programs for schools  
(The Missouri Energy Loan Program for Schools and our own EnergyWorks Loan Fund for schools with 501 c (3) nonprofit status)

#### Environmental Education Program:

At no cost to the District we will introduce the State of Missouri DNR/Energy Centers Environmental Education Program. This program explores where our energy comes from, how do we use energy right here in our school? The results of the above mentioned energy analysis of the school will be incorporated into the program. Also, how will we meet our energy needs in the future? As we transition from a fossil fuel based society to a future based on other resources, today’s alternative sources of energy will be the norm.

- “Energy for Missouri: Today and Tomorrow” is correlated to Show-Me standards
- Provided free from Missouri Department of Natural Resources Energy Center
- Training of up to 5 District teachers on the course that includes background information, suggested teaching strategies, student activities, and Show-Me correlation’s. The course will allow the teacher to earn a CEU credit from Lincoln University.



## SALES SERVICE PARTS

- Your small and midsize Bus Dealer for MID BUS and COLLINS school & commercial buses
- Equipped with a Full Service Facility
- Sell, Service and install W/C Lifts & Mobility Equipment
- Install and Service Air Conditioning Systems in Buses
- Centrally located in the state to better serve you
- Licensed Missouri Inspection Station
- Leasing options available

Check out our **pre-owned inventory** @ [www.southernbusandmobility.com](http://www.southernbusandmobility.com)

**866-327-1600**

Hwy. 54 – Lake Ozark, MO

**877-526-4131**

Breese, IL (35 miles east of St. Louis)

### *Application Cycle Notification*

The Missouri Department of Natural Resource's Energy Center is providing notification that effective October 3, 2005, we will begin accepting applications for the Energy Revolving Fund Loan Program. This program provides low-interest loans to Missouri public schools K-12, local governments and public higher education facilities to perform energy efficiency projects. All applications for funding are due by January 18, 2006, with funds to be awarded no later than March 31, 2006.

Up to \$15 million will be available for energy-efficiency projects. The department will limit each applicant to no more than \$3 million in approved loans. Loan funds will be allocated to eligible sectors in the following percentage: public schools K-12–50 percent,

local governments–25 percent and public higher education–25 percent. Any unobligated funds in a designated sector may be used to provide loans to the other eligible sectors. Please contact the Energy Center at one of the numbers listed below for information about interest rates.

To determine which applicants will receive funding, applications will be ranked based on project payback, which will be determined by dividing the cost to implement a project by the estimated yearly energy cost savings. Projects with the lowest payback score in each sector allocation will be funded until all available funds are allocated. In case of identical payback scores, the eligible applicant with the highest percentage total of BTU savings will receive funding. Any applicants with ongoing enforcement issues with the department will be disqualified.

Eligible applicants may request an application packet or receive additional information by contacting an energy loan manager at one of the following numbers:

Jefferson City: (573) 751-3443 or (800) 361-4827  
 Kansas City: (816) 759-7313, ext. 2263  
 St. Louis: (314) 340-5930

or via the Internet at <http://www.dnr.mo.gov/energy/financial/loan.htm>.

**Rural Information Sources**

<p align="center"><b>DOLLARS AND SENSE II: THE COST EFFECTIVENESS OF SMALL SCHOOLS</b></p> <p>Knowledge Works Foundation has released Dollars and Sense II: Lessons from Good, Cost-effective Small Schools deepens the evidence that good small schools not only are successful, but also are more affordable when compared to larger schools in the same district. An analysis of the budgets of 25 schools in ten states reveals that the average cost per pupil for these small schools is about 17% lower than for larger schools in the same or similar school districts. In addition, Dollars &amp; Sense II lays out practical strategies for cost-effectiveness that have been field-tested by schools and reports analysis of data from over 3000 school construction projects. To download the report, visit the Dollars and Sense II website: <a href="http://www.goodsmallschools.org">www.goodsmallschools.org</a>.</p>	<p align="center"><b>THE INFLUENCE OF STANDARDS ON K-12 TEACHING &amp; STUDENT LEARNING - <i>McREL</i></b></p> <p>In their latest research synthesis, McREL researchers set out to answer the question, is there evidence that standards have fulfilled their purpose of improving both teaching and learning? For the study, McREL researchers examined 113 rigorous studies that examined the impact of standards-based education on instruction and learning. Key findings from the study are that standards-based curricula and standards-based instructional guidelines can influence teachers to adopt reform oriented instructional practices, that standards-based state assessments influence both the content and pedagogy of classroom instruction. To download this report, visit the McREL website: <a href="http://www.mcrel.org/topics/ProductDetail.asp?topicsID=148productID=215">www.mcrel.org/topics/ProductDetail.asp?topicsID=148productID=215</a></p>
<p align="center"><b>HOW TO RECRUIT &amp; RETAIN TEACHERS &amp; SCHOOL LEADERS IN HARD-TO-STAFF RURAL AND SMALL SCHOOL DISTRICTS</b></p> <p>The SERVE Center's upcoming publication <i>How to Recruit and Retain Teachers and Other School Leaders in Hard-to-Staff Rural and Small School Districts</i> is a response to the needs expressed by superintendents in the Rural School District Superintendents' Network at SERVE, a network of high-performing superintendents from the SERVE's six-state region. The guide will be available in October.</p> <p>Website: <a href="http://www.serve.org">www.serve.org</a></p>	<p align="center"><b>USDA TO UNVEIL CHILD-FRIENDLY FOOD PYRAMID</b></p> <p>(From Washington (Reuters) A kids' food pyramid featuring an Internet rocket game and school study guides has been unveiled by the U.S. Agriculture Department to help children make better eating choices. The child-friendly version of the government's iconic Food Guide Pyramid, the first one for kids since 1999, aims to combat U.S. obesity by promoting more physical exercise and better diets. About two-thirds of American adults and almost 16 percent of children are overweight. To view "<i>My Pyramid for Kids</i>"</p> <p><a href="http://teammnutrition.usda.gov/kids-pyramid.html">http://teammnutrition.usda.gov/kids-pyramid.html</a></p>
<p align="center"><b>EMERGENCY PLANNING GUIDE FOR AMERICA'S COMMUNITIES</b></p> <p>The Joint Commission on Accreditation of Healthcare Organizations issued the step-by-step guide, "<b>Standing Together: An Emergency Planning Guide for America's Communities,</b>" for small, rural and suburban communities to both prepare for and successfully respond to major local and regional emergencies - whether they be hurricanes, floods, terrorist attacks, major infectious outbreaks, hazardous materials spills, or other catastrophic occurrences. The guide is available at:</p> <p><a href="http://www.jcaho.org/news+room/press+kits/ems/planning_guide.pdf">www.jcaho.org/news+room/press+kits/ems/planning_guide.pdf</a></p> <p>[Posted on Rural Assistance Center Health Update]</p>	<p align="center"><b>FUND FOR TEACHERS: PROFESSIONAL DEVELOPMENT GRANTS - 2006 APPLICATION AVAILABLE - OCT. 10, 2005</b></p> <p>Fund for Teachers is a unique foundation whose mission is to enrich the lives of school teachers and students by providing recognition and opportunities for renewal to outstanding teachers. Making a difference one teacher at a time, Fund for Teachers awards grants of up to \$5,000 directly to classroom teachers with a minimum of three years experience to support professional development opportunities of their own design. Grants will be made solely to fund participation by grant recipients in summer professional and personal development activities. Applicants must be employed as a public or private teacher in K-12<sup>th</sup> grade at the time grants are approved and made. Additional details: <a href="http://www.fundforteachers.org">www.fundforteachers.org</a></p>
<p align="center"><b>PROVIDING RURAL STUDENTS WITH A HIGH-QUALITY EDUCATION: THE RURAL PERSPECTIVE ON EDUCATIONAL ADEQUACY</b></p> <p><b><u>Rural School &amp; Community Trust</u></b></p> <p>This new report outlines what the rural perspective on educational adequacy entails for policy makers, education leaders, and school finance advocates. It embraces the thinking behind educational adequacy, but urges researchers and school funding reform advocates to use the phrase "high-quality education," because it more aptly describes quality schooling and it will resonate better with rural people and the broader public. This information is available at: <a href="http://www.ruraledu.org/index.html">www.ruraledu.org/index.html</a></p>	<p align="center"><b>BECOME A TEACHER: SURVIVAL GUIDE FOR NEW TEACHERS</b></p> <p><b><u>U.S. Department of Education</u></b></p> <p>This new guidebook includes reflections of awarding winning first-year teachers who talk candidly about their successes and setbacks, with a particular emphasis on the relationships they form with their colleagues, university professors, and their students' parents. These relationships played a crucial role in influencing their success on the job, according to teachers interviewed for the guidebook. Additional details:</p> <p><a href="http://www.ed.gov/teachers/become/about/survivalguide/message.html">www.ed.gov/teachers/become/about/survivalguide/message.html</a></p>
<p align="center"><b>JAPANESE FULBRIGHT MEMORIAL FUND TEACHER PROGRAM</b></p> <p>The Japanese Fulbright Memorial Fund Teacher Program (JFMF), sponsored by the Government of Japan, provides U.S. educators with fully-funded study tours of Japan. The program is designed to increase understanding between the people of Japan and the United States by inviting U.S. elementary and secondary educators to visit Japan and share their experiences with fellow Americans upon return. JFMF participants travel to Japan with other outstanding educators, learn about Japanese culture and education, and return to implement a self-designed plan to share their knowledge and experience with their students, colleagues and community. Information available at: <a href="http://www.iie.org/template.cfm?&amp;template=/programs/fmf/overview.htm">www.iie.org/template.cfm?&amp;template=/programs/fmf/overview.htm</a></p>	<p align="center"><b>A PRACTICAL GUIDE TO PROMOTING AMERICA'S PUBLIC SCHOOLS</b></p> <p>Educators are accustomed to talking about academics, student achievement, test scores, and other crucial issues that are the core of their work and the basis on which their schools are judged. But research suggests that educators should broaden their message by linking those issues to the vision and values the public holds for public schools. Research and poll data suggest that Americans share deeply held values about, and a common vision for, their public schools. Reflecting a strong belief in America as "the land of opportunity" for those who work hard, Americans see public schools as almost a "right," an engine of opportunity for individuals. Public schools ensure that every child has equal access to a good education and thereby give every child a chance to succeed. Learning First Alliance: <a href="http://www.learningfirst.org">www.learningfirst.org</a></p>

***FIRST AMENDMENT RIGHTS OF PUBLIC EMPLOYEES:  
When are Adverse Employment Actions Based on Speech Permissible?***

***By: Sarah E. Lawrence***

***Thomas A. Mickes***

***DOSTER MICKES JAMES ULLOM BENSON & GUEST L.L.C.***

The United States Constitution's First Amendment provides that "Congress shall make no law...abridging the freedom of speech..." For many, the right of unbridled expression is our most sacred freedom. Recently, such rights have been the subject of much legal discourse as there have been an increasing number of student expression lawsuits in addition to a proposed amendment to our Nation's Constitution centered upon restriction of particularized expression, flag burning, currently still alive in our Congress. Thus, the First Amendment is, and seemingly will continue to be, a topic of focus. Of course, such topics of focus will naturally seep into the schools' hallways and classrooms. This article focuses on only one application of the First Amendment, the First Amendment rights of school teachers and employees. Specifically, this article analyzes the speech upon which adverse employment actions may, and may not, be taken.

When examining the First Amendment rights of public employees, the equivalent of the Tinker case for students' First Amendment rights is Pickering v. Bd. of Ed. of Township High Sch. Dist., heard by the United States Supreme Court in 1968. Though nearly forty years have passed, the Pickering standard still provides the foundation for analysis of public employees' First Amendment rights.

In Pickering, a teacher sued the school district at which he formerly taught alleging that his First Amendment rights were violated. The teacher was terminated after sending a letter to the local newspaper in connection with a proposed tax increase, attacking the board and superintendent for their handling of past proposals and finances. The article also charged the superintendent with attempting to censor teachers' opposition to the bond issue. The United States Supreme Court held that there must be a balance between the interests of a teacher as a citizen in commenting as to matters of public concern, and the interests of the school district in promoting the efficiency of the public service it performs through its employees.

The school district argued, unsuccessfully, that the teacher had a duty of loyalty and support to the school, and had an obligation to speak factually and accurately. In examining the teacher's letter to the newspaper, the Court held that a difference of opinion as to the use of school funds is a matter of legitimate public concern upon which "free and open debate is vital," and that it is "essential that [teachers] be able to speak out freely on such questions without fear of retaliatory dismissal."

The Court also held that statements that were inaccurate could not form the basis for the teacher's dismissal unless the false statements were made knowingly or recklessly, and that the teacher did not have a position qualifying him to speak with any greater authority than any other taxpayer. Thus, the Court distinguished the teacher's speech from circumstances in which a teacher has "carelessly made false statements about matters so closely related to the day-to-day operations of schools that any harmful impact on the public would be difficult to counter because of the teacher's presumed greater access to the real facts." Finally, the Court noted that the teacher's statements did not impede upon his classroom performance or upon the regular operation of the schools, nor did they call into question his fitness to teach. Thus, in Pickering the Court ruled that the balancing test favored the teacher's right to speak openly as a citizen on the matter of public concern at issue.

While Pickering established that teachers' comments as to legitimate matters of public concern may be constitutionally protected, the First Amendment does not insulate all school employees' speech-related conduct from the scrutiny of their employing district. In conjunction with Pickering, the Eighth Circuit has provided guidance as to the proper analysis. As set forth in Pickering, to be protected, the employees' speech must first address a matter of public concern. Second, the interests of the school district, as an employer, must be balanced against the employee's speech rights. Factors to be considered in balancing these competing interests include: the need for harmony in the work place; whether the school's responsibilities require a close working relationship to exist between the employee and co-workers when the speech in question has caused or could cause relationships to deteriorate; the time, place, and manner of the speech; the context in which the dispute arose; the degree of public interest in the speech; and whether the speech impeded the employee's ability to perform his or her duties. Thus, if the district's interests as to the efficient operation of the school outweigh the teacher's speech interest, no successful First Amendment claim will lie against the district.

Expression as to matters of public concern should be distinguished from private speech. For example, a school district may not restrict a teacher's attendance or expression at after-school religious groups' meetings. Such private speech clearly does not effect the functioning of the school. Private speech in the classroom, however, is a different matter.

In a recent Missouri Court of Appeals case, the Court affirmed a school board's decision to terminate a tenured teacher after the teacher made inappropriate comments in response to a student's inquiry as to her opinions about interracial relationships. Specifically, while aware that at least one of her eighth grade English students in the classroom was biracial, the teacher advocated that those in interracial relationships should take measures to prevent children. Consequently, the board terminated

*(Continued on page 7)*

(Continued from page 6)

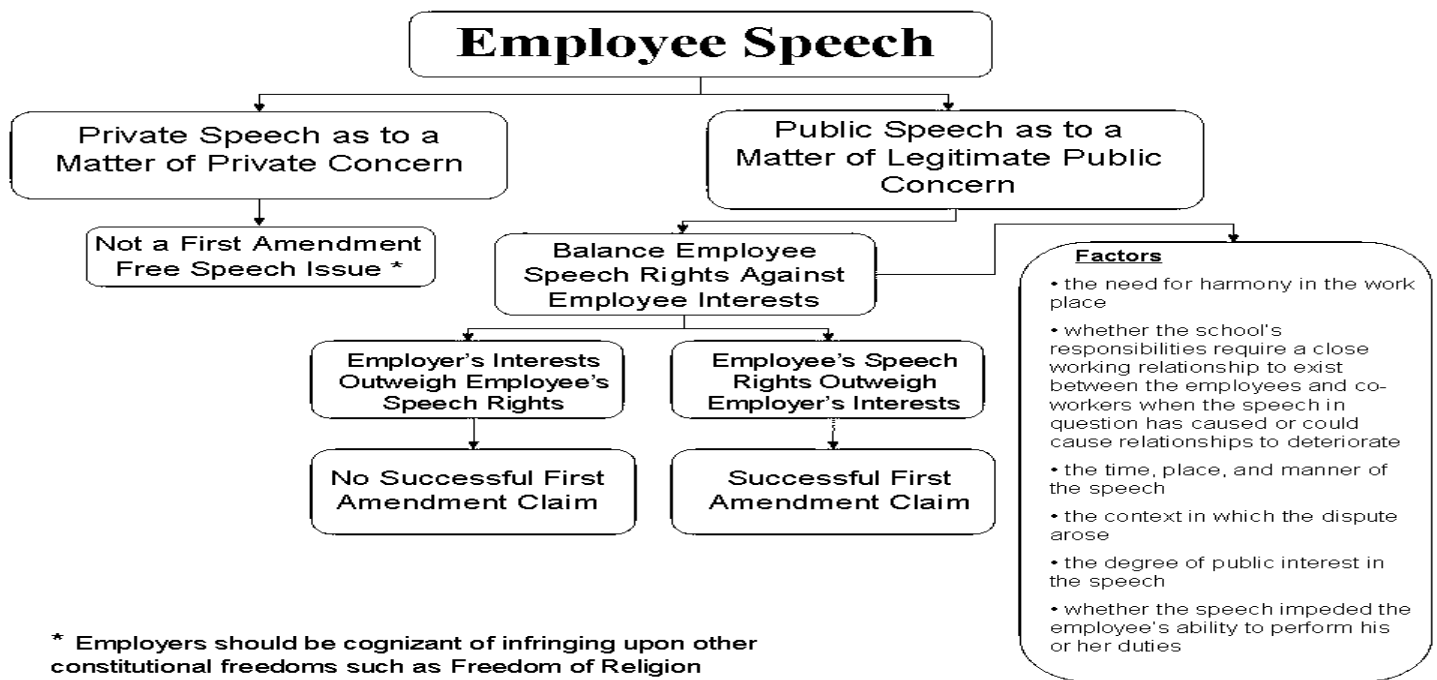
the teacher, and the teacher appealed its decision. In affirming the board’s decision, the Court of Appeals held that the teacher’s speech expressing her private opinion as to interracial relationships was private speech during class time, a time during which she was supposed to be conducting class. The Court also noted that the comments were not part of a lesson plan. As such, the Court ruled that “because the Teacher’s comments did not address a matter of public concern, but rather a matter of private concern, they were not entitled to First Amendment protection.”

Moreover, the Court of Appeals found that even if the teacher’s comments were considered a matter of public concern, the teacher was properly terminated due to the disruption the teacher’s comments caused to the school environment and specific students, including the two biracial children in her class at the time of her comments. In so holding the Court found that in addition to using “extremely poor judgment,” the nature of her comments “was obviously discriminatory, and therefore legally unacceptable.” Finally, in affirming that board’s termination decision, the Court ruled that the school district’s interest in efficiently operating a school “free from race-based discriminatory speech outweighs any First Amendment right” a teacher may have to express such a private opinion.

Even though the legal analysis steps are clear in these cases, distinguishing between what constitutes protected public and private speech may not always be obvious. Clearly, speech as to a district’s allocation and expenditure of funds is a matter of public interest. Similarly, expression as to district business conducted in a board meeting’s open session is also likely a matter of public interest. Examples of private speech include religious speech outside of the school context, or comments about job duties or personal opinions about superiors.

One key point to keep in mind is that even if speech addresses a matter of public concern, employment action may be taken if it interferes with proper job performance. Because a district has a right to prescribe a curriculum and desired classroom methods, and to expect teachers to follow such validly established dictates, classroom speech is subject to a district’s review. For instance, a mathematics teacher has no First Amendment entitlement to consume his class periods discussing his/her political views as to the flag burning amendment. Such speech, even though it may be a matter of public concern, would be interfering with classroom performance. Therefore, such speech may be restricted, and appropriately addressed.

Accordingly, maintaining a distinction between what is and is not constitutionally protected expression is, unfortunately, not always a bright line. All should be cognizant that false statements that are made knowingly and recklessly will not be protected. Showing that the substance of false speech was communicated in a knowing or reckless manner, however, often proves difficult. As such, employee speech cases must be addressed on a case-by-case, factual basis. Applying the legal analysis above, however, should be the process by which administrators and board members consider adverse employment actions when employee speech is at issue.





MICHAEL J. DOSTER  
 THOMAS A. MICKES<sup>1</sup>  
 MICHAEL H. JAMES<sup>2</sup>  
 JESS W. ULLOM  
 THOMAS L. BENSON III  
 ROBERT E. GUEST, JR.  
 GAYLE S. EVANS  
 THOMAS F. HUTCHISON<sup>3</sup>  
 IRA M. POTTER  
 PAUL N. RECHENBERG<sup>2</sup>

JOY D. McMILLEN<sup>2</sup>  
 SHELLIE L. GUIN<sup>3</sup>  
 DUANE A. MARTIN<sup>3</sup>  
 TIMOTHY W. JONES<sup>5</sup>  
 FRED L. VILBIG  
 EDWARD J. MILLER JR.<sup>2</sup>  
 SHERRY A. SNYDER  
 KATHLEEN W. BILDERBACK<sup>2</sup>  
 DANA M. SHANNON<sup>2, 3</sup>  
 AMY P. MALONEY<sup>3</sup>

NATALIE A. HOERNSCHEMEYER  
 BRADLEY W. CRANDALL<sup>2</sup>  
 JEFFREY A. ST. OMER  
 KELLY J. FORD  
 ANTHONY M. PEZZANI  
 SARAH E. LAWRENCE<sup>2</sup>  
 SARAH A. WIGHT<sup>2</sup>  
 DOUGLAS E. MCCASH  
 JOSEPH M. WIENTGE, JR.  
 LAUREL L. BOONE<sup>2, 4</sup>

<sup>1</sup>Also licensed in Florida

<sup>2</sup>Also licensed in Illinois

<sup>3</sup>Also licensed in Kansas

<sup>4</sup>Also licensed in Michigan

<sup>5</sup>Also licensed in New York

BRETT M. HASTINGS<sup>2</sup>

OF COUNSEL

PROUDLY SERVICING MISSOURI'S SCHOOL DISTRICTS

17107 Chesterfield Airport Road  
 Chesterfield (St. Louis County)  
 Telephone: (636) 532-0042  
 Fax: (636) 532-1082  
 and  
 4600 Madison  
 Kansas City  
 Telephone: (816) 531-1888  
 Fax: (816) 531-7020

E-Mail: [dmju@dmjulaw.com](mailto:dmju@dmjulaw.com)

Website: [www.dmjulaw.com](http://www.dmjulaw.com)



***Missouri Association of Rural Education***  
**Legislative Platform**  
**2005-2006**

**State Issues:**

1. **Supports** increased appropriations for the public schools which are sufficient to fully fund the foundation formula and further equalize support of each child in Missouri.
2. **Supports** full funding of categorical programs to include special education, gifted, education, transportation, etc.
3. **Supports** equal and adequate educational resources (funding) for the newly adopted foundation formula.
4. **Supports** legislation that would mandate meeting the same standards for existing and future charter schools as currently required for the public school district.
5. **Supports** legislation that would mandate the utilization of seat belts on school buses on the basis that scientific evidence can demonstrate a marked increase in student safety and such a mandate would be totally funded (by the State) to include all costs associated with such legislation. (Funding to include additional equipment, equipment upgrades, personnel, etc.)
6. **Supports** legislation restricting any political subdivision from abating existing taxes or re-directing potentially new taxes to another subdivision.
7. **Supports** legislation preventing further erosion of and shifting of tax burdens from business to individual taxpayers forcing school districts to adjust levies upward to recover revenues lost due to the adverse decisions of the State Tax Commission.
8. **Supports** legislation removing school districts from prevailing wage requirements.
9. **Supports** legislation that would allow Missouri voters to amend the State Constitution to provide for a simple majority approval of public school general obligation bond issues.
10. **Supports** legislation that provides state funding for mandated increases in the minimum teacher's salary in Missouri.
11. **Supports** legislation to help local school districts identify home schooled children and assist the local school in supporting these children's education.
12. **Supports** legislation that would reverse/eliminate the newly enacted statutory legislation for all funding penalties related to summer school programs.
13. **Supports** legislation not allowing a school board member to file for re-election if the required 16 hours of board training had not been completed within three years.
14. **Supports** legislation allowing the local school district the option to provide a hiring incentive or salary schedule modification to attract/retain teachers based upon demonstrated need for teachers certified in identified shortage subject areas.
15. **Supports** the maintenance of a strong Public School Employee Retirement System.
16. **Supports** legislation for increased funding for the use/upgrade of technology in the public schools to. (In particular Instructional Television.)
17. **Supports** the affordability/accessibility of healthcare.
18. **Opposes** legislation mandating that school districts educate students who have been suspended or expelled.
19. **Opposes** legislation restricting school administrators from prior review of student publications.
20. **Opposes** legislation forcing non-voluntary school consolidation.
21. **Opposes** legislation allowing further creation of charter schools in Missouri or authorizing the use of state funds to support charter school sponsors.
22. **Opposes** legislation allowing state funding in the form of vouchers /scholarships, for private schools.
23. **Opposes** legislation creating any new property tax relief programs by freezing, reducing, limiting, eliminating or exempting the current property tax base.
24. **Opposes** legislation mandating new programs without appropriating the necessary funds to implement and maintain the programs.
25. **Opposes** legislation removing the local board of education authority to set salaries/benefits for any member of the district staff.
26. **Opposes** legislation restricting/changing the basic governance, policies and services provided by educational support organizations to the local school district (i.e. MSHSAA, MUSIC, etc.).

*(Continued on page 15)*

## NEW SCHOOL POLICY REQUIRED BY 2006 SCHOOL YEAR

In an effort to address the alarming increase in the number of overweight children in America, in 2004 Congress enacted Section 204 of Public Law 108-265. This law requires all school districts that participate in the National School Lunch and/or National School Breakfast Programs establish a local wellness policy by the beginning of the 2006/2007 school year. The law mandates that each local wellness policy include, at minimum:

- Goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;
- Nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;
- An assurance that guidelines for reimbursable school meals shall not be less restrictive than the regulations for the National School Lunch and Breakfast Programs.

In addition, the law requires that the school district:

- Establish a plan for measuring the implementation of the local wellness policy, designating 1 or more persons charged with operational responsibility for ensuring that the school meets the local wellness policy; and
- Involve parents, students, representatives of the school board, school food authority, school administration and the public in the development of the school wellness policy.

### Why is Policy Needed ?

Rates of overweight children are dramatically increasing.

In Missouri ¼ of high school students are overweight or at risk for overweight.

Childhood obesity is linked poor academic achievement and increases the risk of variety of child health problems including, Type II diabetes, heart disease, high blood pressure and respiratory problems.

### RESOURCES

A variety of resources are available to assist school districts in meeting these new local wellness policy requirements.

#### Facilitators:

A team of 45 volunteer facilitators has been trained to assist individual Missouri school districts with meeting the requirements of the local wellness policy law. Equipped with a variety of tools, these team members are prepared to help school districts work through the policy development process. For a list of facilitators or for more information about their services contact Cindy DeBlauw at [cindy.deblauw@dhss.mo.gov](mailto:cindy.deblauw@dhss.mo.gov) or 1-573-522-2820.

#### Websites:

##### USDA Team Nutrition

This website serves as a clearinghouse of information on the Local Wellness Policy Law. It includes a step-by-step process for addressing local wellness policy development. It also includes numerous links to many other resources including sample wellness policies.

<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

##### National Alliance for Nutrition and Activity (NANA)

The NANA website contains model polices on physical activity and nutrition, as well as links to additional resources.

<http://www.schoolwellnesspolicies.org/WellnessPolicies.html>

## WHAT MAKES A GOOD HIGH SCHOOL?

President Bush has made high school reform his top education initiative for his second term. *The Rural School and Community Trust* has a set of standards and a detailed rubric you can use to assess your school. Their criteria are divided into seven areas.

- 1 **Curriculum and Instruction:** Students do sustained academic work that draws upon and contributes to the place in which they live, engaging every student in learning at the highest level of his or her capabilities and preparing each child well for college, work and citizenship.
- 2 **Community:** The school is located and structured so it is connected to the community on many levels. The school and community actively collaborate to make the local place a good one in which to work, live, and play.
- 3 **Democracy:** Schools mirror the democratic values they seek to instill in students. All stakeholders' voices are heard and respected in the decision-making process affecting them.
- 4 **Staffing:** School staffing resources are adequate; staff is competent, caring, and aligned with stated goals.
- 5 **Support:** School policies, calendars and resources are arranged to maximize community involvement, ensure student academic success, and provide teachers with the means to succeed.
- 6 **Facilities:** Facilities are clean, safe, orderly and well-equipped to support strong academic goals, co-curricular activities, and com-

munity activity.

- 7 **Leadership:** School leaders provide competent and knowledgeable management that supports teaching and learning at high levels and encourages community connection.

For a detailed rubric you can use to assess how your high school measures up to these principles visit [www.ruraledu.org/docs/beatingods/Rubrics\\_for\\_Observation\\_and\\_Assessment.pdf](http://www.ruraledu.org/docs/beatingods/Rubrics_for_Observation_and_Assessment.pdf).

*Over The Back Fence*  
May 2005 Issue number 11  
[www.airssedu.com](http://www.airssedu.com)

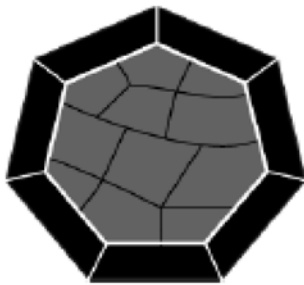
MUSIC

COUNCIL  
INSURANCE  
SCHOOL  
UNITED  
MISSOURI

Dr. Gary VanMeter

EXECUTIVE DIRECTOR

P.O. Box 1950 • St. Charles, Missouri 63301  
636-916-3433 • Fax: 636-916-3490  
[Musicv99@aol.com](mailto:Musicv99@aol.com)



SEPTAGON

CONSTRUCTION CO., INC.

GENERAL CONTRACTORS • CONSTRUCTION MANAGERS

**Dennis Paul**  
660-827-2112, ext 139  
[dpaul@septagon.com](mailto:dpaul@septagon.com)

**Tom Howard**  
573-386-2220  
[thoward@septagon.com](mailto:thoward@septagon.com)

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

*Committed to Building Service*

## New Energy Efficiency Program for Rural School Districts

These are difficult days for budgets in the State of Missouri, and school administrators are having to make some hard decisions in order to continue giving students the best education for the dollars available. I would like announce a new program funded by the US Department of Energy (USDOE) and the Missouri Department of Natural Resources (DNR) that will save your district dollars and improve the learning environment in your classrooms. The *Rural Schools Initiative (RSI)* was designed to bring energy and education services to underserved rural Missouri schools.

The professionals on our team have extensive experience in the energy efficiency industry and a track record with several Missouri school districts, **and hundreds of K-12 schools across the country.**

The Metropolitan Energy Center, a 20 year-old not-for-profit organization dedicated to helping our Missouri communities through energy efficiency, can help your school with design and implementation of energy saving projects with our *Missouri EnergyWorks* team.

*Missouri EnergyWorks* can provide the resources that you need to, improve the classrooms atmosphere for learning and enhance your students proficiency in environmental and energy issues, with an introduction to the Missouri Department of Natural Resources Environmental Education Program.

Here's what **RSI** can provide for you:

### Energy Analysis of your Schools:

The engineers at EnergyWorks will conduct a technical analysis equivalent of the Districts school buildings energy use systems. The current lighting, Heating, and Air conditioning systems will be evaluated, and potential energy cost saving opportunities/improvements will be quantified and a report will be prepared that explains our findings. This report can be used to apply for a Missouri Energy Loan from the DNR Energy Center. The US DOE pays for the cost for this service.

### Construction Services:

If the District decides to implement any of the energy saving opportunities, EnergyWorks can provide services to construct the project.

- Engineering/Design and Bid Specifications
- Construction Management
- Project Commissioning

(Continued on page 3)

# CTS

CONTROL TECHNOLOGY AND SOLUTIONS



## Does your school make the grade?

Learn how to achieve building retrofits and improve classroom comfort with a limited budget.

**Control Technology and Solutions**  
 St. Louis - Kansas City  
**636-230-0843**  
[www.thectsgroup.com](http://www.thectsgroup.com)

### MARE Associate Membership 2005-06

Below are listed the Associate Members of MARE. These members are important to the MARE Organization in their long-term interest in the welfare of the Rural School Districts in Missouri. Please consider all the business associates when you are in need of services. Let them know that you saw their information in our newsletter when you contact them.

<i>Companies/Organizations</i>	<i>Contact</i>	<i>Phone Number</i>
Allied Bus Sales	Ryan Kauffman	(800) 462-0173
American Boiler Services, Inc.	Mike Hemphill/Dean Phillips	St. Louis (800) 235-5377 – Kansas City (888) 440-0382
American Trust Group Holding	S.L. Baker/Ray Shoaf	(573)374-9991
Benee's Inc.	Joan Reed, V.P. for Sales	(800) 854-1411
Budget Plus Software	Leland Foster	(816)847-6610
Budgetext, Inc.	Larry Barnes	(888) 888-2272
Center for Distance & Independent Study	Kristi D. Smalley	(573) 882-4054
Central State Bus Sales	Jeff Reitz	(636) 343-6050
Citizens Bank & Trust	Tamara M. Vaughn	(800) 399-3023
Claim Care Inc.	Stacy L. Dye	(660) 327-5308
Commerce Bank, N.A.	Carolina Decker	(417) 837-5236
Control Technology & Solutions	Scott Ririe/Gina Bicknese	(636) 230-0843
Cornerstone Energy	Larry D. Kilpatrick	(913) 322-1776
DataTeam Systems, Inc.	Craig McCollam	(877) 843-8150
Doster Mickes James & Ullom, LLC	Tom Mickes	St. Louis (636) 532-0042 – Kansas City (816) 531-1888
Education Technology Partners	Sally Dunne	(800) 438-4266
E.P.M., Inc.	B.H. Trout	(573) 642-6550
Forrest T. Jones & Company	John Farrar/Bill Baker	(800) 821-7303
Forrest T. Jones & Company (LTC)	Mark Iglehart, Sally Levitt, Harvey Day	(800) 821-7303
Foundation for Educational Services, Inc.	Stacey Musil	(800) 850-8397
Fry and Associates	Marcie A Fry	(816) 221-4825
George K. Baum & Company	Greg Bricker/Dick Bartow	(800) 821-7195
Horace Mann Insurance	James Klimpel	(314) 567-9977
Inter-State Studio, Inc.	John Kuecker	(660) 826-1764
Jack Ball Architects PC	Jack Ball/Chris Ball	(417) 866-1904
Kaleidoscope Consulting	J. Scott Christianson	(888) 423-5225
L.J. Hart and Company	Larry J. Hart/Roger Adamson	(800) 264-4477
Lemberger Company	Dan Snodgrass	(573) 422-3354
Mass Group Marketing	Ted Ferguson	(903) 474-8027
Metropolitan Energy Center	Bob Housh	(877) 620-1803
Midwest Bus Sales	Jack Wolfe	(913) 422-1000
Midwest Transit Equipment	David Wilson	(800) 933-2412
Missouri Consultants for Education	Bill Ray	(816) 322-0870
Missouri Energy Center	Bernard Thompson	(573) 751-7466
Missouri Retired Teachers Association	Jim Kreider	(877) 366-6782
Morgan White Group	Gerald W. Littell	(573) 289-4211
M.U.S.I.C. / Arthur J. Gallagher & Co.	Gary VanMeter	(636) 916-3433
MVG Lime & Fertilizer Service	Toby Blakemore	(573) 875-5650
New System	David Thompson	(314) 420-5742
Newton Learning	Orlo Shroyer, EdD.	(573) 893-3137
Sam A Winn & Associates Architects	Sam A. Winn/Terry Holder	(417) 882-7821
Septagon Construction Company	R. Thomas Howard/Dennis Paul	(800) 778-3113
Software Technology, Inc.	Mary Ann McCann	(800) 844-0884 Ext. 1620
Southern Bus & Mobility, Inc.	Tom Gerbes	(866) 327-1600
The TRANE Company	Tim Schryver/Andrea Birke	(636) 305-3600
Thomeczek Law Firm, LLC	James G. Thomeczek	(314) 997-7733
TREMCO, Inc.	Pat Frederick/Matt Wegenka	(800) 852-4149
Vanderford & Associates, Inc.	John M. Vanderford	(816) 873-3072

## Board Training Registration

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Phone Number: \_\_\_\_\_

School District: \_\_\_\_\_

Session Location: \_\_\_\_\_

Training Dates: \_\_\_\_\_

Mail to: MARE, 201 South Holden St, Suite 202, Warrensburg, MO 64093

Fax: (660) 747-8160 or register online at [moare.com](http://moare.com)

## Superintendent of School is a Tough Job!

Roy Romer was governor of Colorado for three terms, 1986-1998. He served as the Chair of the Democratic National Committee from 1997-2000. While governor of Colorado, he traveled broadly in support of public education and education reform. He had a long, blessed political career. Then he became superintendent of the Los Angeles Unified School District on July 1, 2000. In five short years, he has discovered the school superintendent's position is not as easy job. At this time, the Mayor of Los Angeles is attempting to pass legislation to take over LAUSD once he proclaims that the district is in a state of "educational failure."

Obviously, governors do not always recognize the complexities of school administration. Performing political favors and ceremonies, working with state and national leaders, and providing leadership to move a state forward do not begin to compare with the day to day problems a superintendent must address to protect the interest of the children in his/her school district. If an ex-governor wants to transition to being a school superintendent, the ex-governor must first realize, "The car will not move just because you get into the back seat."

### NEW B-Series From International

Configurations in seating from 14 up to 30 passengers.

Controls for the power door and warning lights are available on the steering wheel.

Steel front and rear end caps with recessed-clearance lighting offer greater protection.

Advanced all-steel body design includes a 78" roof height, 90" inside width and hidden hinges on emergency door.

The wiper system automatically changes to the slowest speed after an extended idle, helping to reduce potential windshield scratching.

Flat floor provides seating flexibility, greater capacity and easier interior maneuverability. Optional 4-track floor tie-down is available.

The windshield is a three-piece flat glass with rubber "roped in" design for simple, low-cost replacement

The electrical system allows the exterior light check to be performed by just one person.

Metal reinforcement plates for cross-view mirrors offer added durability.

Durable 12" flat-faced rear bumper for easy lettering or decal application.

With easy-view fluid checks and a full-tilt hood that requires just 15 pounds of effort, daily checks can be performed quickly and easily by all drivers. Splash guards are integrated with the hood and stay out of the way for easy engine access.

Thicker 16-gauge side sheets and skirts resist corrosion and deliver long-lasting good looks.

The standard 36" entry door and three-step entrance provide easy entry and an expansive driver field of view.

Larger 15" full-power 4-wheel disc brakes with ABS and traction control.

The Leave No Student Behind™ system helps the driver to ensure the bus is properly inspected at the end of the day.

Daytime running lights are standard and include a feature that activates full exterior lights when the wipers are turned on.

A wheel cut of up to 50" provides outstanding maneuverability.



**YOUR IC DEALER  
FOR WESTERN  
MISSOURI**

**Allied Bus Sales**

P.O. Box 470  
Nixa, MO 65714

Toll Free **800-462-0173**

Tel 417-725-2685

Fax 417-725-4853

#### NOT A CUTAWAY, A CUT ABOVE.

Our customers asked for a small bus with practical features that make it more functional to operate while costing less to own and maintain than a cutaway. One that enriches the owner, excites the driver, delights the maintainer and provides protection to the passenger.

That's the IC Corporation BE 200.

This bus features the same care and quality materials that go into all our school buses. So you get higher uptime. Easier serviceability. Expansive driver field of view and ergonomics. Improved economy.



#### Earning extra credit with drivers.

- Easy access to passengers without exiting the bus.
- A commanding driver field of view with a high three-piece flat windshield, overlapping wiper patterns, raised entrance door, tall driver-side window, large rear windows and optimally located mirrors.
- Available "one-button" stop feature, conveniently located on the steering wheel, significantly reduces the number of driver tasks and movements required for loading/unloading.



#### Making the maintainer's job easier.

- The advanced electrical system allows bus operation to be monitored and diagnosed quickly from the instrument panel.
- Serviceability is easier with a full-tilt hood, long service intervals, quick and easy fluid checks and an easy-to-replace flat windshield.
- The integrated powertrain features the International® VT 365 diesel engine and an Allison transmission – designed to deliver smoother shifts and increased responsiveness, reliability and durability.



#### Passengers always come first.

- The Leave No Student Behind™ system helps the driver to ensure the bus is properly inspected at day's end.
- A full-power 4-wheel disc brake system includes all-speed traction control as standard.
- Standard flat floor offers the ultimate in seating flexibility, greater capacity and easier interior maneuverability.
- A total solution for real peace of mind.
- The BE 200 is backed by the industry's best warranty.
- IC is the only small bus manufacturer to offer an integrated body, chassis and engine warranty.

A policy of  
**caring** for 30 years.

GE's Long Term Care Division has helped over a million people nationwide protect a lifetime of savings from the high cost of long term care.\* And, they've been doing it longer than any other company in the industry today. Let us help ensure you can receive quality care, when and where you want it with GE Long Term Care Insurance.

**For further details on the costs, benefits, limitations and exclusions of GE Long Term Care Insurance, contact:**

Mark Iglehart, LTCP  
 Sally Levitt, LTCP, or Harvey Day  
 MARE Endorsed LTC Insurance Agents  
 800-821-7303, ext. 107

**Products underwritten by General Electric Capital Assurance Company.** Policy Series 7035, 7042, 7042ID, 7042NC, 7042OK, 7042VT, 7044, 7044ID, 7044NC, 7044VT. Not all policies available in all states.

85445

\* As of 7/03

The focus of a high quality education program should not simply be on whether every child can achieve at the same level; it should also ensure that every child receives the quality of education and support services that enables him or her to realize their fully potential.

*Providing Rural Students with a High Quality Education.  
 By: Gregory C. Malhoit*

(Continued from page 9)

**Federal Issues:**

1. **Supports** assessments to improve student achievement, but opposes the expansion of testing under No Child Left Behind to grades 9 through 11.
2. **Supports** the critical role that career and technical education plays in preparing rural students for the workforce and further education.
3. **Supports** the expansion of the definition of a high-need school district to include rural school districts in addition to high-poverty districts, recognizing the unique staffing needs and shortages of geographically isolated districts.
4. **Supports** maintaining E-Rate as an element of the Universal Service Fund.
5. **Supports** the fulfillment of Congress' promise of mandatory funding of IDEA at 40 percent of the National Average per Pupil Expenditure for every child in special education.
6. **Supports** the reimbursement of rural districts for medical expenses attributed to Medicaid eligible students.
7. **Supports** the use of poverty indicators in place of census poverty as the measure of student poverty within rural school districts.
8. **Supports** the continuation of the Rural Education Achievement Program.
9. **Supports** the continued funding of Title I dollars in meeting the needs of poor rural districts.
10. **Supports** fully funding of the authorized amounts promised under NCLB.
11. **Supports** legislation to repeal the WEP and GPO provisions for Social Security.
12. **Opposes** the use of Federal funds to fund private schools through vouchers, scholarships, or tuition tax credits.
13. **Opposes** the federal government issuing any unfunded mandates within education.
14. **Opposes** legislation that would force Social Security for new teachers.

**Annual M.A.R.E. Conference**

**"Children and Learning Our Lifelong Priorities"**

**February 24 & 25, 2006  
 Resort of Port Arrowhead  
 Lake Ozark, Missouri**

Missouri Association of Rural Education  
 201 South Holden Street, Suite 202  
 Warrensburg, Missouri 64093-3400

**NON-PROFIT**  
 Permit No. 1  
**PAID**  
 Centerview, MO

**Our purpose is to LISTEN to the NEEDS of rural Educators and then help them meet those NEEDS as efficiently as possible. Through this type of SHARING and COOPERATION we can improve the OPPORTUNITIES for the CHILDREN of rural Missouri.**

**Disclaimer** – The view expressed in the articles printed in this publication do not necessarily reflect the opinions held by the MARE organization, or the Board of Directors. Please direct any comments and/or suggestions to the Executive Director at (660) 747-8050 or email: rpatrick@moare.com

***Superintendency Search***

The MARE organization is available to all school districts throughout Missouri to facilitate superintendency searches. MARE prides itself in being able to help school districts locate and employ leaders in a very cost competitive manner. School districts interested in more information about the superintendency search services should forward inquiries to:

**MARE Superintendency Searches**

**Dr. Frank Dean Cone**  
**Plate County Resource Center**  
**11724 NW Plaza Circle Office 707,**  
**Suite 700**  
**Kansas City, MO 64153**

**Office Phone: (816) 235-6632**  
**Email: dean.com@kemetrol.edu**

**Yes!!!! I want to be a member of MARE**

- K-12 School Districts — \$225 yearly
  - K-8 School Districts — \$125 yearly
  - Not for Profit Corps & Institutions — \$100 yearly
  - For Profit Corps (Associate Members) — \$250 yearly
  - Individual Member from Non-Member Institutions — \$25 yearly
  - Student Membership — \$1 yearly
  - Newsletter sent to district board members — \$35 yearly
- \_\_\_\_\_ School District Six Digit School Code

Name: \_\_\_\_\_ Title: \_\_\_\_\_

School/Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Email Address: \_\_\_\_\_

**Mail to: MARE, 201 South Holden St, Suite 202,  
 Warrensburg, MO 64093 or fax: (660) 747-8160**