

MARE

Fall

2015-2016 Yr.

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
710 N College St
Suite C
Warrensburg, MO 64093
Phone (660) 747-8050
Fax (660) 747-8160
rpatrick@moare.com
Website: www.moare.com

MARE Calendar 2015-2016

Board Meeting

October 25, 2015
2:00 p.m.

MARE/K-8 Conference
Country Club Hotel
and Spa
Lake Ozark, MO

January 11, 2016

Jefferson City -
10:00 a.m.

March 7, 2016

Jefferson City -
10:00 a.m.

May 2, 2016

Jefferson City -
10:00 a.m.

Board Training

October 25, 26, 27, 2015
MARE/K-8 Conference-
Lake Ozark, MO



MARE/K-8 Fall Conference 2015

October 25-27, 2015

"Rural Learning: Linking Purpose & Place"

Conference Planner at a Glance

Sunday, October 25

1:15 p.m. School Board Training
5:30 p.m. Annual Outstanding Rural Education Awards Banquet -- Susie Oberdahlhoff -- "A Life on the Farm"

Monday, October 26

7:15 a.m. Breakfast
7:45 a.m. Opening Ceremony/Remarks/Pledge -- Commissioner VanDeven
8:15 a.m. School Board Training
8:45 a.m. First General Session -- EdCounsel -- Legal Topic
10:00 a.m. Small Group Sessions:

- Paperless Board Meetings & Online Data Management (Chris Healy)
- Providing Excellent Educators for All Students (Paul Katnik)
- STEM Skills meet Blended Online Learning (Chris Noel)
- Learning & Collaborating with Google Apps (Stephanie Madlinger)
- Ensuring your sports teams have the right reputation (Suzy Ward)
- Practical Legal Tips for Tracking Staff Hours (Steve Book/Stephen Freeland)

11:00 a.m.

Small Group Sessions:
• 1 Team 1 Vision 1 Goal (Ashlee Cochran)
• Do You Smell Something Burning (Tim Gallaher)
• Adding Rigor & Courses Without Adding Sections (Steve Ritter)
• Learning & Collaborating with Google Apps (Stephanie Madlinger)
• School Finance -- Guide for School Board Members (Kyle Kruse)
• Courts and Fields are Classrooms -- Educating w/Athletics (Paul Schmanke)

12:00 Noon

LUNCHEON
• Keynote Speaker -- Stewart Rodeheaver-ViziTech USA
• Friend of Education Award

2:15 p.m.

Small Group Sessions:
• Medicaid 101 (Stacy Dye)
• 3D Virtual Reality-A New Instructional Tool (Ken Cook)
• Comprehensive Framework-School Emergency Plan (John Warner)
• Legal Pitfalls in Third-Party Vendor Relationships (Steve Book)
• About the Missouri Association of School Discipline (Perry Hilvitz)
• Assessment Updates 2015-16 (Joan Jarrett/Steve Schellman --DESE)

3:15 p.m.

Small Group Sessions:
• Social Media in School Decision Making (Joseph Wientge)
• 3D Virtual Reality-A New Instructional Tool (Ken Cook)
• Developing Systems for Providing Mental Health (Lindsay Oram)
• Missouri's Network for Educator Effectiveness (NEE) (Marc Doss)
• Missouri Boys State -- Benefits for Your Students (Bettie Rusher)

3:30 p.m.

Exhibits Open

4:15 p.m.

Annual MARE Membership Meeting

4:30 p.m.

Annual K-8 Membership Meeting

5:30 p.m.

Reception with Exhibitors

Tuesday, October 27

7:30 a.m.

Breakfast (with exhibitors)

8:15 a.m.

School Board Training

9:00 a.m.

Small Group Sessions:
• Facilities Savings Strategies (Regina Martino)
• I can't Keep Buying File Cabinets & Copy Paper (Vince Fuemmeler)
• The Absent Employee-How to Address Mon-Fri Dease (Celynda Brasher)
• TIPS on Funding Building Programs (Larry Hart)

10:00 a.m.

Closing General Session:

10:00 a.m.

Legislators and SAC Representatives -- Whats ahead with Missouri Legislature

10:45 a.m.

"Accommodating Transgender Students: Practical Advice for District Administrators

12:00 Noon

Mickes Goldman Legal Team
CONFERENCE ADJOURNMENT

Room Locations

Catalina
Palazzo Hall 1

Palazzo Hall 1
Catalina
Mediterranean B

Monte Carlo
Mediterranean B
Valencia
Cyprus
Florentine
AB Boardroom

Monte Carlo
Cyprus
AB Boardroom
Cyprus
Mediterranean B
Florentine
Palazzo Hall 1

AB Boardroom
Mediterranean B
Monte Carlo
Valencia
Florentine
Cyprus

Monte Carlo
Mediterranean B
Valencia
AB Boardroom
Cyprus
Florentine

Palazzo Hall 2-4
Mediterranean B
Mediterranean B
Palazzo Hall 2-4

Palazzo Hall 2-4
Catalina

AB Boardroom
Monte Carlo
Valencia
Mediterranean B

Mediterranean B
Mediterranean B

Missouri Association of Rural Education

Officers and Board of Directors

2015-2016

Officers

- President Tim Boatwright
- Vice President Daryl Pennier
- Secretary Philip C. Dorth
- Treasurer Mary Lue Potthast

Regional Board Members

- Region A: Tim Boatwright (Halfway R-III)
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- Region C: Tim Crawley (Neosho R-V)
- Region D: Eric Cooley (Stoutland R-II)
- Region E: Kenneth Cook (Malden R-I)
- Region F: John Brinkley (East Lynne #40)
- Region G: Wayne Stewart (Glenwood R-VII)
- Region H: Dianna Hoeness (Marion Co. R-II)
- Region I: John Dunham (Macon Co. R-IV)
- Region J: Brian Robinson (Winston R-VI)

School Board Representatives:

- Kristi Smalley (Boonville R-I)
- John Poston (N. St. Francois Co. R-I)

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- Terry Reid (Lindenwood University)
- Darryl Pannier (K-8 Assn.)

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- Larry J. Hart (L.J. Hart & Company)
- Kristi Smalley (University of MO High School)

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- Ray V. Patrick Executive Director
- Jerry Cochran Assist. Executive Director
- Philip Dorth Associate Director



Missouri Rural Water Association

You're in charge of your rural school's water supply. The state sent you a letter telling you the bacti samples from your school's water supply weren't taken last month and you need to do public notification.
You know about MAP testing but what the heck's a Bacti Sample?

MRWA can provide you with on-site help...at no charge!

- MRWA offers on-site technical assistance to schools on water and wastewater problems at no charge via grant monies from USDA. We also offer:
- DNR Water and Wastewater Certification Hours
 - Water leak detection and wastewater troubleshooting
 - Training events throughout the state for your water and wastewater system operator
 - Acceptance of DNR training vouchers



1-800-232-MRWA (6792) — www.moruralwater.org

**MISSOURI ASSOCIATION OF RURAL EDUCATION
 Superintendent Search Services**



About the Service...

The role of the MARE Superintendent Search Service is to assist your board in the procurement of a quality superintendent who will lead the district to ensure a quality education for all students.

The Board of Education will receive customized services through the collaborative work with the search service as we design the timeline to embrace complete commitment to the search including, but not limited to: recruitment, screening, reference checks, scheduling and protocol for candidate interviews, planning meetings with the board and onsite visits. The MARE Search Service approach is *flexible*, recognizing the expectations and needs of each board varies.

How Much Does It Cost?

The cost of the MARE Superintendent Search Service is based on the school district enrollment and the services requested. MARE will work with the board to design a search process that will address the district needs and schedule. 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	\$2,800	2501 – 3000 students	\$5,300
501 – 1000 students	\$3,300	3001 – 3500 students	\$5,800
1001 – 1500 students	\$3,800	3501 – 4000 students	\$6,300
1501 – 2000 students	\$4,300	Above 4000 students	\$6,800
2001 – 2500 students	\$4,800		

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 cost of the mailings plus their fee will include a full year's membership in the MARE organization for that school district.

MARE Search Service Information...

The association provides the service as part of our continued commitment to foster strong board/superintendent relationships and to enhance school district leadership in Missouri. School districts interested in more information about the superintendent search services should forward inquiries to:

MARE	
Dr. Mike Jinks, Lead Search Consultant 116 Fairview Ave Warrensburg, MO. 64093 Cell: (660) 441-7473	Dr. Paul Ricker, Search Consultant 1889 Bittersweet Road Lake Ozark, MO. 65049 (573) 365-4703

You may also email patrick@moare.com or call MARE Superintendent Search Services at 660-747-8050 to learn more about our service or to begin the search process.

MARE Associate Membership

Companies/Organizations	Contact	Phone Number
American Boiler Services, Inc.	Mike Hemphill, Craig Barker	St. Louis (800) 235-5377 – K.C. (888) 440-0382
American Fidelity Assurance Company	Kaitlin Economon	(417) 890-1087
Budget Plus Software	Leland Foster	(816) 847-6610
Capstone Insurors, Inc	Kevin Krueger, J.R. Collins	(417) 777-7570
Central State Bus Sales	Joe Wright	(636) 343-6050
Chalkable	Dan Snodgrass, Jennifer Porter	D=(800) 844-0884 x 1230 J=(573) 380-2524
Claim Care Inc.	Stacy L. Dye	(877) 327-5308
CTS Group	Scott Ririe, Gina Bicknese	(636) 230-0843
Dake Wells Architecture	Brandon Dake, Andrew Wells	(417) 459-3500
Dickinson Hussman Architecture	Dwight Dickinson	(3114) 727-8500
Educationplus	Micki Shunk	(314) 692-1224
eRate Program, LLC	Richard Senturia	(314) 282-3665
Facility Solution Group, LLC	Rick Bischoff	(636) 680-9104
Flat Creek Contracting Corporation	Gabriel Hinshaw	(913) 553-7385
FLITEleaders Consulting LLC	Mike Ringen	(816) 517-1772
Forrest T. Jones & Company	Mark Iglehart	(800) 821-7303 x 1298
Forrest T. Jones & Company	Marty Albertson	(816) 392-4649
Forrest T. Jones & Company (LTC)	Larry Dean	(800) 821-7303 x 1134
Forrest T. Jones & Company	Gary Hawkins	(660) 247-3967
Forrest T. Jones & Company	Tom Wales	(573) 808-1490
Forrest T. Jones & Company	Kevin Dunn	(573) 768-4187
Foundation for Educational Services, Inc. (SOCS)	Stacey Anderson	(800) 850-8397
George K. Baum & Company	Greg Brickner, Joe Kinder	(816) 283-5110
GRP Mechanical Co.	Vince Throckmorton	(314) 650-5294
Guin Mundorf, LLC	Steve Book, Shellie Guin	(816) 333-1700
IMS	Vince Fuemmeler, Steve Wolf	(573) 581-2800
Inter-State Studio, Inc	Roger Kimball	(800) 821-7923
Ittner Architects	Dennis M. Young	(314) 421-3542
K12ITC	Dennis Fisher	(816) 382-4800
L.J. Hart and Company	Larry J. Hart, Roger Adamson	(800) 264-4477

MARE Associate Membership

Companies/Organizations	Contact	Phone Number
Lindenwood University	John Feely	(636) 949-4481
McKinstry Company	Jon M. McCoy, Joel Gundelfinger	(636) 639-1706
MEUHP	Tom Quinn	(573) 881-3825
Mickes Goldman O'Toole, LLC	Tom Mickes, Teri Goldman	(314) 878-5600
Midwest Bus Sales	Jamie Shipley	(913) 220-1734
Midwest Digital Systems	Chad Sellers	(816) 439-4979
Midwest Transit Equipment	Mike Pace, Ken Pearce	(800) 933-2412
Mike Keith Insurance	Jeanie Cunningham	(660) 747-3151
Missouri Consultants for Education	Bill Ray	(816) 322-0870
Missouri Ed Counsel, LLC	Duane Martin	(573) 777-9645
Missouri Energy Center	Chatchai Pinthuprapa	(573) 526-7770
Missouri Retired Teachers Assn.	Jim Kreider	(877) 366-6782
Missouri Rural Water Association	John Hoagland	(417) 876-7258
M.U.S.I.C. / Arthur J. Gallagher & Co.	Mark Stockwell	(314) 800-2223
NAVITAS	Koby Kampschroeder, Ryan Terry	(913) 344-0049
OPPA! Food Management	Andy Condie	(888) 860-3236
Paragon Architecture Inc.	Crystal Reynolds Brad Erwin	(417) 885-0002
Piper Jaffray	Todd Coffoy	(800) 829-5377
Pro Energy Solutions	Mike Williams, Rhonda Hamlin	(417) 499-0591 (713) 739-6428
Sam A. Winn & Associates Architects P.C.	Sam A. Winn, Gary Barbee	(417) 882-7821
SchoolDude	Kelli Wolf	(919) 459-3158
Septagon Construction Company	R. Thomas Howard, Dennis Paul	(800) 733-5999
Thomeczek & Brink, LLC	James G Thomeczek	(314) 997-7733
TREMCO	Matt Wegenka	(417) 894-4934
Tueth Keeney Cooper Mohan & Jackstadt. PC	Pete Yelkovic, Celynda Brasher	(314) 880-3600 / (816) 448-3730
University of MO High School	Kristi Smalley	(573) 884-3974
USI Insurance Services, LLC	Lonnie Thompson	(573) 263-8545

BEG, BORROW, OR STEAL:**NAVIGATING COPYRIGHT IN THE CLASSROOM***by*

Kylie S. Piatt

Tueth Keeney Cooper Mohan & Jackstadt, P.C.

Introduction

Beginning in 18th century England, copyright law has a long and storied past. In fact, copyright protection has been a part of our American legal system since the inception of the United States Constitution. While copyright law has expanded with the development of new technology, the common goal has always been to promote the progress and development of new works and ideas by protecting the financial interest of authors, artists, and creators. Luckily, the law includes exceptions for educators under certain circumstances. Thus, it is important for administrators, faculty, and staff to understand when the exceptions apply in the classroom—and when they don't.

Copyright Protection

According to Section 102 of the Copyright Act, a copyright is triggered as soon as a creative work is “fixed in a tangible medium of expression.” This means that an idea about a young girl who is transported to a magical land via tornado (and head injury) is not copyright protected until *The Wonderful Wizard of Oz* is written down. Additionally, facts, titles, names, and common property with no original authorship, like the white pages, cannot be copyrighted.

Once an author has a copyright, though, what does a copyright actually protect? The Copyright Act of 1976 protects the “bundle of rights” held by each copyright owner, which includes the right to reproduction, distribution, adaptation, public performance, and public display. When a consumer purchases a book or a movie, he or she owns the physical object, but not the copyrighted content itself. Thus, any copies made or public displays of the copyrighted content by the consumer would infringe on the copyright owner's rights; and, contrary to popular belief, merely including a credit to the author or artist does not actually circumvent these copyright protections. Accordingly, without obtaining permission from the copyright owner first, a person risks violating copyright law any time he makes copies from a book or shows a movie to a large crowd. Fortunately, legislators recognized that educators in the classroom setting have unique needs in terms of making copies and publicly displaying copyrighted works for their students. As a result, there are certain limitations and exceptions incorporated into the Copyright Act for educators.

Fair Use Doctrine

Section 107 of the Copyright Act covers the “fair use” doctrine, which, in part, outlines circumstances where teachers may use copyrighted materials in the classroom setting without obtaining permission from the copyright owner first. It is a common misconception that *any* use of copyrighted materials in an educational setting qualifies as fair use, but that is not always the case. Teachers and administrators that fail to recognize the scope of the fair use doctrine could entangle their school district in copyright infringement claims.

Fair use is determined on a case-by-case basis because each set of facts may lead to a different reasonable conclusion. However, courts generally consider the following four factors when determining whether the proposed use is considered fair use: (1) the purpose and character of the use; (2) the nature of the copyrighted work; (3) the amount and substantiality of the portion used in relation to the copyrighted work as

(Continued from page 5)

a whole; and (4) the effect of the use upon the potential value of the copyrighted work. All of the factors are balanced against one another to determine the degree to which the use would affect the copyright owner’s financial gain. Unfortunately, because courts use a fact-specific analysis in copyright infringement cases, educators are left without a bright-line rule of what constitutes fair use and what does not.

In an attempt to provide clarity on fair use, educators, librarians, publishers, and copyright owners gathered at the 1994 Conference on Fair Use (“CONFU”) to collaborate and develop guidelines by which all parties would abide. Naturally, the attendees were unable to agree on the amount of use that would be considered fair in an education setting, and CONFU ended in gridlock. However, educators, librarians, and publishers have established an informal set of voluntary guidelines that are widely accepted as fair use, though not contained in the Copyright Act. The chart below provides a sample of guidelines and measures that apply in most circumstances.

Generally, educators are allowed to copy:	Generally, educators are NOT allowed to:
A single chapter from a book	Make multiple copies of different works as a substitute for purchasing books or periodicals
An excerpt from a work that combines language and illustrations, such as a children’s book, not exceeding 2 pages or 10% of the work, whichever is less	Make multiple copies of works intended to be consumables, like workbooks or standardized tests
An article, short story, or essay of 2,500 words or less, or excerpts of up to 1,000 words or 10% of a longer work, whichever is less	Copy the same work more than 9 times in a single semester
A single chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper	Use copyrighted work for commercial purposes
Multiple copies of sheet music in an emergency to replace purchased copies that are unavailable, as long as they are replaced with more purchased copies	Use copyrighted work without attributing the author
A single copy of a sound recording for the purpose of constructing aural exercises or examinations	Copy the same works for more than one semester, class, or course

Movies at School

Another common misunderstanding among educators is under what circumstances it is appropriate to play a movie for students without obtaining a license first. When someone rents, purchases, or legally downloads a movie, that person has the right to *private* use of the movie under the law, which Section 101 of the Copyright Act defines as watching the movie at home with “a normal circle of family and its social acquaintances.” A showing of the movie to a larger group would be considered “public display.” Yet, Section 110 of the Copyright Act exempts certain displays and performances from copyright infringement because movies and documentaries can provide an important audio-visual element to the classroom.

Section 110 states that an educational exemption applies when:

1. The showing is made by, at the direction of, or under the actual supervision of an instructor;
2. The movie directly relates to the curriculum and is of material assistance to the content being taught;
3. The showing must take place in a classroom setting with only the enrolled students attending; and
4. The movie being used must be a legitimate copy, lawfully made under the Copyright Act and not taped from a legitimate copy or taped from television.

All of the requirements listed above must be met in order for the educational exemption to apply. Thus, a teacher may use a rented or purchased copy of a film in class as long as there is a reasonable pedagogical purpose for showing it. However, showing a movie as part of a PTO event or to reward a class for good behavior would not qualify as part of the educational exemption. In those scenarios, it is not only prudent but *necessary* for the school district or PTO to obtain a license from public performance licensing agents, like Swank Motion Pictures, Inc., before showing a movie.

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learning environments



At Dickinson Hussman Architects, we believe that our clients have the power to change the world through each and every student they impact.

We strive to sustain this mission by creating learning environments that advance the exchange of knowledge so students are inspired to reach their full potential.



NEW SERVICE

Building Administrator Search

The MARE organization is available to all school districts throughout Missouri to facilitate Building Administrator 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 Building Administrator 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:

Building Enrollment	Charges	Building Enrollment	Charges
200 students or less	\$2000	1001 – 1200 students	\$4000
201 – 400 students	\$2400	1201 – 1400 students	\$4400
401 – 600 students	\$2800	1401 – 1600 students	\$4800
601 – 800 students	\$3200	Above 1601 students	\$5200
801 – 1000 students	\$3600		

Search Consultant will meet with district board designated personnel to review unique elements of the school building.

- Identify key expectations for the successful candidate.
- Designation of required vs. desired candidate criteria.
- Identify elements of the compensation package.
- Composition of the vacancy notice.
- Review application process, roles, and establish time lines.

If a non-member district engages MARE to conduct their Building Administrator 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 building administrator search services should forward inquires to:

MARE Building Administrator Searches

Dr. Ray V. Patrick
 201 South Holden Street, Suite 202
 Warrensburg, MO 64093
 Phone: (660) 747-8050
 Fax: (660) 747-8160
 Email: rpatrick@moare.com

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Public Domain

Finally, confusion often surrounds which educational materials fall within the public domain. The development of the Copyright Act over the course of many decades resulted in a number of amendments to the statutes governing the life and duration of a copyright. Alas, these amendments lead the question of whether a work is in the public domain to be answered with the classic lawyer answer, "it depends."

The general rule provided in Section 302 of the Copyright Act is that published works created on or after January 1, 1978 have copyrights that last the life of the author *plus 70 years*. This means that if an author published a novel on January 1, 1978—and she met an untimely death on the same day—the copyright attached to that novel would remain in effect until 2048. The rules regarding works created prior to January 1, 1978 are a bit murkier.

In some cases, it is easy to determine a work's public domain status. For example, works authored by the federal government or that were published or recorded before January 1, 1923 are in the public domain. In all other cases, it is prudent to double check a work's public domain status by using online resources or by calling your helpful school district attorney.

Most importantly, educators must remember that content found on the Internet is not automatically part of the public domain. Teachers should tread carefully when downloading "free" materials off websites or streaming videos through district computers, as many times content is uploaded without permission from the copyright owner. If schools intend to foster responsible Internet behavior in students, then educators must model the same good behavior when using online resources.

Conclusion

Because of its fact-specific nature, copyright law can be complicated and occasionally misinterpreted. Accordingly, when in doubt, it is always advisable—and cheaper—to ask for permission from a copyright owner rather than to ask for forgiveness. If you have made a mistake in good faith, though, and find yourself on the receiving end of a cease-and-desist letter, do not ignore it! Often, the copyright owner simply wants the infringing behavior to stop, and he or she will not seek further action against the teacher or school district. If you need additional guidance, your school district attorney should be able to assist you in navigating the sometimes muddy waters of copyright law.

Ms. Piatt is an attorney at Tueth Keeney Cooper Mohan & Jackstadt, P.C. Ms. Piatt graduated from Saint Louis University School of Law with a concentration in Intellectual Property Law.

Pitfalls in Third-Party Vendor Relationships

By: Steve Book



Maggie has worked in food services for several years in your building. The district recently decided to contract for food services, and part of the contract required the vendor to hire all current food service employees. Maggie had always been an outspoken and sometimes poor-performing employee, but not poor enough to terminate her employment. During the first few months, the vendor had conversations with you about Maggie's performance. You confirmed that she had not been a good employee and would not object if they terminated her. You receive an email from the vendor advising that Maggie will be terminated, and she is. Maggie files a discrimination suit against the district and the vendor. You are also named as a defendant.

An elementary student requires occupational therapy services through her IEP. The district contracts with an occupational therapy provider, who sends a therapist each week to work with the child. The therapist is not always on time, is not prepared, and there is concern she is not implementing the IEP. The process coordinator contacts the provider about the therapist's performance concerns. The therapist is removed from the building, and as it turns out, is fired completely. The therapist later names the district in a charge of discrimination.

You are confused because the district did not employ either of these individuals. Instead, they were employees of third-party vendors, acting as independent contractors. However, under the Missouri Human Rights Act (MHRA), individuals in situations like the examples above are including contracting entities such as public school districts as defendants in employment discrimination claims. This is known as the "dual employer" theory of liability. Under the MHRA, "discrimination" is defined as "[a]ny unfair treatment based on race, color, religion, national origin, ancestry, sex, or age as it relates to employment, disability, or familial status." Meanwhile, "employer" is defined to include "the state, or any political or civil subdivision thereof...and any person directly acting in the interest of an employer..." Individuals working for vendors and assigned to a school district are arguing that the school district, as well as the vendor, should be considered an "employer" under the MHRA. While we continue to argue to the contrary, the Missouri Human Rights Commission tends to agree with this theory.

Because of the manner in which the MHRA is interpreted (very broadly), it can be difficult to defend against the legal argument asserted by the vendor's employee in these situations. As such, it is vitally important to take as many precautions as possible to protect the district during the relationship with the vendor.

The Contract

The district should ensure that the contract with the vendor shifts the risk of such claims to the vendor as much as possible. The primary risk-shifting clause is indemnification. The contract should require the vendor to indemnify the district to the maximum extent possible for the actions or omissions of the vendor and its employees. In addition, the contract should require the vendor to obtain and maintain adequate insurance coverage for discrimination claims filed by its employees. The coverage should identify the district as an additional insured to provide additional coverage to the district for such claims.

Building-Level Precautions

It can be difficult to balance the desire to ensure the employee is considered an independent contractor with the need to be able to exert some level of control over the employee on a day-to-day basis. Therefore, these guidelines can vary on a case-by-case basis. However, it is generally important to establish protocols to address the deficient performance of the vendor's employee working directly with students and building-level staff. Certainly the vendor's employee must be subject to some direct control of the district on a day-to-day basis. District staff must be able to direct and redirect the vendor's employee if necessary. However, the district should communicate regularly with the vendor regarding any persistent or serious performance concerns or disciplinary matters. It follows that if a vendor's employee should be disciplined in any significant manner, that discipline should be rendered by the vendor and not the district. In addition, if the vendor's employee has serious complaints about his or her position, the employee should be referred to the vendor to address those concerns.

The balancing act becomes particularly difficult because school districts oftentimes want the right and ability to demand that the vendor remove its employee from the building if desired. While this capability is necessary to properly operate the building, it is evidence of the district's control over the vendor's employee, which is used to argue that the district should be considered the employee's employer for purposes of the MHRA. Therefore, it is important to consider the role of the district on an individualized basis for each vendor.

Conclusion

Missouri school districts are relying more and more on third-party vendors to provide services to students that had previously been provided by district employees. Substitute teachers, transportation services, food services, security and custodial services are the most common examples of contracted services, but there are others as well. We continue to see school districts simply accept the contract provided by the vendor without any consideration for the issues discussed above. However, it is extremely important that the contract reflect the expectations of the district and shift as much risk for potential employee misconduct to the vendor. Otherwise, the district could be left defending a lawsuit caused by the actions of others.

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Confederate Flags in Public Schools

The confederate flag has been a source of intense debate since the Civil War, and most recently has been the topic of heated debate and heightened emotions as to whether the flag is simply a symbol of heritage or a symbol of hate. To be clear, we are not advocating for either position, and provide no personal opinions on the confederate flag itself, what it represents, or whether someone should be allowed to display it in a public school.

Instead, this article will provide you, public school educators, with practical solutions for dealing with the display of the confederate flag at your school. We will discuss the general legal framework under which this issue is analyzed in the courts, as well as how administrators can go about handling these situations in a way that will minimize the legal risk involved and help protect their district.

Legal Framework

Legal claims involving the display of the confederate flag, whether it be the flag itself or an image of the flag on an article of clothing, etc., are most typically analyzed under the First Amendment's protection of free speech. The seminal case involving free speech protections for students in public schools was decided by the United States Supreme Court in 1969. In that case, *Tinker v. Des Moines Independent Community School District*, the Supreme Court upheld the rights of three students to wear black armbands in protest of the Vietnam War when their conduct was viewed as non-disruptive. 393 U.S. 503, 514 (1969). In so doing, the Supreme Court established the standard for student First Amendment cases. School administrators are prohibited from banning certain speech unless they can show facts that lead them to a reasonable forecast of "substantial disruption of or material interference with school activities." *Id.* at 514. The First Amendment must be "applied in light of the special characteristics of the school environment." *Id.* at 506. The Supreme Court stated that school administrators must demonstrate that their prohibition of the speech at issue "was caused by something more than a mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint." *Id.* at 509.

Two other United States Supreme Court cases have since refined and expanded the *Tinker* standard. In the 1986 case of *Bethel School District No. 403 v. Fraser*, the Supreme Court modified its view of students' First Amendment rights when it held that a school was constitutionally allowed to suspend a student who gave a speech laden with sexual innuendo at a school assembly. 478 U.S. 675, 685 (1986). In upholding the school's decision to punish the student, the Court relied on *Tinker*, but also developed a balancing test in holding that the "undoubted freedom to advocate unpopular and controversial views in schools and classrooms must be balanced against the society's countervailing interest in teaching students the boundaries of socially appropriate behavior." *Id.* at 681.

The Supreme Court next decided the case of *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988). The Court applied the balancing test established in *Fraser* to uphold a school's censorship of certain articles in the school newspaper produced as part of the school's journalism classes. In upholding the District's decision to censor the articles, the Court held that a school does not have to tolerate student speech that is "inconsistent with its 'basic educational mission.'" *Id.* at 266. The Supreme Court applied the *Tinker* disruption test to allow the school to regulate the content of a publication which "materially disrupts classwork or involves substantial disorder or invasion of the rights of others." *Id.* at 281.

Using these standards articulated by the United States Supreme Court, the 8th Circuit of the United States Court of Appeals (which would strongly guide any federal case arising out of Missouri, and is therefore the most relevant) decided a case arising in Missouri which dealt directly with the display of the confederate flag at a public school. In *B.W.A. v. Farmington R-7 School Dist.*, high school students brought an action under 42 U.S.C.A. § 1983, against school officials after being sent home for refusing to remove items of clothing with the confederate flag symbol. 554 F.3d 734 (8th Cir. 2009). The principal of the school had received student complaints about the display of the flag, and the school had endured racial vandalism and property damage. The 8th Circuit applied *Tinker* and stated that in order for school officials to justify prohibiting a particular expression of opinion, they must be able to show that the ban was caused by something more than a mere desire to avoid the discomfort that accompanies an unpopular viewpoint. The court went on to explain that racially offensive speech cannot be restricted simply because it is offensive; but, when that speech occurs in an educational context that causes school officials to reasonably suspect material and substantial discipline disruption, some limitation is permissible. Based on the substantial race-related events in both the school and the community, the 8th Circuit held the ban to be constitutionally permissible as school officials could reasonably forecast from this that a substantial disruption would result from any display of the confederate flag.

Practical Application

Now that we have established the legal framework surrounding this issue, it is necessary to discuss ways in which you can deal with displays of the confederate flag at your school. Our recommendation is to analyze the issue in the same way that the courts would – that is, to treat it as a free speech issue – and apply the standards set out in the cases discussed above. When school administrators are considering regulating student speech at school, they must determine whether they have enough of the right kind of evidence to show or forecast a substantial disruption under *Tinker*.

Unfortunately, there is no bright-line test indicating when school administrators have enough of the right kind of evidence to show that the confederate flag



School District Increases Efficiency with Electronic Records

Centralia R-VI School District eliminated manual, paper-based processes with a convenient, cloud-based application so administrators and staff members can focus on more important tasks

Business Needs

With decades of records stored onsite, the Centralia R-VI School District receives frequent requests for documents such as transcripts and school board meeting packets. To make it easier for staff to fulfill these requests and protect historical records, Centralia needed to reduce reliance on paper-based records.

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- The ability to search board packets for specific actions enables staff to quickly respond to requests and comply with open records laws covering these public documents
- Cloud-based document storage adds an additional layer of protection for historical documents pertaining to students, administrative processes and facilities



Centralia R-VI Public School District is located in the northeast corner of Boone County, Missouri, and western portions of Audrain County. There are approximately 1400 students that attend four different campuses composed of seven buildings housing a preschool, elementary, intermediate, middle school, high school, vocational sciences and alternative school.

INDUSTRY:	K-12 Education
LOCATION:	Centralia, MO
STUDENTS:	1,400
WEBSITE:	centralia.k12.mo.us

“The biggest impact so far has been from putting the paper in storage and gaining efficiency. But some of the story has yet to be written.”

— **Darin Ford, Superintendent,**
Centralia R-VI School District

HANDLING SERVICE ANIMALS IN THE K THRU 12 SETTING

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Requests to permit access of so called “service animals” in places of public accommodation - restaurants, theaters, sporting events and public schools are on the rise. Places of public accommodation, including schools, are populated by increasing numbers of assistance animals. From monkeys to parrots to snakes, individuals are claiming the right to access public facilities and events with their “service animal.”

Just exactly what is a “service animal”? For years a service animal has been defined as a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. Other animals and dogs that are not trained to perform tasks that mitigate the effects of a disability do not qualify as service animals.

So, when confronted with a request for access or use of a service animal in the K-12 setting what can you do? While a public entity may not ask about the nature or extent of the individual's disability, you are free to inquire whether the animal is necessary because of a disability and ask about the work or task(s) the animal has been trained to perform. You should not ask these questions when it is readily apparent that the animal is trained to do work or perform tasks for an individual with a disability (for example, when a dog is seen guiding a person with a visual impairment or pulling an individual's wheelchair). Nonetheless, in the K-12 setting, once the work or tasks the animal performs have been confirmed, because school-age children (including those with allergies or a fear of animals) do not have a choice about being on district property, restrictions on the use of service animals on school grounds may be appropriate. Students with disabilities are not entitled to bring service animals to school if the animal's presence is not necessary for the student to receive free, appropriate public education (“FAPE”). However, school districts should be wary of excluding service animals outright without considering the specifics of the student's situation. For instance, in *Bakersfield (CA) City School District*, 51 IDELR 142 (OCR 2008), the U.S. Dept. of Education, Office of Civil Rights (“OCR”) found that the school district violated Title II of the ADA and Section 504 of the Rehabilitation Act of 1973 by excluding a student's dog from school. OCR specifically noted that the school district failed to conduct an inquiry into whether the dog was an appropriately trained service animal, or whether the work or tasks it was ostensibly trained to perform addressed the student's disability-related needs. Instead, the district unilaterally determined that the dog posed a health and safety risk to students and staff. According to OCR, even if the dog did not qualify as a service animal the school district should have considered whether the dog's presence was necessary for the student to receive FAPE!

Once in the school setting who is responsible for the care and supervision of the service animal? Strictly speaking, the “handler” - the disabled individual or the person accompanying the disabled person, not the school district, is responsible for keeping the animal under control. According to the U.S. Dept. of Justice, the animal must be harnessed, leashed, or tethered while in public places and the animal should not be allowed to bark repeatedly in a lecture hall, theater, library, or other quiet place. Despite this clear statement, in the K-12 setting, the school district may need to provide some assistance to enable a particular student to handle his or her service animal, even if that animal is not required for the disabled student to receive a FAPE. The DOJ has determined that a school district may be liable for disability discrimination if it prohibits a child from bringing a service animal to school, even if it has otherwise provided the student FAPE under the IDEA. Despite clear compliance with all IDEA requirements, the DOJ has found that a school district violates the ADA's reasonable accommodations requirement when it refuses to allow a student to bring her service animal to school without an adult handler. In reaching this decision in this particular case, DOJ noted that the service dog was trained to go without food or water during school and the child could already control the animal with some help from her one-on-one aide, the dog's presence without an adult handler did not fundamentally alter the nature of the district's program. The DOJ specifically pointed out that, “[W]hether or not the IDEA's requirements have been met does not determine whether a valid ADA claim would exist... Even if [the parent] conceded that [the district] fully satisfied its IDEA obligations ... [she] could pursue claims under the ADA.” Similarly, the United States District Court for the Southern District of Florida has held that ADA regulations stating that public entities are not responsible for the care and supervision of service animals did not justify a school district's insistence on having a 6-year-old boy's parent provide a handler for his service dog.

Requests for access or use of a service animal in the K-12 setting should be handled on a case-by-case basis. If the student has an IEP or Section 504 Accommodation Plan, reconvene the IEP or 504 team. Have the team consider and determine if the student needs the animal to receive a FAPE. Remember, if the student in question disability involves vision, hearing, speech or communication impairments, the accommodation may be required under Title II of the ADA regardless of FAPE considerations. Whether or not necessary for FAPE, also determine whether access and use of the animal will fundamentally alter the nature of the school district's programming. Finally, contact legal counsel for clarification and direction on how to proceed.

¹ 28 C.F.R. Part 35.104

² *Id.* Absent certain special limited circumstances, miniature horses are not included in the definition of service animal.

³ 28 C.F.R. Part 35.136(f); *In re: Student with a Disability*, 114 LRP 32429 (OCR 04/02/14)

⁴ *Collier County Sch. Dist.*, 110 LRP 7471 (SEA FL 09/15/09); *In re: Student with a Disability*, 115 LRP 20747 (SEA NY 03/19/15); *Bakersfield City Sch. Dist.*, 51 IDELR 142 (SEA CA 2008)

⁵ July 1, 2015 U.S. Dept. of Justice FAQ on Service Animals and the ADA

⁶ *Gates-Chili Cent. Sch. Dist.*, 65 IDELR 152 (DOJ 2015).

⁷ *Alboniga ex rel. A.M. v. School Bd. of Broward County, Fla.*, 215 WL 541751 (D.C. S.D. Fla. 02/10/15)

Scholarship



2015 Philip C. Dorth Scholarship recipient. **Cole Haugen** graduated from Helias High School in Jefferson City, MO. He is currently attending Truman State University, Kirksville, MO working on a major in Secondary Education with an emphasis in History.



2015 William G Peter Scholarship Recipient. **Brandi Nicole Caffey** of Conway, Missouri graduated from Laclede Co. R-I High School. She is currently attending Missouri State University – West Plains, Missouri majoring in Elementary Education.



Abby Luallin is a graduate of the Laclede Co. R-I High School at Conway, MO. She is currently attending the Hannibal-LaGrange University – Hannibal, MO, majoring in Early Childhood Education.



2015 American Fidelity Assurance Company Scholarship recipient. **Casey Warren** is a graduate of Lafayette Co. C-1 High School in Higginsville, Missouri. She is currently attending University of Central Missouri, Warrensburg, majoring in Physical Education.



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2015 CTS Group Scholarship recipient. **Hannah Trump** is a graduate of Clark County High School – Kahoka, MO. She is currently attending Hannibal-LaGrange University – Hannibal, MO, majoring in Secondary Education with an emphasis in English.

Recipients



2015 Forrest T. Jones & Company Scholarship recipient. **Elizabeth Anne Redd** of Harrisburg, Missouri is a graduate of Dallas Co. R-I High School – Buffalo, MO. She is currently attending Central Methodist University – Fayette, majoring in Elementary Education.



2015 Ray Doerhoff Scholarship recipient. **Jacqueline Anderson** of Slater, Missouri, is a graduate of Slater High School. She is currently attending the Central Methodist University – Fayette, majoring in Early Childhood Education.



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(Continued from page 11)

has caused a disruption or forecast that the confederate flag will cause a disruption. The occurrence of racial tensions that have culminated in relatively recent physical disputes between students would likely satisfy the *Tinker* standard. In such a case, courts would not have to decide on the significance of racial tensions, because physical disputes are unquestionably disruptive. Another possible disruption that would likely satisfy the *Tinker* standard is if the flag is being displayed in any form to provoke or intimidate. In these instances, there would be a clear violation of the school's discipline code and the District would need to protect its students from harassment or intimidation.

What is less clear is whether complaints from other students alone would be enough to satisfy the *Tinker* standard. In these instances it depends on several factors, including how many complaints are received, whether there is some type of additional disruption associated with the display of the flag, the racial atmosphere of the school, the purpose for which the student(s) is/are displaying the flag, and whether you can reasonably suspect that a disruption will occur if no action is taken. As stated, however, there is no bright-line test, and administrators must use their best judgment in determining whether there is a substantial disruption in the educational environment by the display of the confederate flag. Regardless of what is decided, take care to document all complaints or observed disruptions in order to rely on those later if necessary.

Conclusion

With all of the recent media attention surrounding the confederate flag, it is clear that this could be a significant issue for school districts this year, and may continue to be for some time. As recently as this past August, there has been media coverage of a student suspended from school for displaying the confederate flag. If you have this issue arise in your school, keep in mind the legal framework that will be applied to the situation and apply the standards discussed above. There needs to be a substantial disruption in the education environment as a result of the display of the confederate flag, or you should be able to reasonably forecast such a disruption, in order to discipline students for displaying the flag or ban displays of the flag altogether. Applying this standard and documenting evidence of the factors involved will help protect you and the school district from unnecessary legal liability.



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PRESS RELEASE

The American Legion Boys State of Missouri, Inc.

FOR IMMEDIATE RELEASE

August 2015

FOR MORE INFORMATION:

Contact: MBS Headquarters
1-877-342-5627

MARE SPONSORS STUDENTS TO ATTEND 76th SESSION OF MISSOURI BOYS STATE

(WARRENSBURG, MO) – **Landon Michael Craft** from Twin Rivers High School and **Matthew Christian Walton** from Wellsville High School, both sponsored by the Missouri Association of Rural Education, were among 983 outstanding Missouri students to participate in the 76th session of The American Legion Boys State of Missouri program held June 13-20 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.



Craft and **Walton** were nominated to attend this once in a lifetime experience by their high schools and selected based on their academics, leadership, citizenship, and character. As a sponsor, the Missouri Association of Rural Education afforded **Craft** and **Walton** the opportunity to participate in *A Week to Shape a Lifetime - Missouri Boys State* by funding the program fee.

Craft (son of Jeffrey and Sydney Craft) participates in the A+ Program; is a member of the Band; Baseball and Basketball teams; Beta Club; Drama Club; Family Career & Community Leaders of America; Foreign Language - Spanish; Forensics Club; and Robotics Club. He is on the Honor Roll. **Craft** is an Eagle Scout and is active in his Church Youth Group. He is also employed. During the week of Boys State, **Craft** was a Citizen of Ingle City and a Member of the Federalist Party. He attended the Journalism School and devoted his time as a reporter for the daily newspaper, The Record, developing and uncovering stories and writing articles. **Craft** had articles published in the Wednesday, June 17, 2015; Thursday, June 18, 2015; and Friday, June 19, 2015 editions of the newspaper.

-MARE SPONSORS STUDENTS TO ATTEND 76th SESSION OF MISSOURI BOYS STATE



Walton (son of Barb and Scott Walton) participates in the A+ Program; is a member of the Cross Country and Track teams; 4-H Club; Future Farmers of America; Future Business Leaders of America; and Foreign Language - German. He is on the Honor Roll. **Walton** is active in his Church Youth Group and is a member of the Fellowship of Christian Athletes. He is also employed. At Missouri Boys State, **Walton** was a City of Alcorn City and a Member of the Federalist Party. He was elected by the citizens of Alcorn City and actively served as a member of the City Council. He attended the Public Administration School where he learned the basics of city government and the role of a City Council member.

During Boys State and along with all participants, **Craft** and **Walton** 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 2015 session included: Karl Rove (Former Senior Advisor and Deputy Chief of Staff to President George W. Bush); Lt. General Martin R. Steele (retired USMC); Warner Baxter (Chairman, President, and CEO of St. Louis-based Ameren Corporation); Missouri Governor Jay Nixon; Missouri Auditor Nicole Gallo-way; and Eric Greitens (White House Fellow, Rhodes Scholar, Navy SEAL Commander, and Former Missouri Boys State Citizen).

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. Students have the opportunity to participate in this nationally recognized program due to sponsors, like MARE. Sponsors are critical to the continued success of the program since students and their families are not allowed to pay any portion of the program fee. 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 2015-16 academic year and are interested in participating should contact their High School counselor or visit the Missouri Boys State website at www.moboysstate.org. The 2016 session will be held June 18-25. 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 bet-tie.rusher@moboysstate.org.



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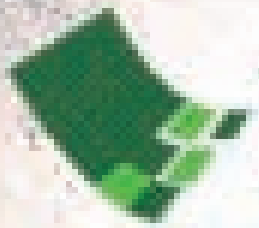
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 Warrensburg, Missouri 64093-1220

Refund Request/Cancellations must be received prior October 15, 2015
 NO refunds after that date because of fixed costs.

Congratulation to the Outstanding Rural Education Recipients for 2015.

Recognition will be given at the annual MARE/K8 Conference Banquet on Sunday evening, October 25, 2015

Elementary Teacher

Mickey Burle

2nd Grade Teacher - Osage Co. R-II School District

Building Administrator

Melanie Rucker

Elementary Principal - Chillicothe R-II School District

Middle School Teacher

Melissa Westphal

Music Teacher - Otterville R-IV School District

Support Staff Member

Angie McFee

District Accountant - Winston R-VI School District

Secondary Teacher

Joseph Murphy

Physical Education Teacher - Chilhowee R-IV School District

District Administrator

Kenneth Cook

Superintendent - Malden R-I School District

Secondary Student

Rleigh Grunden

Senior - Cole Camp R-I School District

Board Member

Gary Duke

Halfway R-III School District

School District

Cole Camp R-I School District

E-Rate Workshop - presented by ERate Program, LLC

Monday, October 12th - 10:00 am -- noon
Innovation Center
920 Broadway
Cape Girardeau, MO
Call (573) 651-5161 for directions

Tuesday, October 13th - 10:00 am -- noon
Tefft Center
1418 Pythian
Springfield, MO
RSVP to Debbie Nelson, Executive Director
RCET-SW (417) 523-5560

Wednesday, October 14th 10:00 am - noon
Maryville R-II School District

1429 S. Munn Ave.
Maryville, MO

Call (660) 562-3255 for directions

Thursday, October 15th 10:00 am - noon
Marshall School District
860 W. Vest
Marshall, MO
Call (660) 886-7414 for directions

Friday, October 16th 10:00 am - noon
Macon R-1 School District
702 N Missouri
Macon , MO
Call (660) 385-5719 for directions



Attorneys at Law

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*Jessica Bernard, Angela Witten, Steve Book,
Stephen Freeland, Shellie Guin, Bryan Meyer*

Kansas City Office

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*David Mannix, Barney Mundorf, Shawn McLain,
Sarah Knoploh (not pictured)*

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MARE & K-8 Association Conference
Country Club Hotel and Spa – October 25-27, 2015
EXHIBITOR and SPONSOR Registration & Information

Name of Contact Person: _____
 NAME OF Company/Organization/Association: _____
 Address: _____
 City: _____ State: _____ ZIP: _____
 Telephone: _____ Email: _____
 Names of individual(s) representing your Company/Organization/Association: _____

Exhibition Booth: The booth fee includes 8' table, set-up, skirt, electricity and two chairs. **Exhibitor booth locations will be made available the day of the conference.** Please check other Special and Display Needs. Also included are the reception and the Tuesday morning Conference Breakfast.

- One booth (MARE and/or K-8 Associate Member) @\$200 **Fee waived if event sponsor***
- One Booth (MARE and/or K-8 **NON** Associate Member) @\$350 **Fee waived if event sponsor***
- Vendors needing at least two booth spaces @\$400 (Associate) - @\$500 (Non-Associate)
- Vendors needing more than two booth spaces @\$600. **Limited number of spaces.**

Sponsorship Opportunities: (Suggested Conference Sponsorship Opportunities listed on second page.)

- \$1,500+ Platinum Level:** Booth Choice, conference registration. Recognized at Conference as Major Sponsor, Listed in Program Booklet, Display Boards, and Website as a Major Sponsor and Business Partner of MARE and MO K-8 Associations.
- \$1,000+ Gold Level:** Booth Choice, conference registration. Recognized at Conference as Major Sponsor, Listed in Program Booklet, Display Boards, and Website as a Major Sponsor and Business Partner of MARE and MO K-8 Associations.
- \$750+ Silver Level:** Booth Choice, conference registration. Recognized as Conference event sponsor and listed in Program Booklet and Display Boards.
- \$500+ Bronze Level:** Conference registration. Recognized as Conference event sponsor and listed in Program Booklet.

Sponsors will be given booth assignments based on level of sponsorship and a "first come, first serve" basis. Every effort will be made to accommodate all request.

Signature: _____
 Please sign and return along with check in correct amount payable to:

Missouri Association of Rural Education
 710 N. College, Suite C, Warrensburg, MO 64093



MARE & K-8 Association Conference
Country Club Hotel and Spa – October 25-27, 2015
EXHIBITOR and SPONSOR Registration & Information

Location: The Country Club Hotel and Spa, Lake Ozark, Missouri. (Individuals responsible for making room reservations.) Conference Room Rate is \$89.00 single or double. Reservations: (573) 964-2200. The exhibitor assumes entire responsibility of claims, losses, and damages to persons or property. The Exhibitor booth locations will be assigned during setup.

Designated Times to Setup and Meet Conference

Participants: The conference schedule provides various opportunities to visit exhibits and meet with vendors:

- Exhibit Setup:** Monday, October 26, 2015 10:30 a.m. – 2:30 p.m.
- Exhibit Hours:** Monday, October 26, 2015 3:00 p.m. – 8:30 p.m.
- Opening Reception:** with Exhibitors opens at 5:30 p.m.
- Breakfast with Exhibitors:** Tuesday, October 27, 2015 7:30 a.m. – 9:30 a.m.
- Tear Down:** Tuesday Morning – 9:30 a.m. – 11:00 p.m.

Exhibitor Recognition: As an exhibitor, your company/organization will be listed in our program booklet and in other manners if sponsorship opportunities are identified.

Exhibit Booth Specs: Each booth will be provided with either a 6 or 8 foot table, skirt, two chairs, and electricity upon request.

Prize Donation: Exhibitors may donate a prize for a drawing that may be announced during the Breakfast with Exhibitors on Tuesday morning.

- Would like to announce winners.

Special Needs:

- power outlet
- internet connection
- wall banner display (limited due to exhibit hall size)
- Other (Please List) _____

Display Needs:

- Table mounted display
- Floor display (table not needed)
- Additional table
- Needing additional booth space
- Display will be shipped to hotel prior to beginning of the conference. (Vendor will need to contact the hotel for delivery information.)
- Vendors responsible for packaged display to be picked up following the conference, if to be shipped.

Brochure Distribution: As an exhibitor, you may want to have a flier placed in each attendee's materials. All materials must be received by the MARE Office – Monday, October 19, 2015.

Sponsorship Opportunities: (Refer to identified sponsorship levels on first page. Sponsorships listed below are counted toward different levels.)

- Banquet Entertainment/Support - \$1,000
- Luncheon Keynote Speaker -- \$3,000
- Program Booklet Printing – Co-Sponsors \$250 each – four sponsors needed.
- Refreshment Breaks – Co-Sponsors \$500 each - four sponsors needed.
- Exhibitor Reception – Co-Sponsors - three sponsors needed.
- Exhibitors Breakfast – Co-Sponsors - \$500 each -- four sponsors needed.
- Photography Sponsor
- Program Booklet Ads – layout provided by exhibitor - (jpeg preferred) – Receipt deadline in MARE Office – Monday, September 28, 2015.
 - Full page Ad -- \$200
 - ½ page Ad -- \$150
 - ¼ page Ad & Business Card - \$100

Hotel Information:

Country Club Hotel & Spa
 301 Carol Road, PO Box 1599
 Lake Ozark, MO 65049
 Phone: (573) 964-2200

Missouri Association of Rural Education
 710 N. College, Suite C, Warrensburg, MO 64093



EMILY OMOHUNDR
eomohundro@moedcounsel.com



DUANE MARTIN
dmartin@moedcounsel.com



TOM SMITH
tsmith@moedcounsel.com



MARCY GREENWADE
mgreenwade@moedcounsel.com



J. DANIELLE MCAFEE
dmcafee@moedcounsel.com

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RACHEL ENGLAND
rengland@moedcounsel.com



J. DREW MARRIOTT
dmarriott@moedcounsel.com



BRIAN MAYER
bmayer@moedcounsel.com



KRISTEN O'NEAL
koneal@moedcounsel.com



EMILY WOPATA
ewopata@moedcounsel.com

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Duane Martin
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Fax: (314) 395-5882
Email: rsenturia@erateprogram.com
Web: www.erateprogram.com


THOMECEK & BRINK, LLC
Attorneys at Law



James G. Thomeczek
Attorney at Law

1120 Olivette Executive Parkway
Suite 210
St. Louis, Missouri 63132
314.997.7733
314.997.4888 fax
314.302.1120 cell phone
james.thomeczek@TBlawfirm.com


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Our purpose is to LISTEN to the NEEDS of rural Educators and then help them meet those NEEDS as efficiently as possible.

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 inquires to:

MARE Superintendency Searches

MARE
701 N College St
Suite C
Warrensburg, MO 64093

Phone: (660) 747-8050
Fax: (660) 747-8160
rpatrick@moare.com

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_____ School District Six Digit School Code

Name: _____ Title: _____

School/Organization: _____

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City/State/Zip: _____

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 Warrensburg, MO 64093 or fax: (660) 747-8160**