

Missouri Association of Rural Education "24 Years of Service to Missouri Rural Schools"



Fall 2011

MARE

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.

<p>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: www.moare.com</p>	<p>New Center for Midwestern Initiatives</p> <p>In August, 2011, the Rural School and Community Trust announced the launch of the Center for Midwestern Initiatives (CMI), which will work to build a regional infrastructure to support rural schools and communities. The center is based in Missouri and will serve school and communities in several Midwestern states.</p> <p>This new initiative has as its focus the promotion of place-based education, teacher recruitment and training, in addition to developing charitable assets to support rural education and encourage the community's young people to become teachers. Gary Funk, former president and CEO of the Community Foundation of the Ozarks. "Schools are the lynchpin of any effort to secure the economic future of rural communities," says Gary Funk. "Strengthening public education and connection between rural schools and their communities benefits everyone."</p>
<p><u>MARE Calendar</u> <u>2011-2012</u></p>	<p>The regional emphasis will support schools with similar cultural circumstances and will help focus collaborative efforts among educators and local residents, non-profit organizations, colleges and foundations.</p>
<p>November 3, 4, 5, 2011 Board Training Norwood R-I Norwood, MO * * * * *</p> <p>December 5, 2011 Board Meeting Jefferson City, MO 10:00 a.m. * * * * *</p> <p>February 23, 24, 25, 2012 MARE Conference & Board Training Resort at Port Arrowhead Lake Ozark, MO * * *</p> <p>May 7, 2012 Board Meeting Jefferson City, MO 10:00 a.m.</p>	<p>"We will be working hard to promote the value of place-based education," says Funk who adds that tying academic curriculum to real-world community-based work helps students be more engaged and achieve at higher levels and it builds the community and its prospects. "This is the kind of education that ultimately benefits everyone. It is especially important in rural communities that are re-orienting the way they think about their futures."</p> <p>The new center is planning a variety of programs to promote place-based education to include professional development opportunities for teachers, administrators, and community members, and an online community of individuals and groups involved in place-based work. Efforts are also being made to forge partnerships with colleges and universities. "Rural schools in the Midwest, like rural schools in other parts of the country, face many challenges related to recruiting and retaining teachers," says Funk. "We are building contacts with colleges to get them more interested in preparing teachers to work in rural schools."</p> <p>The bigger challenge that is faced by the Center for Midwestern Initiatives is attracting philanthropic investment in rural education. One approach is assisting schools and community's in seeking grants and making sure the grants are competitive not only as a group but also for individual schools. A final approach, will be working with local communities to identify and retain local capital resources within their communities.</p> <p>Additional information on this project may be received by contacting Gary Funk at Gary.Funk@ruraledu.org or (417) 848-9083</p> <p>Information for this article appeared in the August 2011 Rural Policy Matters.</p>

Do We Have to Bid That?

This article will discuss only the legal requirements for competitive bidding. Additional bidding requirements may be included in board policies or as part of grant requirements for certain purchases.

By Duane Martin

The legal requirements for competitive bidding are a constant source of confusion. No procurement statute requires a Missouri public school district to bid for purchases generally. Instead, for specific types of purchases, the bidding procedures and requirements are governed by different state statutes applicable to specific types of purchases.¹

By law, Missouri public school districts are only required to bid:

- ◇ Health and Life insurance at least every three years (§ 67.150, RSMo);
- ◇ General liability and other insurance at least every six years (§ 376.696, RSMo);
- ◇ Depositories of district funds (§ 165.211, RSMo);
- ◇ Construction projects in excess of \$15,000 (§ 177.086, RSMo);
- ◇ Sales of surplus property (with some exceptions) (§§ 177.073 & 177.091, RSMo); and
- ◇ Services, sales, rentals or leases to avoid a conflict of interest if a Board member's business is involved. (§§ 105.454 & 105.458, RSMo).

The actual bidding process for each of these items must adhere to specific statutory requirements relating to the particular type of purchase.

Health and Life Insurance

RSMo. 67.150 requires that health and life insurance be "competitively" bid with little explanation as to the required procedure. Health and life insurance is subject to competitive bidding every three years and the contract must be awarded to the lowest **and** best bidder.

General Liability and Other Insurance

RSMo. 376.696 requires that insurance (other than health and life) is subject to competitive bidding requirements every six years and the contract must be awarded to the lowest **or** best bidder.

Depositories of District Funds

Under RSMo. 165.211, a seven-director district can receive bids from institutions in the county or in the adjoining counties. The board shall divide funds for deposit into 2-10 parts and bidders may bid for any number of parts.

The notice of bidding is required:

- ◇ To be published by the secretary of the board;
- ◇ At least 20 days before the date selected by the school board for the acceptance of bids;
- ◇ In a newspaper published in the county at least 5 days a week or in a paper of general circulation; and
- ◇ To state the date, time, place of meeting where bids are to be opened; and the number of years for which depository will be selected for each part (between 1 and 5 years).

The bid shall be sealed and delivered to the secretary of the Board. It must state the interest rate or method by which interest will be determined for the term. Bidders must also submit a certified check to the district as guaranty of good faith in an amount no less than \$2,500. The bids are to be read at an open meeting at the time and place advertised. The board must then discuss each bid and shall select the acceptable bid. If there is no qualifying bid for a part of the funds, the District may select a depository for that part without re-advertising or soliciting new bids.

Construction

RSMo 177.086 requires competitive bidding for public school districts authorizing "construction" of facilities which may exceed \$15,000. All bids must be submitted in writing, sealed and opened publically. The district must reject bids not made in accordance with the district's specifications. The district must award contracts to the lowest responsible bidder meeting the specifications let *except* the district has discretion to reject *any and all bids*.

For construction, the notice of bids must be published for two consecutive weeks in a qualified newspaper in general circulation. "Qualified" basically means that the newspaper publishes daily, triweekly, semiweekly, or weekly newspaper of general circulation. The newspaper must be within the city in which the district is located. If no qualified city paper exists, then it must be published in a qualified newspaper in the county. If there is no qualified county newspaper, the District may publish in an adjoining county. RSMo. 177.086. The notice to bidders may additionally be published in a business, trade, or minority newspaper or in other modes of communication, such as the district's website.

"Construction" vs. "Maintenance:" When is Bidding Required?

The definition of what constitutes "construction" under Missouri law is confusing and the line between "construction" and "maintenance" can be a blurry one. The Missouri Supreme Court addressed this issue this last year in the context of a prevailing wage case, but ultimately deferred to the convoluted definition previously articulated by Department of Labor. As a result, we are left with an overly broad and ill-defined definition of "construction" for determining whether the work must be bid.

Under the Missouri Supreme Court's recent analysis, it is only if the work meets the definition of "maintenance" and does not meet the definition of "construction" that it can avoid the label of "construction". Maintenance work is the repair, but not the replacement, of existing facilities when the size, type or extent of the existing facilities is not changed or increased. The work is "construction" if it is construction, reconstruction, improvement, enlargement,

(Continued on page 19)

¹ *This article will discuss only the legal requirements for competitive bidding. Additional bidding requirements may be included in board policies or as part of grant requirements for certain purchases.*

Dark Clues to the Universe

Space Place partners' article

By Dr. Marc Rayman

Urban astronomers are always wishing for darker skies. But that complaint is due to light from Earth. What about the light coming from the night sky itself? When you think about it, why is the sky dark at all?

Of course, space appears dark at night because that is when our side of Earth faces away from the Sun. But what about all those other suns? Our own Milky Way galaxy contains over 200 billion stars, and the entire universe probably contains over 100 billion galaxies. You might suppose that that many stars would light up the night like daytime!

Until the 20th century, astronomers didn't think it was even possible to count all the stars in the universe. They thought the universe was infinite and unchanging.

Besides being very hard to imagine, the trouble with an infinite universe is that no matter where you look in the night sky, you should see a star. Stars should overlap each other in the sky like tree trunks in the middle of a very thick forest. But, if this were the case, the sky would be blazing with light. This problem greatly troubled astronomers and became known as "Olbers' Paradox" after the 19th century astronomer Heinrich Olbers who wrote about it, although he was not the first to raise this astronomical mystery.

To try to explain the paradox, some 19th century scientists thought that dust clouds between the stars must be absorbing a lot of the starlight so it wouldn't shine through to us. But later scientists realized that the dust itself would absorb so much energy from the starlight that eventually it would glow as hot and bright as the stars themselves.

Astronomers now realize that the universe is not infinite. A finite universe—that is, a universe of limited size—even one with trillions of stars, just wouldn't have enough stars to light up all of space.

Although the idea of a finite universe explains why Earth's sky is dark at night, other factors work to make it even darker.

The universe is expanding. As a result, the light that leaves a distant galaxy today will have much farther to travel to our eyes than the light that left it a million years ago or even one year ago. That means the amount of light energy reaching us from distant stars dwindles all the time. And the farther away the star, the less bright it will look to us.

Also, because space is expanding, the wavelengths of the light passing through it are expanding. Thus, the farther the light has traveled, the more red-shifted (and lower in energy) it becomes, perhaps red-shifting right out of the visible range. So, even darker skies prevail.



The universe, both finite in size and finite in age, is full of wonderful sights. See some bright, beautiful images of faraway galaxies against the blackness of space at the Space Place image galleries. Visit <http://spaceplace.nasa.gov/search/?q=gallery>.

This article was provided by the Jet Propulsion Laboratory, California Institute of Technology, under a contract with the National Aeronautics and Space Administration.

Getting Too Friendly: The Amy Hestir Act

By Christi L. Coleman-Flaherty

Thomas A. Mickes



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With the passage of the Amy Hestir Act Student Protection Act (“the Act”), teachers across the state wondered whether they needed to delete their Facebook “friends” while administrators wondered, “Who’s going to monitor this?” On August 19, 2011, the Missouri State Teachers’ Association filed suit in Cole County Circuit Court against the State, arguing that the law was deeply unfair. On August 26, 2011, Judge Beetam granted a preliminary injunction enjoining enforce-

ment of the portion of the Act that prohibited communication between students and teachers on non-work-related websites that allow exclusive access.

In response to Judge Beetam’s ruling, State Senator Jane Cunningham sponsored Senate Bill 1, which would require that, by March 1, 2012, districts prepare a policy concerning staff-student communication, to address electronic media and other mechanisms to prevent improper communications. Senate Bill 1 would also repeal the Act’s prohibition on a teacher establishing, maintaining, or using a work-related internet site unless it is available to school administrators and the child’s legal custodian, physical custodian or legal guardian. It would also repeal the Act’s prohibition on teachers establishing, maintaining, or using a non-work-related internet site which allows exclusive access with a current or former student. Finally, Senate Bill 1 would repeal the

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Bailey Nichole Neidel

Bailey Nichole Neidel of St. Joseph, Missouri, is a graduate of Benton High School in St. Joseph School District. She is currently attending Missouri Western State University, St. Joseph, Missouri, majoring in Elementary Education.

Associated Electric Scholarship



Hannah Broz

Hannah Broz is a graduate of Montgomery County R-II High School, Montgomery City, Missouri. She is currently attending William Woods University – Fulton, Missouri, majoring in Elementary Education.

Howard Heidbrink Scholarship



Krystle Norma Annie Brechbuhler

Krystle Brechbuhler is a graduate of Aurora High School, Aurora, Missouri. She is currently attending Drury University – Springfield, Missouri, working on a major in Music Education.

David M Cooper Scholarship



Ryan Flanagan

Ryan Flanagan is a graduate of Elsberry High School, Elsberry, Missouri. He is currently attending Central Methodist University – Fayette, Missouri, majoring in History Education.

L J Hart Scholarship



Justine Michelle Bane

Justine Michelle Bane is a graduate of La Plate High School, La Plate, Missouri. She is currently attending Hannibal-LaGrange University – Hannibal, Missouri, majoring in Early Childhood Education.

(Getting Too Friendly: The Amy Hestir Act—Continued from page 4)

convoluted definitions of “exclusive access,” “former student,” “work-related internet site,” and “non-work-related internet site” currently found in the Act. On September 9, 2011, Senate Bill 1 passed the Education Committee and on September 19, 2011, was referred to the Rules Committee.

While the General Assembly works through proposed new language in order to bypass the Court’s injunction prior to the expiration of the Order’s 180-day term, there are a few things that we do know are still viable under the Act.

First, and perhaps most important, the Act’s provisions regarding the reporting of suspected child abuse is still alive and well. Under the new requirements of the Act, if a student reports abuse by a school employee to another school employee, the latter has 24 hours to report the conduct to the Children’s Division. Note that this is 24 actual clock hours – so if a student reports the misconduct to a school employee at 3:00 p.m. on a Friday, the employee has to report the misconduct to the Children’s Division by 3:00 p.m. on Saturday. Further, the district cannot conduct an investigation into the allegations for the purpose of determining whether the allegation is substantiated (although it may investigate the allegations for the purpose of making a decision regarding the accused employee’s employment). If the Children’s Division reaches a finding of “substantiated” at the conclusion of its investigation, the district must immediately suspend the accused employee’s employment (if it has not already done so).

Second, If a school district had an employee whose job involved contact with children and the district receives allegations of the employee’s sexual misconduct and as a result of such allegations the district either dismisses the employee or allows the employee to resign, the district must disclose this fact to another school district which makes an employment inquiry about the former employee.

Finally, while the injunction stays enforcement of the prohibition on online communication, it does not relieve school districts of their responsibility to prepare a policy enforcing the Act. MCE has prepared a policy to allow districts to meet their policy-making obligations under the Act. However, until either new legislation is passed, the injunction expires, or the Court rules on MSTTA’s request for a permanent injunction, districts should advise their employees that if they rely on the Court’s Order during its pendency, they will not be disciplined for their online communications with students, unless the communications violate already-existing Board policies (e.g. policies prohibiting sexual harassment and child abuse). If Senate Bill 1 passes both houses of the General Assembly and is signed into law, districts will still have a policy-writing requirement, but will have until March 1, 2012, to meet the requirement. As noted above, if Senate Bill 1 becomes law, the particulars of the policy will differ from the current requirements under the Act. you have further questions regarding the implications and implementation of the Amy Hestir Student Protection Act, contact the attorneys of Mickes Goldman O’Toole or your legal counsel.

Missouri Association of Rural Education

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2011-2012

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Third Annual Webinar Series for Rural Educators Preparing Missouri's Rural Students for College and

LATE NOTE: This series has been postponed until January. Watch for details.

During the 2011-2012 school year, the Missouri ACT State Organization will once again offer a Webinar Series for Rural Educators. **The 36 teams from across Missouri that have participated to date have reported that the information provided in the Webinar Series helped them tremendously in designing dynamic action plans for better preparing all of their students for college and career readiness.** While we have focused on rural schools and districts, we certainly realize the power of this information for all districts. Accordingly, non-rural districts will be considered for participation on a case-by-case basis.



ACT and the Missouri Department of Elementary and Secondary Education's Guidance and Counseling Section of the Office of College and Career Readiness are pleased to again **offer this program at no charge to districts and schools.** We are inviting you to form a vertical team (district administrator, building administrator, curriculum/assessment coordinator, teacher and counselor -or a similar combination of personnel) from your district to participate in our 2011-2012 Series. We also encourage districts to include a middle school representative in the team membership. Considering the importance of early interventions for student success, it is essential to begin college and career readiness conversations and action planning as early as possible, middle school and earlier. (It is also acceptable for schools to form vertical teams.)

We are confident you will benefit from information provided, as well as from the dynamic interactions you will have with colleagues from across the state. **An expected outcome of participation is for each team to produce a college and career readiness action plan for presentation during the last session and implementation in the months following the Webinar Series.**

We hope you will join us for the 2011-2012 Missouri Webinar Series for Rural Educators. If you have questions, please call Rick Bryant, ACT Senior Consultant, at 847-634-2560 or Bragg Stanley, DESE Director of Guidance and Career Services, at 573-751-0857. We look forward to hearing from you and the opportunity of working with you in the very near future.

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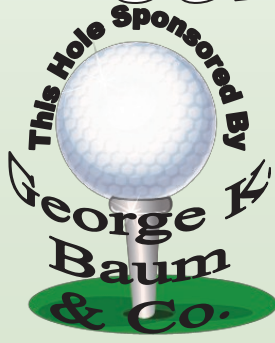
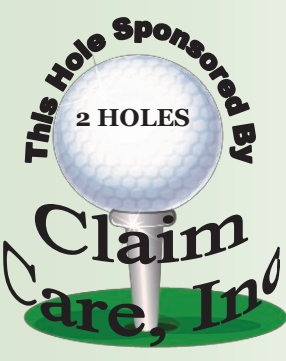
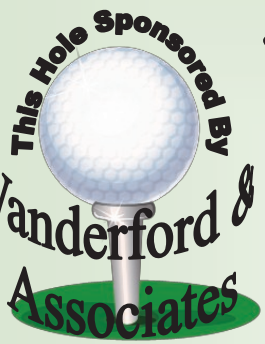
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The American Legion Boys State of Missouri, Inc.

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August, 2011

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MARE SPONSORS STUDENTS TO ATTEND 72nd SESSION OF MISSOURI BOYS STATE

(WARRENSBURG, MO) - Johnathan Lindeman from Aurora High School and Raymond Winfrey from Humansville High School, both sponsored by the Missouri Association of Rural Education, were among 932 outstanding Missouri students to participate in the 72nd session of The American Legion Boys State of Missouri program held June 11-18 on the campus of the University of Central Missouri in Warrensburg.



Missouri Boys State is designed to educate and train young leaders in functional citizenship, leadership, and government. The student leaders, "citizens", combine their knowledge and skills to build an entire operational state government in a single week which includes electing city, county, and state officials. Boys State is a pure democracy in that all citizens may vote and are eligible to hold office. Participants fully engage in activities during the eight-day program as they gain an understanding of government, learn about their rights and responsibilities as citizens, and enhance their leadership and citizenship skills.

Lindeman and Winfrey were nominated to attend this once in a lifetime experience by their high schools and selected based on their academics, character, leadership, and citizenship. The Missouri Association of Rural Education afforded Lindeman and Winfrey the opportunity to participate in *A Week to Shape a Lifetime - Missouri Boys State*. Lindeman (son of Tina and Timothy Lindeman) is a member of the National Honor Society, Band (assisted as percussion section leader), Literacy Club, and Spanish Club. He also earned the distinction of being named to the All A Honor Roll throughout High School, an Academic Letter, and many other academic awards while maintaining perfect attendance. Lindeman lettered in both soccer and track and received most improved and team leader awards in soccer. In addition, he coaches and referees youth soccer and is active in his Church youth group. While at Boys State, Lindeman was a citizen of Lewis City and a member of the Federalist Party. He attended Law School and passed the Boys State bar exam which qualified him to be a practicing attorney during the week. After becoming an attorney, he opened M and J's Law Firm and represented clients in several cases. Further, he served as a Delegate to State Convention, Ward III and a City Election Judge.



Winfrey (son of Kenneth and Sarah Winfrey) is a member of the National Honor and Future Business Leaders Association and has served as Vice-President for both groups. He also participates in 4-H and Future Farmers of America. Winfrey has achieved the Star Greenhand Degree and received the Star Chapter Farmer Award. He has served as the FFA Vice-President, 2nd Vice-President, and Sentinel. At Missouri Boys State, Winfrey was a citizen of Gambrel City and a member of the Federalist Party. He attended Law Enforcement School and served as a Policeman and Fire Chief. In addition, he was on the ballot for the City Council, Ward III.

During Boys State and along with all participants, Lindeman and Winfrey were involved in a wide variety of educational and recreational activities and heard inspirational talks from and asked questions of both state and national leaders. Speakers for the 2011 session included: Former U.S. Ambassador to the United Nations and Missouri Senator John C. Danforth; Governor Jay Nixon; Former Governor Bob Holden; Missouri Secretary of State Robin Carnahan; President - South Central Region, AT&T Kelly M. King; Federal Judge Duane Benton; and White House Fellow and Navy Seal Commander Eric Greitens.

The entire Boys State staff is comprised of educational, legal, professional, and civic leaders who volunteer their time each year. Missouri Boys State is a 501(c)(3) organization and is a Missouri American Legion program. Sponsors, like MARE, are critical in the continued success of the program. Organizations, businesses, and individuals interested in becoming a sponsor are encouraged to contact the Missouri Boys State Headquarters at 1-877-342-5627.

Students who will be juniors during the 2011-12 academic year and are interested in participating should contact their High School Counselor or visit the Missouri Boys State website at www.moboystate.org. The 2012 session will be held June 16-23. Informational presentations by a Boys State staff member may be requested by contacting the Missouri Boys State Headquarters at 1-877-342-5627 or email bettie.rusher@moboystate.org.

Cultural competency for kids (and adults)

Jinny Hopp, former Human Development Specialist, University of Missouri Extension

Cultural competence is defined as the ability of individuals to work or respond effectively across cultures in a way that acknowledges and respects the culture of another. Culturally-competent youth are respectful of the values, beliefs, traditions and customs of others.

Cultural competency is taught as parents, teachers and other role models for children teach children how to show respect. The beginnings of respect are found within the home where parents show consideration for each other by listening when the other talks, help each other with household tasks and childrearing. For very young children these behaviors allow trust to develop. As the child becomes able to do things for himself he gains confidence in his ability to interact with others safely. Also, children are naturally curious. All of these factors create an ideal situation for children to learn about the traditions of other cultures as they encounter them in the community or school.

Scholars agree that the first step to understanding another is to understand you. If we encourage our children and youth to learn about their own heritage we give them a foundation for understanding others. Experience is the best teacher for this learning. Here are some ideas for learning more about yourself as well as others:

- **Explore the place where you were born.** Talk with your children/grandchildren about it.
- **Learn about your own ethnic background.** Share what you learn with others.
- **Teach your children about their heritage.** Explain customs, traditions, holidays that are specific to their heritage.
- **Listen to music from a variety of sources.** Take a friend or relative with you to a concert.
- **Taste foods from around the globe.** Compare the various ways people prepare and eat the same foods.
- **Attend a festival or fair to learn more about others.** Take the opportunity to ask questions about the exhibits from the people displaying them.
- **Tune into educational television programs.** Talk with others about what you have seen.
- **Consider learning another language.** Just knowing a few words can be very helpful when needed.
- **Interview your elders to learn more about your family history.** Share it with younger family members.
- **Visit other places.** When visiting, shop where the locals shop, ride the local transit, look for neighborhood eateries, and interact with and learn from people who live there.
- **Assist children in learning appropriate ways to respect others when you disagree with them.** Practice how to say “no thank you” when asked to do something you do not wish to do.
- **Teach children to listen to others.** This also involves asking questions for clarification and responding respectfully.
- **Volunteer to host visitors from other places.** Share your culture with them.

Cultural competence will be required of the citizens of the world in the future for business and leisure. A family can assist their children in becoming culturally competent. The best time for children to learn these skills is early and the best teachers are parents, grandparents, aunts and uncles.

For more information:

Williams, B. (2001). Accomplishing cross-cultural competence in youth development programs. *Journal of Extension*, 39. Available at: <http://www.joe.org/joe/2001december/iw1.html>



Missouri Rural Water Association

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Healthy Teeth -Healthy Body

Taking care of your teeth may not only brighten your smile, it may help prevent disease. The more the correlation between oral health and general health continues to increase, the more likely it will be that a growing number of people will recognize the importance of proper, ongoing oral care.

For example, a study on heart disease in women ages 44 to 88 found that women who received regular oral care were almost *33% less likely* to suffer from heart disease than those who had no regular dental care.+ Imagine the impact that could have on your staff.

According to an article at www.mayoclinic.com/health/dental/DE00001 other diseases and conditions linked to oral health include strokes, diabetes, premature birth, HIV/AIDS, Osteoporoses, and Alzheimer's. By taking care of your oral health, you are making an investment in your overall health.

A great way to encourage regular checkups is to offer a quality voluntary dental package to your staff. Dental insurance is one of the most requested benefits and can be made available tax-free through your Section 125 cafeteria plan.

For information on the MARE endorsed voluntary dental program, administered by Forrest T. Jones & Company, please contact Mark Iglehart at miglehart@ftj.com, your local FTJ representative, or Jerry Littell at jerrylit@centurytel.net.



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MARE Superintendent Search

The MARE organization is available to all school districts throughout Missouri to facilitate superintendent searches. MARE prides itself in being able to help school districts locate and employ leaders in a very cost competitive manner.

In an effort to maintain cost effectiveness, MARE's superintendent searches make significant utility of technology to facilitate its work with boards of education who are seeking interested candidates. Mailings, notifications, listings, reviews, profiles, and other search techniques are efficiently designed and delivered to allow MARE to offer its search services at a reasonable cost to the school district. The following charges apply:

District Enrollment	Charges	District Enrollment	Charges
500 students or less	\$2,500	2501 - 3000 students	\$5,000
501 - 1000 students	\$3,000	3001 - 3500 students	\$5,500
1001 - 1500 students	\$3,500	3501 - 4000 students	\$6,000
1501 - 2000 students	\$4,000	Above 4000 students	\$6,500
2001 - 2500 students	\$4,500		

If a school district is current in their annual membership with MARE, the above professional charges will include the official mailings to every district in the state of Missouri. If a non-member district engages MARE to conduct their superintendent search, MARE will include in the above professional charges a full year's membership in the MARE organization for that school district.

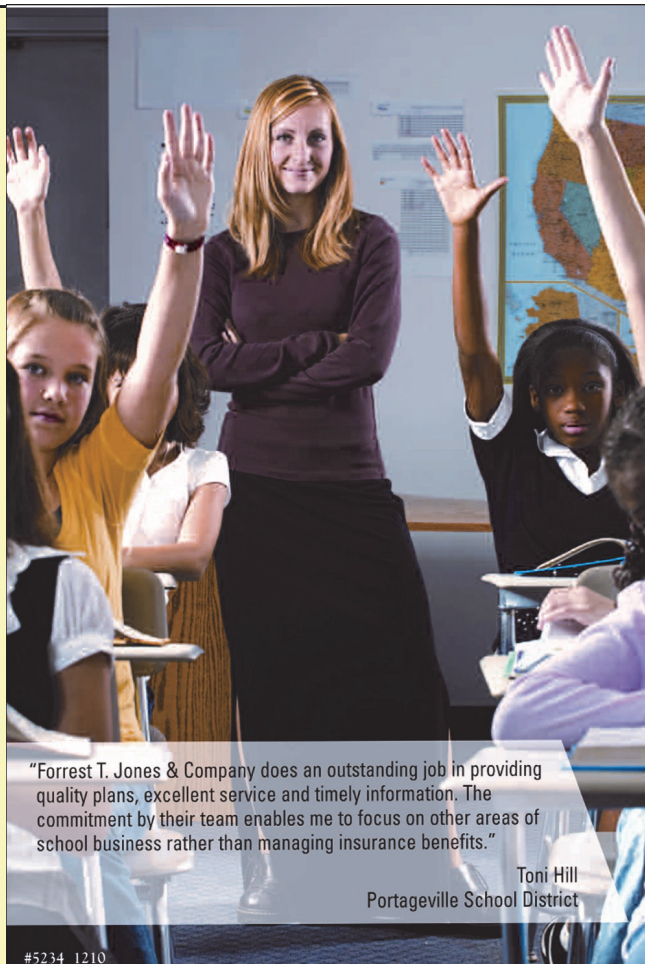
School districts interested in more information about the superintendent search services should forward inquiries to:

MARE Superintendent Searches
Dr. Ray V. Patrick
201 South Holden St., Ste 202
Warrensburg, MO 64093

Phone: (660) 747-8050
Cell Phone: (660) 909-5118
Fax: (660) 747-8160
Email: rpatrick@moare.com

MARE will provide the following services to school districts wishing to conduct their own search:

- Listing of the opening in the MARE Focus (emailing to all Missouri districts)
- Listing of the opening on the MARE website (home page with link) and MO Administrator Jobs site
- Sample sets of interview questions (no cost)
- Set of Missouri School District mailing labels (cost - \$10.00) or will provide by email for district download at no charge.



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Toni Hill
Portageville School District

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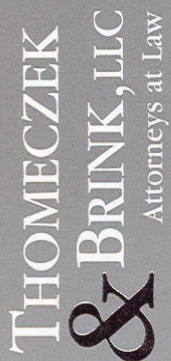
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(Do We Have to Bid That? - Continued from page 2)

alteration, painting and decorating, or major repair.

The Sale of Surplus Property

For seven director districts, RSMo. 177.091 requires bidding for the sale of the district's personal or real surplus property. Personal property may be sold or leased to a city, state, agency, or municipal corporation or other governmental subdivision of the state located within the boundaries of the district for public use and purposes or public institution of higher learning with proper notice. Personal property not disposed of in this way must be sold or leased to the highest bidder.

By contrast, real estate may be sold or leased with the assistance of a broker or may be sold or leased to a city, state, agency, or municipal corporation or other governmental subdivision of the state located within the boundaries of the district for public use and purposes or public institution. By contrast, real estate may be sold or leased with the assistance of a broker or may be sold or leased to a city, state, agency, or municipal corporation or other governmental subdivision of the state located within the boundaries of the district for public use and purposes or public institution of higher learning with proper notice. Real estate not disposed of in this way must be sold or leased to the highest bidder. The district must give public notice of sale/lease in a newspaper of general circulation for two consecutive weeks, with the last publication at least seven days prior to sale or lease.

Conflicts of Interest

Under Missouri law, it is permissible for board members (not in first class counties) to bid on district projects in certain circumstances. If the board member does bid, the bid must be the lowest. Furthermore, the board member must not have any "inside information" before submitting the bid to avoid a conflict of interest and potential ethical violation. Finally, a board member in a first class county commits a Class A misdemeanor if he or she sells or provide commodities to the district and must forfeit his or her seat.

Conclusion

Missouri public school districts must be mindful of the foregoing legal requirements for competitive bidding. Although not extensive, these requirements can be confusing. This confusion may lead to legal challenges and challenges from patrons based upon allegations of fiscal irresponsibility. As a result, board members and administrators should have a general familiarity with the bidding procedures and requirements applicable to specific types of purchases.

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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

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<p>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.</p> <p>School districts interested in more information about the superintendency search services should forward inquires to:</p>	<p>MARE Superintendency Searches</p> <p>MARE 201 South Holden Suite 202 Warrensburg, MO 64093</p> <p>Phone: (660) 747-8050 Fax: (660) 747-8160</p>

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