



# Missouri Association of Rural Education

Our goal is to work in cooperation with all other education organizations, 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 St.  
Suite 202  
warrensburg, MO 64093  
Phone (660) 747-8050  
Fax (660) 747-8160  
rpatrick@moare.com  
website: moare.com

## Executive Director's Report

*Dr. Ray V. Patrick*

*On behalf of the MARE Board of Directors I want to wish each of you and yours a Happy New Year. For many of you the half way mark has now past and the second half of the year is underway. Now is a good time to STOP and reflect on the successes that have been achieved to this point.*

*I am pleased to announce that the 2002-03 membership year has exceeded 300 school districts, by the end of December, 2002 and will continue to grow through the year. Presently the K-8 membership is 52, the K-12 membership is 265, the individual membership is 15, and the associate membership is 31.*

*The MARE Conference committee has been working to finalize the program for the annual conference scheduled for Friday and Saturday, February 21 & 22, 2003. Membership in MARE not only includes the Board of Education members and administrators, but also members of the instructional and support staff. You should have received the conference registration information mailing in December. Included in this newsletter is the program outline. Remember that you may register by completing the registration forms and mailing or submitting your registration through the MARE website. (moare.com)*

*The responses have been good on the survey being conducting on the Natural Gas information. We have also appreciated the responses from several districts that use Propane instead of Natural Gas.*

*Burnell Crain and I had the opportunity to attend the National Rural Education Association convention held in Portland, Oregon. It was a wonderful opportunity to meet delegates from approximately twenty-five states. Most of the rural education issues are the same in all states. Next years meeting will be held in Kearney, Nebraska. I hope that Missouri can be well represented at this conference. There will be more information on this national meeting in future newsletters.*

*As I am putting the finishing touches on this newsletter, preparation is under way to attend the American Association of School Administrators' Annual Rural & Small School Leaders Legislative Meeting in Arlington, Virginia. In conjunction with this meeting, the National Rural Education Association will be holding its annual legislative committee meeting.*

*Should you have an educational concern, ideas for service programs, or simply want more information about MARE services, please contact the MARE office (660) 747-8050 or your regional representative.*

### MARE 2002-2003 Calendar

**February 21, 2003**

Board Meeting  
10:00 a.m.  
Holiday Inn  
Lake Ozark, MO

**February 21-22, 2003**

Annual MARE Convention  
Holiday Inn  
Lake Ozark, MO

**April 7, 2003**

Board Meeting  
Lake Ozark, MO

**May 5, 2003**

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

\*\* Board Meetings held at the PSRS building in Jefferson City

Spring MARE Conference  
February 21 & 22, 2003  
Holiday Inn at Lake Ozark, MO

## Missouri Association of Rural Education

Officers and Board of Directors  
2002-2003

### Officers

*President:* Burnell Crain (Miller Co. R-III)  
*Vice President:* Ken Spurgeon (Stockton R-I)  
*Secretary:* Charlotte Baker (Mid Buchanan Co. R-V)  
*Past President:* Bert Doerhoff (St. Elizabeth)

### Regional Board Members

C: Bob Biggs (Pleasant Hope R-VI)  
D: David Sparks (Osage Co. R-I)  
E: Diann Bradshaw (Scott City R-I)  
F: Terry Beasley (Pettis Co. R-V)  
G: Stephen Cookson (Naylor R-II)  
H: Larry Flanagan (Elsberry R-II)  
I: Kenneth Dudley (Meadville R-IV)  
J: Francis Moran (North Platte Co. R-I)

### School Board

Wes Rutherford (Kingsville R-I)  
Johnny Sutton (Archie R-V)

### Higher Education/K-8 Schools

Dean Cone (Maplewood Community College)  
Chris Welch, K-8 School Districts (North Wood R-IV)

### Advisory

Larry J. Hart (L.J. Hart & Company)  
Audie Cline (Missouri State Teachers Association)  
Vick Hobbs (Missouri Distance Learning)

### Executive Director

Ray V. Patrick—*Executive Director*  
Phil Dorth—*Associate Director*

## Energy Center Program Provides Low-Interest Loans

The Missouri Department of Natural Resources continues to offer low-interest loans to finance energy-efficiency improvements in your facilities. These loans help city governments, county governments, public school districts and public universities and colleges implement projects and develop strategies to maximize energy efficiency, saving taxpayers money on energy costs and redirecting these savings to fund essential services. These do not require bond issues or public votes.

We are accepting applications at any time. Loans may have terms up to 16 years, which will help you accomplish larger or more comprehensive projects with larger energy savings. As always, loan amounts and payback periods will be based on the amount of energy savings the project will accomplish.

Projects that will result in a reduction of energy cost, consumption or both are potential projects for a loan. Some typical projects may include HVAC upgrades and replacements, energy efficient lighting, insulation, windows, and energy efficient motors and pumps. New construction projects are eligible to receive funding on avoided costs of installing high-efficiency equipment.

Loans are being offered at an interest rate of 2.75% to 3.75% depending on the loan payback period.

<u>Payback Years:</u>	<u>Interest Rate:</u>	<u>Payback Years:</u>	<u>Interest Rate:</u>
0 - 6	2.75%	11.1 - 12	3.35%
6.1 - 7	2.85%	12.1 - 13	3.45%
7.1 - 8	2.95%	13.1 - 14	3.55%
8.1 - 9	3.05%	14.1 - 15	3.65%
9.1 - 10	3.15%	15.1 - 16	3.75%
10.1 - 11	3.25%		

Please contact the Energy Center at (573) 751-6630 or visit our website at [www.dnr.state.mo.us/energy/financial/loan.htm](http://www.dnr.state.mo.us/energy/financial/loan.htm) for more information or to receive a loan application packet. We welcome the opportunity to meet with you to explain how energy efficiency and our loans can help free up dollars in your budget.

### Superintendency Search

The MARE organization is available to all school district 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**  
2601 NE Barry Road, Office 202 E  
Kansas City, MO 64156  
**Phone: (816) 437-3225**  
**Fax: (816) 437-3441**

*We're on the web*  
**MoARE.com**

## Team from Higginsville, MO Wins High School Division at NASA's 9<sup>th</sup> Annual "Great Moonbuggy Race".

By: Martha Goodman and Alesia Kays

NASA's 9<sup>th</sup> Annual Great Moonbuggy Race at Marshall Space Flight Center in Huntsville, Alabama took place on Friday, April 12, 2002. Thirty-nine teams participated in the national event, and Steve Goodman, Industrial Arts Instructor, from Lafayette Co. C-1 High School in Higginsville, MO, sponsored two of those teams. The Great Moonbuggy Race was started in 1994 to commemorate the 25<sup>th</sup> anniversary of the Apollo 11 Lunar Landing, and is an annual event held

each spring in Huntsville, AL. To participate in the race students design, build and race their human-powered moonbuggies over a half-mile simulated lunar terrain. The Lafayette County C-1's Team #1 took first and Team #2 took third in the race.

This was the second year for the team to compete in the race. For a first year team they did well by designing and building two completely different moonbuggies; and by taking 6<sup>th</sup> place with one moonbuggy, and by winning the Engineering and Design Award with the second moonbuggy.

For this competition, students design, build, and race a vehicle that addresses a series of engineering problems. Vehicle requirements are modeled upon those faced by the original NASA Lunar Roving Vehicle "Moonbuggy" Team. Each moonbuggy is human powered and carries two students, one female and one male, over a half-mile simulated lunar-terrain course including craters, rocks, lava ridges, inclines, and lunar soil. Moonbuggy entries are expected to be of proof-

of-concept and engineering test model nature, rather than final production models. As a part of the competition, and prior to course testing, the unassembled moonbuggy entries must be carried to the course starting line, with the unassembled components contained in a volume of 4' x 4' x 4' (dimension requirements similar to

those for the original Lunar Roving Vehicle). At the starting line, the entries will be assembled and readied for course testing and evaluated for safety. Each moonbuggy must also hold simulated battery boxes, satellite dish, control panel, radio, and moon dust abatement device similar to the dimensions of the original moonbuggy

The top three winning teams in each division (one high school division and one college division) are those having the shortest total times in assembling their moonbuggies and traversing the terrain course.

Each team is permitted two runs over the terrain course.

The team member from Lafayette County C-1 School spent many nights and weekends designing and building their moonbuggies. The twelve-moonbuggy team members were not only involved in moonbuggy but were also active in many sports and other extra-curricular activities. The students from Lafayette Co. C-1 High School are required to maintain a GPA of at least a 2.5 with no F's.

In order to compete in NASA's Great Moonbuggy Race, the team had to raise approximately \$8,600. Some materials and parts for the buggies were donated but some still had to be purchased. The team had sponsors throughout the Greater Kansas City area, Nevada, New York, and Florida. Part of the money raised was used to pay the team's travel expenses to and from Huntsville.

The 2002-2003 Husker Moonbuggy Team is gearing up for another great season. This year's team includes Seniors: Marcus Russell, Martha Goodman, Maggie Cole, John Opfer, and Deidre Rieckhof; Juniors: Ashley Smith and Jessica Ritter; Sophomores: Alesia Kays, Eli Biesemeyer, Lanie Overton, Drew Ehlert, and Jacob Larimore; and Freshmen: Bailey Rhodes, Nick Jensen, and Scott Brown. They have

high goals of winning the race again, winning the design competition, and to appear on the Late Show with David Letterman or the Tonight Show with Jay Leno.

The 2001-2002 team was very successful in spite of the terrain and conditions for the day. The day was rainy, the course was fresh and rough, and the track was slippery and mainly uphill. Both teams did well assembling their moonbuggies well under 5 seconds. Team #1 started the day off well setting a new course record of 3 minutes and 34 seconds. Then, on the second run they broke their own record and set a new record of 3 minutes and 11 seconds. They became the first team ever, even in the college division, to break four minutes. Team #2 took off and on the first obstacle their front sprocket broke, limiting them to only the backset of pedals to race with. They managed to finish the course even with their handicap. All of the team members pitched in and worked diligently on the moonbuggy to fix and repair the broken sprocket. On their second run they overcame the days obstacles and finished the course in 4 minutes and 12 seconds. Their race times allowed the teams to take first and third places. The following day the college buggies raced on a dry, beaten-down terrain. Even with the better conditions only Cornell University was able to beat Team #1's race time.

Due to the fact that Team #1 won the race, they received a free trip to Space Camp that took place in August of 2002. They also received media attention and recognition from across the country.

This project not only taught the students about engineering, but they also learned about hard work, working with others, and time management. The team spent well over 500 hours working on their two moonbuggies. These hours were spent constructing the moonbuggies and collecting the funds for the project. The diverse group of students and Mr. Goodman learned to work with different types of people. They also taught themselves how to balance a full load of schoolwork, sports, family, other activities, jobs, and moonbuggy. They walked a way from the project winners in more than one way.



Mark Lino

*Total expenses on a rural child in real terms have increased from 1960 to 2000. Food expenses have decreased, but health care and child care/education expenses have increased more. These trends highlight the importance of updating the expenditure base of USDA's cost of raising a child series.*

Since 1960, the U.S. Department of Agriculture (USDA) has provided annual estimates of family expenditures on children in both urban and rural areas. USDA's annual childrearing expenses estimates are used in four major ways:

- Determining state child support guidelines.
- Determining state foster care payment.
- By courts to appraise damages arising from personal injury or wrongful death cases.
- In educational programs for anyone considering having children.

For urban areas, childrearing expenses are estimated for families in four regions (Northeast, South, Midwest, and West). For

this study, the four urban regions were combined into a single overall urban average. Rural area is places of fewer than 2,500 people outside a Metropolitan Statistical Area and covers the entire country.

#### Expenditures on Children by Rural families

Family expenditures on children are less in rural than in urban areas. For middle-income families, those in rural areas spent \$156,720 to raise a child up to age 18, whereas those in urban areas spent \$169,130. Housing is the primary reason for the cost discrepancy. Housing, which accounts for the largest share of childrearing expenses, represents a smaller percentage and dollar amount for rural families (\$44,190 in middle-income families) than urban families (\$58,790). Food expenses (the second largest childrearing cost) for a child are also lower in rural areas.

Transportation (the third largest childrearing cost) and health care expenses for a child are higher in rural than urban areas. For rural middle-income families, total transportation expenses are \$12,630. For urban middle-income families, these figures are \$23,890 and

\$11,350. Families in rural areas have longer distance to drive when they make child-orientated travel and may need a second vehicle because of the presence of children. Also, families in rural areas may have less health insurance coverage so have to pay more out of the pocket for health care.

As household income rises for both rural and urban families, so do expenditures per child. Rural and urban families in the lower income group spent \$111,930 and \$124,670 over 18 years or about \$6,930 per year for urban families. Rural and urban families in the higher income group spent \$230,460 and \$242,600, or \$12,800 per year (rural) and \$13,480 per year (urban).

While total expenditures to raise a child in a rural family has increased since 1960 overall expenditures to raise a child in a rural family still trail urban costs for higher, middle, and lower income families.

*-Reprinted from "Rural America," Spring 2002, Volume 17, Issue 1.*

## *NREA 2002 Essay Winners*

The National Rural Education Association annually sponsors an essay contest. This essay contest is open to all students in grades three to twelve who attend a rural school. A prize is awarded to the first place winner and runner-up in each grade category (Grades 3-5, Grades 6-9, and Grades 10-12).

Taking 2<sup>nd</sup> place with an Elementary Essay was Megan Saeidi, a fifth grade student in the King City Elementary School. Megan was recognized at the annual NREA Convention held in Portland, Oregon. Megan's winning Essay follows:

### What Makes My Rural School Special?

Rural schools are no longer like the

little country school house that I read about in the American Girl series. Gone are the days of one room and one teacher schools. My Grandparents tell me that the little school house disappeared in the 1940's. When our school consolidated it still kept the close relationship between the school and community.

The townspeople are very active in our school. The community cared enough to pass taxes that have helped raise money for better playground equipment, better trained teachers, and better teaching materials. Parents support us in fund raising, sports, music and learning.

I came from a larger school district where the elementary was separate from the junior high and high school. Here I

like it because I can go to all the school activities. It's fun to go to high school activities when you are just in fifth grade! Here all the teachers know you by name and take an interest in your education.

Our elementary school offers so much. We have art, music, P.E., special education, and gifted programs. In fifth and sixth grade we are departmentalized. I like to switch classes and have four different teachers.

Our school has received many honors. In the last two years, two of our teachers received the "teacher of the year award for rural schools." If I could, I would give this award to all my teachers, they are all great! My teachers help to make my rural school special!!

## Student Collection Provides Inspiration

*New Resources Available from Rural Trust, What Kids Can Do*

**Washington, DE** – *Tell Us How IT Was: Stories of Rural Elders Preserved* by Rural Youth is the title of a new collection of oral histories and classroom oral history resources published by the Rural School and Community Trust and What Kids Can Do, two nonprofit educational organizations. The centerpiece of the publication is a sampling to oral histories collected by students in rural communities stretching from Alabama to northern California, Wisconsin to south Texas.

*This book will help teachers and their students*

*undertake oral history projects in their own classrooms.*

*"One of the most exciting facets of our work with rural schools across the country is seeing the excellent work young people are capable of producing, while learning important academic skills," and said Rachel Tompkins, President of the Rural Trust. "This volume is testimony to the fact that when the community becomes the textbook, the classroom, and the laboratory for student learning, kids can achieve great things."*

*"No textbook can rival the power of hearing a vivid story of the past directly from someone who experienced it." Said Barbara Cervone, President*

*of What Kids Can Do." And oral history projects can be powerful learning tool. Students not only learn the history of their region and nation but gain valuable practice in skills of research, questioning, listening, shaping interview material into a coherent narrative, and using technology to publish their work. As this collection of student-gathered oral histories shows, young people also gain important exposure to perspectives outside their own, benefiting from relationships with an older, wiser generation."*

*For more information contact: Kathy Westra, 202-955-7177.*

## ***DISCIPLINING STUDENTS FOR MAKING THREATS OF VIOLENCE***

*By Duane Martin senior associate Doster Mickes James & Ullom, LLC*

Our communities expect school administrators to keep students and employees safe, to investigate all threats to their safety and to deal appropriately with students who pose a danger. At the same time, administrators are required to protect students' constitutional rights, including the freedom of speech. If administrators do not respond aggressively enough, the safety of students could be at risk; if the response is too aggressive, students' First Amendment rights may be violated. Choosing the wrong approach in a given situation may lead to liability to victims who believe the threat was not taken seriously enough, or result in liability to students who believe that their constitutional rights have been trampled. Unfortunately, courts have failed to articulate a bright-line test to clearly guide administrators in making such decisions. Moreover, some courts have been willing to second-guess school administrators in disciplining students who make threats of violence.

A practical analytical framework for striking a balance between the responsibility to protect students' safety and the obligation to honor students' constitutional rights can be reduced to four basic questions:

1. Is it a "true threat" of violence (see discussion below)?
2. Was there intent to communicate that threat?
3. Is the conduct a violation of board policy or regulations?
4. Did the conduct cause a substantial disruption to the educational environment?

If the answer to any one of these questions is "no," administrators should carefully consider whether it is appropriate to discipline the student for making a threat. Notably, even when student conduct should not be disciplined as a threat of violence, the conduct may be punishable as a violation of some other board policy.

### **True Threats of Violence**

The U.S. Supreme Court has held that certain types of speech are not entitled to constitutional protection: fighting words, obscenity, defamation and threats of violence. Although the U.S. Supreme Court has held that "true threats" are not protected by the First Amendment, the Court

has not defined what constitutes a "true threat." In a recent opinion, the Eighth Circuit Court of Appeals, the federal court of appeals with jurisdiction over Missouri, defined a "true threat" as a statement that a reasonable recipient would have interpreted as a serious expression of an intent to harm or cause injury to another. *See Doe v. Pulaski County Special School District*, 306 F.3d 616 (8<sup>th</sup> Cir. 2002).

In analyzing the student's statement to determine if it is a "true threat," the statement must be viewed in its entire factual context. This analysis requires a thorough investigation of the facts surrounding the threat. Each fact should be carefully documented. In its *Doe* decision, the Eighth Circuit considered several factors as significant in determining whether the purported threat was a "true threat" including: (1) the reaction of those who heard the alleged threat; (2) whether the threat was conditional; (3) whether the person who made the threat communicated it directly to the person who was the object of the threat; (4) whether the person had a history making threats against the person purportedly threatened; and (5) whether the recipient had reason to believe that the speaker had a propensity to engage in violence. Administrators should consider each of these factors, as well as any others he or she thinks relevant, in determining whether a reasonable recipient would interpret the threat as a serious expression of an intent to cause harm.

If the statement does not constitute a "true threat," the statement is entitled to First Amendment protection and the appropriateness of disciplining the student must be carefully considered. Even if the statement is protected under the First Amendment, the student's speech may still be regulated if it causes a substantial disruption to the educational environment or interferes with the rights of other students. In such cases, administrators must be careful not to punish the student's speech because of the viewpoint expressed or content of the speech.

### **Intention to Communicate**

For a student threat to be disciplined, the student must have intentionally or knowingly communicated the statement in question to someone. This requirement is satis-

fied even if the student does not communicate the statement directly to the object of the threat. The threat need only be communicated to a third party. If the student never intended to communicate the threat, discipline is usually not warranted as a threat of violence.

### **Violation of Board Policy/Regulation**

In deciding whether or not to discipline a student for making a threat of violence, administrators must review the student conduct in light of board policies and regulations. The text of the policies and regulations should be reviewed in light of the student's conduct to ensure that an infraction has in fact occurred. Depending on the type of threat, the conduct may be a violation of several different policies, regulations or rules. For example, a threat may constitute student on student sexual harassment or perhaps gang activity. Even if the student conduct does not equate to a threat of violence, it may be a violation of some other board policy, regulation or rule. Each policy or regulation that is potentially violated should be considered in deciding the appropriateness of any discipline to be administered. If the conduct does not violate any board policies or regulations, then discipline is probably not appropriate.

### **Substantial Disruption to the Educational Environment**

If the student's statement, whether a "true threat" or not, causes a substantial disruption to the educational environment, then discipline may be appropriate. Administrators should be able to explain, in as much detail as possible, how the statement caused a disruption to the educational environment. Actual disruption and interference with the rights of other students should be carefully documented. The more disruption to the environment, the more justification the school has in regulating the student's conduct.

*In conclusion, administrators face a complex undertaking when disciplining students for making threats of violence. Ultimately, administrators must make a judgment call based on the facts available. The foregoing discussion provides a basic framework for analyzing those*

*(Continued on page 6)*

(Continued from page 5)

*facts and making good decisions regarding discipline. When in doubt, seek the advice of experienced legal counsel and err on the side of safety.*

### 10 Steps in Disciplining Students for Making Threats of Violence

1. Prepare for student threats by becoming familiar with applicable board policy and regulations.
2. Establish procedures for dealing with student threats and discuss that procedure with fellow administrators.
3. Treat all threats seriously.
4. Take interim steps to maintain safety while investigating threats.
5. Investigate the threat promptly and efficiently.
6. Carefully document the facts investigated including:
  - a. Precisely what was said/written;
  - b. Any relevant information regarding the speaker, including his/her disciplinary record and any indicia of a propensity to engage in violence;
  - c. The means used to communicate the threat;
  - d. The effect the threat had on the recipient/third parties;
7. Utilize external resources including attorney and law enforcement personnel.
8. Evaluate the threat.
  - a. Based on the all of the facts available, determine whether the statement would reasonably be interpreted as a serious expression of an intent to cause harm;
  - b. Determine whether the speaker intended to communicate the threat;
  - c. Review all applicable board policies/regulations, and determine whether the student's conduct was a violation; and
  - d. Determine the extent of the disruption to the educational environment and interference with the rights of other students.
9. Seek advice of experienced legal counsel.
10. Take action mindful of the need to ensure the safety of students/staff and the obligation to respect the rights of students.

### 2002 NREA Mini Grant Winner

The National Rural Electric Cooperatives Association, through the National Rural Education Association, has announced the winners of the 2002 Mini Grants. Ten grants of \$500.00 each awarded to deserving teachers in rural schools. MISSOURI had a winner.

Serita Hanson, a first year teacher of 7<sup>th</sup> grade and high school Science and Math, of the Licking School District, submitted a proposal titled, "*Real-World Lab*" for 7<sup>th</sup> grade students at Licking Junior High School. The Licking School District is a member of the Intercounty Electric Cooperative Association located in Licking, Missouri.

The lab was conducted during a unit on Metals, in a chapter covering Elements and the Periodic Table. The key concept was to distinguish how characteristic properties of elements can be used to distinguish between different elements. Students will also observe and compare the shininess, malleability, electrical conductivity and heat conductivity of a metal and nonmetal, interpret data and classify substances as metals or nonmetals.

A total of sixty-one mini grant applications were received this year. Look for information on next years grant in a future newsletter.

### "Rural Educators and Collaborators: A Regional Dialogue on the Status and Future of I-TV and Distance Learning in Missouri"

The Rural School and Community Trust in conjunction with GreaterNET, MoDLA, MoROC, and MARE invite all interested K-12 administrators, technology coordinators, and other to attend any of eight regional dialogues around the state.

The format will bring together a 5-member panel at each regional meeting consisting of: (1) a regional telecommunications provider; (2) a technically knowledgeable I-TV equipment integrator; (3) a higher education representative involved in distance learning; (4) a GreaterNET representative; and (5) an I-TV-experienced rural school administrator.

The purpose of the dialogue is to bring about, on a regional basis, some consensus around: (1) What are the major problems or impediments which schools confront in implementing I-TV distance learning initiatives in their communities? (2) How might those problems be overcome? What solutions have you found? (3) What resources might be brought to bear or solve the identified problems?

The sites and dates for the Regional Dialogues are confirmed as follows:

Bolivar -- January 14, 2003  
 Maryville -- January 21, 2003  
 Green City -- January 22, 2003  
 Poplar Bluff -- January 30, 2003  
 Linn -- February 4, 2003

(Continued on page 8)

# MARE Board Training

## Central/East Central Missouri

**Dr. Robert Hoffman**

**(816) 850-5351**

- *Sweet Springs R-VII School District (Saline County) -- Sweet Springs, MO*  
May 7, 2003 -- 6-10 p.m.      May 14, 2003 -- 6-10 p.m.      May 17, 2003 -- 8 a.m. - 4 p.m.
- *Miller County R-III School District (Miller County) -- Tuscumbia, MO*  
June 5, 2003 -- 6-10 p.m.      June 6, 2003 -- 6-10 p.m.      June 7, 2003 -- 8 a.m. - 4 p.m.

## Southeast Missouri

**Mr. Phil Dorth**

**(573) 392-4271**

- *Puxico R-VIII School District (Stoddard County) -- Puxico, MO*  
March 6, 2003 -- 6-10 p.m.      March 7, 2003 -- 6-10 p.m.      March 8, 2003 -- 8 a.m. - 4 p.m.
- *Farmington R-VII School District (St. Francois County) -- Farmington, MO*  
May 8, 2003 -- 6-10 p.m.      May 9, 2003 -- 6-10 p.m.      May 10, 2003 -- 8 a.m. - 4 p.m.

## Southwest Missouri

**Mr. Don Neidt**

**(417) 646-8293**

- *Norwood R-I School District (Wright County) -- Norwood, MO*  
April 26, 2003 -- 8 a.m. - 4 p.m.      May 3, 2003 -- 8 a.m. - 4 p.m.
- *Stockton R-I School District (Cedar County) -- Stockton, MO*  
May 10, 2003 -- 8 a.m. - 4 p.m.      May 24, 2003 -- 8 a.m. - 4 p.m.

## West Central Missouri

**Dr. Frank Dean Cone**

**(816) 437-3225**

- *Maple Woods Community College (Jackson County) -- Kansas City, MO*  
May 16, 2003 -- 8:00 a.m. - 8:00 p.m.      May 17, 2003 -- 8:00 a.m. - 12:00 noon

## Northwest Missouri

**Mr. William Casey**

**(660) 382-5128**

- *North Platte Co. R-I School District (Platte County) -- Dearborn, MO*  
April 18, 2003 -- 6 - 10 p.m.      April 19, 2003 -- 8:00 a.m. - 4:00 p.m.      April 23, 2003 -- 6 - 10 p.m.
- *Milan C-2 School District (Sullivan County) -- Milan, MO*  
April 30, 2003 -- 6 - 10 p.m.      May 7, 2003 -- 6 - 10 p.m.      May 14, 2003 -- 6 - 10 p.m.

## Northeast Missouri

**Mr. LeRoy Huff**

**(660) 465-8531**

- *(Location to be announced)*  
April 9, 2003 -- 6 - 10 p.m.      April 16, 2003 -- 6 - 20 p.m.      April 23, 2003 -- 6 - 10 p.m.
- April 30, 2003 -- 6 - 10 p.m.

## Other Training Sites

**Contact Dr. Ray Patrick**

**(660) 747-8050**

- *Holiday Inn Lake Ozark, MO*  
February 21, 2003 -- 8:00 a.m. - 4:00 p.m.      *MARE Annual Convention*  
February 22, 2003 --- 8: a.m. - 4:00 p.m.
- *Branson, Missouri*      *K-8 Convention*  
April 2, 2003 -- 6 - 10:00 p.m.      April 3, 2003 -- 8:00 a.m. - 4:00 p.m.      April 4, 2003 -- 8 - 12:00 a.m.

## Board Training Registration

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

Phone #: \_\_\_\_\_

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

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

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

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

Or Fax to: (660) 747-8160

State Legislature Perceptions of Rural America

A publication released by W.K. Kellogg Foundation in November finds that state legislators tend to believe that rural issues take lower priority than urban issues, although half say they personally deal with rural issues frequently. "Perceptions of Rural America: National State Legislator Survey" reports the results of a survey of 1030 of the country's 7,000 state legislatures. Among the other findings of the report are that education is the second most important priority of state legislatures (behind balancing the state budget), and that most legis-

lators would like to see more federal investments in rural areas. This is the third publication in the "Perceptions of Rural America" series sponsored by the W.K. Kellogg Foundation. To download a copy of the report go to: <http://www.wkcf.org/Programming>

**West-Hall Software Solutions**

The Missouri Association of Rural Education (MARE) Board of Directors is pleased to announce the partnering with West-Hall Software Solutions. West-Hall Software is a unique national provider of quality educational solutions for schools, faculty and students. The founder is Dr. Leonard W. Hall, a Missouri educator having served as Assistant Commissioner for Special Education at DESE from 1971-1983. Since 1984, Dr. Hall has worked with educators to empower students to improve basic skills through instructional technology.

Expected outcomes to the district include measurable change in:

- Improved achievement test scores by ALL students;
- More efficient identification and placement of special needs learners;
- Reduced incidents of behavioral disruption and need for punitive actions;
- Enhanced opportunities for inclusive instructional experiences by all students;
- Empowerment of suspended/expelled students to have continuity of instruction.

The skills are consistent with the "Show Me Standards" including Language Arts, Reading, Mathematics, Writing, Informational Skills, Critical Thinking Skills, and Job Readiness Skills.

Representatives from West-Hall Software Solutions will present a breakout session as well as having a booth at the annual MARE Conference.

*(Continued from page 6)*

- Fayette -- February 5, 2003
- Pleasant Hill -- February 11, 2003
- Park Hills -- February 18, 2003

To make reservations, please contact Vicki Hobbs, E-mail: [vhobbs@coin.org](mailto:vhobbs@coin.org), Phone: 573-445-4940, Fax/Voice Message: 573-446-0483

Did you hear about the preschool teacher who was helping one of her student's put on his boots?

He asked for help and she could see why. With her pulling and him pushing, the boots still didn't want to go on. When the second boot was on, she had worked up a sweat. She also whimpered when the little boy said, "Teacher, they're on the wrong feet." She looked and sure enough, they were.

It wasn't any easier pulling the boots off than it was putting them on. She managed to keep her cool as together they worked to get the boots back on -- this time on the right feet. He then announced, "These aren't my boots." She bit her tongue rather than get right in his face and scream, "Why didn't you say so?" like she wanted to. Once again she struggled to help him pull the ill-fitting boots off. He then said, "They're my brother's boots. My Mom made me wear them.

She didn't know if she should laugh or cry. She mustered up the grace and courage she had left to wrestle the boots on his feet again. She said, "Now where are your mittens?" He said, "I stuffed them in the toes of my boots." .....



*"At least 300 Missouri School districts have relied upon our expertise in the financing of their capital facilities and equipment needs. Since our incorporation in 1991, more than 600 financings with a total par value of \$1,219,605,668 have been entrusted to L.J. Hart and Company. Our reputation for providing competent advice and good service is unassailable. The loyalty, appreciation, and willingness of our clients to refer and recommend our services to others are the key ingredients to our success. We welcome new opportunities and relationships"*

*- Larry 'J. Hart*

**Proven  
Sources of  
Creative  
Financing  
Ideas for  
Missouri  
Districts**

- General Obligation Bonds for New Construction
- General Obligation Refunding Bonds
- Capital Facilities and Equipment Lease Financings
- School bus Lease Financing Program

**No charge to prepare financial analyses for any proposed project**

16401 Swingley Ridge Road  
Suite 325  
St. Louis, MO 63017

**800.264.4477 or 636.537.9939**



## MARE Associate Membership 2002-2003

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.

**L.J. Hart & Company**

Larry J. Hart  
16401 Swingley Road  
St. Louis, MO 63017  
(800) 264-4477 (636) 537-9939

**Arthur J. Gallagher & Company**

Gary VanMeter  
P.O. Box 1950  
St. Charles, MO 63301  
(800) 877-8218 (636) 916-3433

**Howard Danzig Insurance**

Howard Danzig  
2157 Welsch Industrial Ct.  
Maryland Heights, MO 63146  
(800) 280-0010 (314) 997-8865

**MO Consultants for Education**

Roger Russell  
19324 Deer Points  
Glencoe, MO 63301  
(636) 405-0649

**Doster, Mickes, James & Ullom, LLC**

Thomas A. Mickes  
17107 Chester Field Airport Road, Suite 320  
St. Louis, MO 63005  
SL=(636) 532-0042, KC=(816)531-1888

**Citizens Bank and Trust**

Tamara M. Vaughn  
105 N. Main, P.O. Box 800  
Maryville, MO 64468  
(800) 399-3023

**GeKL Technologies**

Don Keeler  
7505 NW Tiffany Springs Parkway  
Suite 200  
Kansas City, MO 64153  
(816) 880-0066

**Lemberger Company**

Dan Snodgrass  
P.O. Box 110  
Vienna, MO 65582  
(573) 422-3354

**Septagon Construction Company**

Eldon L. Kreisel  
113 East Third Street  
Sedalia, MO 65301  
(800) 778-3113

**Forrest T. Jones & Company**

John Farrar  
3130 Broadway  
Kansas City, MO 64111  
(800) 821-7303

**EPM, Inc.**

B.H. Trout  
2105 Power Drive  
Fulton, MO 65251  
(573) 642-6550

**Midwest Bus Sales**

Jack Woolf  
313 East Front Street  
Bonner Springs, KS 66012  
(913) 422-1000

**Jack Ball & Assoc. Architects PC**

Christ Ball/Jack Ball  
220 E. Chestnut Street  
Springfield, MO 65804  
(417) 866-1904

**Central States Bus Sales**

Dale Meissbach  
2450 Cassens Drive  
Fenton, MO 63026  
(636) 343-6050

**Sam A. Winn & Associates, Architects**

Sam A. Winn  
1949 East Sunshine, Suite 4-400  
Springfield, MO 65804  
(417) 882-7821

**Jim's Mobile Offices**

James Helleny  
P.O. Box 547  
Marion, IL 62959  
(800) 747-5467 (618) 997-6072

**Benee's Toys**

Joan Reed, V.P. for Sales  
1602 Airpark Drive  
Farmington, Mo 63640  
(573) 756-0035

**DataTeam Systems, Inc.**

Craig McCollam  
4911 Legends Drive  
Lawrence, KS 66049  
(877) 843-8150

**Dept. of Natural Resources**

Bernard Thompson  
P.O. Box 547  
Marion, IL 62959  
(800) 747-5467 (618) 997-6072

**George K. Baum & Company**

Greg Bricker/Dick Bartow  
435 Nichols Road, Suite 200  
Kansas City, MO 64112  
(816) 474-1100

**Partners for Life**

David G. Huff  
P.O. Box 1364  
Raymore, MO 64083  
(866) 211-3344

**Budget Plus Software**

Leland Foster  
509 Graystone  
Grain Valley, MO 64133  
(816) 847-6610

**First National Bank**

Craig Heaton  
1802 East State, Rt. K  
West Plains, MO 65775  
(800) 347-7855

**Fry and Associates**

Steve Kippelmeyer/Kristi Rice  
101 E. 15<sup>th</sup> Avenue  
North Kansas City, MO 64116  
(816) 221-4825

**Allied Bus Sales**

Frank Wittmers  
1101 Kenneth Street  
Nixa, MO 65714  
(800) 462-0173

**Control Technology & Solutions**

Scott Ririe  
300 Ozark Trail, Suite 202  
Ellisville, MO 63011  
(636) 230-0843

**We welcome the following new Associate Members:**

**American Trust Group Holdings**

S. L. Baker/Ray Shoaf  
P.O. Box 966  
Sunrise Beach, MO 65079  
(573) 374-9991

**Claim Care, Inc.**

Stacy L. Dye  
209 N. Main Street  
Paris, MO 65275  
(660) 327-5308

**Goosen Livingston Architects**

Al Osborne  
9229 Ward Parkway, Suite 210  
Kansas City, MO 64114  
(816) 444-4355

***"Keeping Students in the Center"***  
**MARE Annual Convention**  
**February 21 & 22, 2003**  
**(Tentative Schedule)**

**Friday -- February 21**

8:30 a.m. - 4:30 p.m.

Board Training Session

10:00 - 12:00 p.m.

MARE Board Meeting

<b><i>Registration opens 10:00 a.m.</i></b>
---

1:30 - 3:30

First General Session

School Law Issues

Mr. Tom Mickes

3:45 - 4:45

School Finance and Related Issues (General Informational Session)

6:30 - 8:30

Evening Reception

**Saturday -- February 22**

7:15 - 8:30

Breakfast

8:45 - 9:45

First Round of Breakout Sessions

**Program Title**

**Presenter**

West Hall Software Applications

Adam Hall

Employing the Advanced Placement Program

Sterling Cossaboom

Dealing with Budget Reductions

Dr. Bruce Johnson

Dolly Parton's Library

Pam Hunsaker

403(b) Compliance Issues

Tamara Vaughn

10:00 - 11:00

Second Round of Breakout Sessions

Community Partnerships

Dr. Linda Gray Smith

Putting Professional Development Back into Development

Dr. Jerry Akins

Control Technology and Solutions

Joy Hayes

Legal Topic

Shellie Guin

What do I do with all this data?.....

Charles W. Brazeale

11:30 - 12:45

Luncheon

Dr. Chris Belcher

1:00 - 6:00

Vendor/Associates Displays

1:00 - 2:00

Third Round of Breakout Sessions

**Program Title**

**Presenter**

Construction Options

Mr. Al Osborn

Funding Alternatives to Needed Facility Improvements

Valerie Houchin

Technology, Applied Assessments & Transition to PBTE

Andy J. Arbeitman

Match Making: Finding & Keeping Teachers that "fit".

Charles Brazeale

Legal Topic

Duane Martin

2:15 - 3:15

Fourth Round of Breakout Sessions

Read All About It -- In a Newsletter

Christie M. Thompson

Improving Your Odds on the MAP

Karen Rice

A Triangle for Success

Carolyn Akins

School Health Insurance

(round table discussion)

Software Technology options

Mary Ann McCann

3:30 - 4:30

Annual MARE Membership Meeting

Door Prizes

6:30 - 9:00

Annual Banquet/Awards Presentation

Carol Schlef - Keynote

**Missouri Association of Rural Education**  
**Legislative Platform**  
**2002-2003**

**The Missouri Association of Rural Education**

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 for categorical programs such as special education, gifted education and transportation.
3. **Supports** a new foundation formula that provides full funding and equalizes the financial support for all children in the state.
4. **Opposes** legislation allowing further creation of charter schools in Missouri or authorizing the use of state funds to support charter school sponsors.
5. **Opposes** any attempt to change the state meet and confer law to include public school personnel or to mandate collective bargaining or professional negotiations for public employees.
6. **Supports** legislation to repeal the executive order regarding "collective bargaining" for state employees.
7. **Supports** legislation that would restrict any political subdivision from abating existing taxes or redirecting potentially new taxes to another subdivision.
8. **Supports** legislation to allow teachers to teach two years after retirement and draw full salary and retirement.
9. **Supports** legislation to allow the "25 and out" option.
10. **Supports** legislation to allow other benefit improvements which are possible without increasing the contribution rate to either school employees or school districts.
11. **Supports** legislation that would remove school districts from prevailing wage requirements.
12. **Supports** legislation to allow school districts increased flexibility in establishing expenditure priorities by relaxing or eliminating restrictions related to capital project transfers and/or certified salary compliance.
13. **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.
14. **Opposes** legislation which mandates new programs without appropriating the necessary funds to implement the programs.
15. **Opposes** legislation mandating that school districts educate students who have been suspended or expelled.
16. **Opposes** legislation which would restrict school administrators from prior review of student publications.
17. **Supports** legislation that would provide state funding for increasing the minimum teacher's salary in Missouri.
18. **Supports** legislation to help local districts identify home schooled children and assist the local school in supporting these children's education.
19. **Supports** the continuation of current statutory financial incentives for summer school.

**A Guidance for Using Free & Reduced Price Lunch Statistics for Title I**

As schools across the country begin to implement the No Child Left Behind Act, school officials have raised questions about the use of student information collected pursuant to the National School Lunch Programs in carrying out provisions of Title I of the Elementary and Secondary Education Act. The U.S. Department of Education and U.S. Department of Agriculture have issued a joint letter responding to these questions. Specifically, the letter addresses whether it is permissible to use information from the school lunch program in disaggregating student assessment scores, in determining students eligibility for supplemental educational services, and under certain circumstances, in prioritizing opportunities for public school choice. A text version of the letter is available online at <http://www.ed.gov/offices/OESE/SASA/letter121702.html>

**New Title II-A Teacher Quality Draft Regulations**

On December 20, 2002, the U.S. Department of Education released new draft regulations for the Title II-A-Improving Teacher Quality State Grants. The No Child Left Behind Act of 2001 (NCLB Act), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), places a major emphasis upon teacher quality as factor in improving student achievement. The new Title II programs focus on preparing, training, and recruiting high-quality teachers and principals, and requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year. Title II of the ESEA makes funds available to states and local communities under a variety of flexible programs that will assist them in developing and supporting a high-quality teaching force and thereby improving student academic achievement. A MS Word version of the guidance can be downloaded at <http://www.ed.gov/PressReleases/12-2002/12202002.html>

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

NON PROFIT  
Permit No. 1  
**PAID**  
Centerview, MO  
64019

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.

**Standards-Based Science Materials  
for Rural Teachers**

What is the sun made of? Are the Earth and planets made of the same stuff? On August 8, 2001, NASA's Discovery mission Genesis launched its spacecraft a million miles sunward to collect pieces of the sun, called solar wind, that may contain these answers. At L1, it unfolded its collectors and began a two-year "sunbath." Upon its return to Earth in 2004, scientists will study the solar wind samples for years to come. Genesis in Education, a special section of the Genesis website provides a host of educational opportunities for K-12 classroom teachers. Genesis in Education connects the intriguing real-world science of the mission to classroom instruction—there's something of interest for every educator. To access these free resources go to: <http://genesismission.jpl.nasa.gov>

**AASA to Study Successful Rural Teacher Recruitment  
& Retention Strategies**

A new study by the American Association of School Administrators (AASA) seeks to discover how rural school superintendents are addressing the teacher quality requirements of the No Child Left Behind Act. A grant from the Appalachia Educational Laboratory (AEL) will allow AASA to conduct a nationwide online survey of rural school superintendents to assess rural teacher recruitment and retention difficulties and the district strategies to overcome them. The survey will be e-mailed to sample of rural public school superintendents nationwide. Results of the study will be available in Fall 2003. To learn more about the study, go to <http://www.aasa.org/NewsManager/anmviewer.sap?a=2146&z=3>

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

\_\_\_\_\_ K-12 Schools — \$200 yearly

\_\_\_\_\_ K-8 Schools — \$100 yearly

\_\_\_\_\_ Not for Profit Corporations & Institutions — \$100 yearly

\_\_\_\_\_ For Profit Corporations (Associate Membership) — \$250

\_\_\_\_\_ Individual Member from Non-Member Institution — \$25

\_\_\_\_\_ Student Membership — \$1 yearly

\_\_\_\_\_ Newsletter sent to district board members — \$35. yearly

\_\_\_\_\_ School District Six Digit School Code

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

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

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

Address \_\_\_\_\_

Address \_\_\_\_\_

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

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

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