



Missouri Association of Rural Education

Fall 2006

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

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

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MARE 2006-2007 Calendar

October 2, 2006
Board Meeting **
10:00 a.m.
Jefferson City, MO

December 4, 2006
Board Meeting **
10:00 a.m.
Jefferson City, MO

March 8, 2007
Board Meeting
7:30 p.m.
The Resort at Port Arrowhead
Lake Ozark, MO

March 9, 10, 2007
MARE Conference
The Resort at Port Arrowhead
Lake Ozark, MO

April 2, 2007
Board Meeting **
10:00 a.m.
Jefferson City, MO

May 7, 2007
Board Meeting **
10:00 a.m.
Jefferson City, MO

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

Is Rural Education Ready for the Future?

This writer recently had the opportunity to attend a national meeting in which **Gary Marx**, president of the Center for Public Outreach, in Vienna, Virginia spoke on the future of education and its implications for each of us. As a futurist, he has directed many studies, working with education, community, business, association, and government leaders in developing the basis for the **“Sixteen Trends...That Will Profoundly Impact Education and the Whole of Society in the 21st Century”**.

Sixteen Trends

- For the first time in history, the old will outnumber the young.
- Majorities will become minorities, creating ongoing challenges for social cohesion.
- Social and intellectual capital will become economic drivers, intensifying competition for well- educated people.
- Standards and high stakes tests will fuel a demand for personalization in an education system increasingly committed to lifelong human development.
- The Millennial Generation will insist on solutions to accumulated problems and injustices, while an emerging Generation E will call for equilibrium.
- Continuous improvement and collaboration will replace quick fixes and defense of the status quo.
- Technology will increase the speed of communication and the pace of advancement or decline.
- Release of human ingenuity will become a primary responsibility of education and society.
- Pressure will grow for society to prepare people for jobs and careers that may not currently exist.
- Competition will increase to attract and keep qualified educators.
- Scientific discoveries and societal realities will force widespread ethical choices.
- Common opportunities and threats will intensify a worldwide demand for planetary security.
- Understanding will grow that sustained poverty is expensive, debilitating, and unsettling.
- Polarization and narrowness will bend toward reasoned discussion, evidence, and consideration of varying points of view.
- As nations vie for understanding and respect in an interdependent world, international learning, including diplomatic skills, will become basic.
- Greater numbers of people will seek personal meaning in their lives in response to an intense, high tech, always on, fast-moving society.

As each direct their attention to the future, the tasks ahead look to be both complex and exciting. Not only will each of these trends present great challenges but each will present considerable opportunities. Those of use working for the betterment of rural education in Missouri must continue to be proactive in seeking equal and quality educational opportunities for all rural children of this state.

**Doing Your Due Diligence:
What are the Reporting Requirements for Acts of Student Violence?**

By: Michael D. Hodge, Esq.

Thomas A. Mickes, Esq.

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I. Introduction

Recent media reports of school violence have reminded us that the threat of violence in our children's schools is very real. Although recent accounts of school violence have been perpetrated by outside third-parties, as in the Amish school shootings in Pennsylvania and the sexual assault and eventual murder-suicide in Colorado, student-on-student or student-on-staff violence remains a critical issue for schools today. These stories may be relegated to the inside pages of media publications, but should hold the utmost attention of school administrators and teachers everywhere.

Although little media attention was given to the following, these are a list of some of the most violent events that have occurred this year:

- On January 13, 2006, in Longwood, Florida, a 15-year-old male middle school student was shot by the SWAT team after pulling out a gun out in class, briefly taking another student hostage, and running through the school. The student, who police said was suicidal and threatening to kill himself, was isolated in a restroom where he was shot by the SWAT team after he reportedly raised the gun at a deputy. The gun was later found to be a pellet gun fashioned after a 9mm handgun, which is what the police later reported as believing what he actually had in his possession. The 15-year-old died from his injuries the next day, according to reports.
- On January 13, 2006, in Pinson, Alabama, a 17-year-old male high school junior was shot in the neck and groin during a fight with a 20-year-old male high school senior in a high school parking lot after a high school basketball game. Deputies arrested the 20-year-old male in the parking lot after the incident.
- On January 30, 2006, in Great Falls, Montana, a 16-year-old male high school student walked off his bus, into a school restroom, and fatally shot himself in the head around 8:00am. The principal, who was nearby, ran to the restroom and found the body. Police report that the male suffered a single self-inflicted gunshot to his head from a large-caliber weapon.
- On March 23, 2006, in Milwaukee, Wisconsin, a 15-year-old male 7th-grade middle school was beaten to death at a bus stop a couple blocks from his school while awaiting a bus around 1:50pm. The victim had received an early release for a doctor's appointment.
- On May 5, 2006, in Miramar, Florida, a 19-year-old male was shot in the head with a single gunshot and died following a fight outside of a charter high school dance around 11:35pm.
- On May 18, 2006, in Conway, South Carolina, an 18-year-old female high school student was stabbed to death in a middle school parking lot on a complex shared by the high school and middle school. A 24-year-old male was arrested shortly after the stabbing. The incident occurred around 8:00am as students were arriving at school. Initial reports indicate the two may have had some type of dating relationship.
- On June 5, 2006, in Los Angeles, California, a 17-year-old male high school student was shot and killed in a high school parking lot as school dismissed around 3:00pm. The victim was reportedly shot by a gang member after two males approached the victim's younger brother, called the name of a gang, and tried to rob the victim's younger brother of his diamond necklace. The victim went to help his brother and was shot in the chest, and died.
- On June 6, 2006, in Gary, Indiana, a 21-year-old male was shot and killed in a high school parking lot during a high school graduation ceremony. Two brothers, ages 28 and 18, were arrested. Police indicate that incident stemmed from an ongoing feud between the suspects and victim.
- On July 12, 2006, in Los Angeles, California, a 16-year-old female was shot and killed about three blocks from her school after 1:00pm. The female reportedly was with a group of friends. Police say the incident may have been gang-related, although the victim was not in a gang. The victim's brother reportedly told the media that the victim had allegedly warned school police before leaving the school that people had been threatening students in the area with guns.
- On July 31, 2006, in Tampa, Florida, a husband and wife were found by a delivery person around 6:20 a.m. shot dead outside of a middle

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school where the woman worked as a cafeteria manager. The female, age 38, and the male, age 54, were found on either side of their vehicle in the parking lot. Police were investigating possible causes including murder-suicide. Grief counseling was offered to staff who reported to the school later in the day.

Each of the above violent acts sparked the schools to act, including sparking the legal requirements to report the criminal action that occurred. It is critical to note that when school violence occurs, public schools are required by both state law and federal law to report the violent or criminal action that has occurred.

Below, this article outlines the responsibility of the school to report such incidences. Please, after reading this article, if you have any questions regarding your current system of reporting, or if school is currently operating without such a procedure, please contact your school attorney to ensure compliance.

II. Reporting Procedures Pursuant to State Law

Missouri law mandates that every local school district establish a clear written discipline policy. Mo. Rev. Stat. § 160.261.1. A copy of the policy is to be supplied to the students and parents of the district at the beginning of each year, and also made available in the superintendent's office during the school year. Additionally, employees of the district are to receive annual instruction on the contents of the policy of discipline and "any interpretations necessary to implement the provisions of the policy in the course of their duties, including but not limited to approved methods of dealing with acts of school violence ..."

Under the Missouri Safe Schools Act, the discipline policy must define "acts of violence and any other acts that constitute a serious violation of that policy." Mo. Rev. Stat. 160.261.9. Acts of violence include but are not limited to "exertion of physical force by a student with the intent to do serious bodily harm to another person while on school property." This includes actions that occur while a person is involved in school activities. School districts shall compile and maintain records of any serious violation of the district's discipline policy for each student enrolled in the school district. Those records shall be made available to teachers and other school district employees with a need to know while acting within the scope of their assigned duties, and shall be provided to any school district in which the student subsequently attempts to enroll.

The discipline policy shall provide for a suspension of no less than one year for a student who brings a weapon to school, including the playground, parking lot, school bus, or to a school activity. Mo. Rev. Stat. § 160.261.4. Under this section, a weapon is defined as a blackjack, a concealable firearm, an explosive weapon, a firearm, a firearm silencer, a gas gun, a knife, knuckles, a machine Mo. Rev. Stat. § 160.261.5 gun, a projectile gun, a rifle, a shotgun, a spring gun or a switchblade knife.

The discipline policy shall require school administrators to report acts of school violence to teachers and other school district employees with a "need to know" while acting within the scope of their assigned duties. Mo. Rev. Stat. 160.261.2. Employees with a "need to know" are those who are responsible for the student's education or interact with the student on a professional basis while in the scope of their duties. Mo. Rev. Stat. 160.261.2. At a minimum, the policy requires school administrators to report, as soon as reasonably practical, to the appropriate law enforcement agency any of the following felonies, or any act which if committed by an adult would be one of the following felonies: (1) First degree murder; (2) Second degree murder; (3) Kidnapping; (4) First degree assault; (5) Forcible rape; (6) Forcible sodomy; (7) Burglary in the first degree; (8) Burglary in the second degree; (9) Robbery in the first degree; (10) Distribution of drugs; (11) Distribution of drugs to a minor; (12) Arson in the first degree; (13) Voluntary manslaughter; (14) Involuntary manslaughter; (15) Second degree assault; (16) Sexual assault; (17) Felonious restraint; (18) Property damage in the first degree; (19) The possession of a weapon; (20) Child molestation in the first degree; (21) Deviate sexual assault; (22) Sexual misconduct involving a child; or (23) Sexual abuse. Reporting must occur if one of the foregoing is committed on school property.

Furthermore, a law enforcement official shall provide oral or written notification of such acts within five days of the filing of the petition to the superintendent of all school districts in which the student subsequently enrolls. Mo. Rev. Stat. § 167.115.2. Finally, a superintendent must also notify the family or juvenile court upon a student's suspension of over ten days if he is aware that the student is under the court's jurisdiction. Mo. Rev. Stat. § 116.115.4.

Principals must immediately report to law enforcement and the superintendent any of the following incidents occurring on school property, on a school bus, or during school activity: first, second, or third degree assault, sexual assault, and deviate sexual assault against a pupil or school employee. Mo. Rev. Stat. § 167.117. The principal must also immediately report to law enforcement and the superintendent if any pupil has on his or her person, among his possessions, or placed elsewhere on school premises any controlled substance or weapon. The offense is a misdemeanor and the principal shall be civilly liable for willful neglect or refusal to report such incidents, but not for making a good faith report.

Under the Act, teachers must immediately report any act of school violence to the school principal. Mo. Rev. Stat. § 167.117.3. Teachers also must notify the administration if they find a student in possession of a weapon or a controlled substance. A teacher who fails to or refuses to report the student's actions to the school's administration may be held civilly liable. Mo. Rev. Stat. § 167.117.5. Just as for principals, the offense is a misdemeanor, Mo. Rev. Stat. § 162.091; however, teachers are not liable for making a "good faith" effort to report a student's mis-

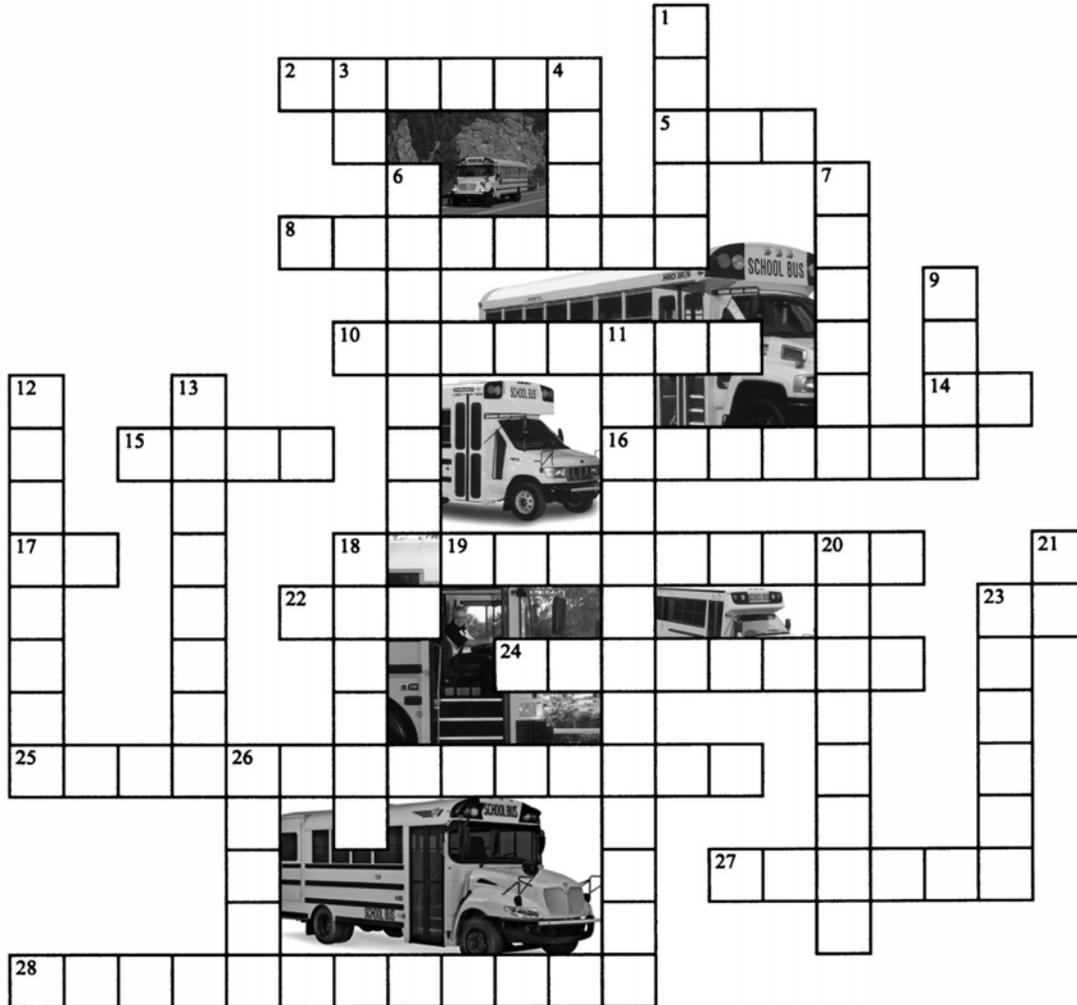
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21. FRONT ENGINE
23. "LEAVE NO STUDENT _____"™ CHILD CHECK SYSTEM
26. "THE BUS BUILT ON COMMON _____."

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conduct. Mo. Rev. Stat. § 167.117.4.

Compliance with reporting requirements are numerous, but straightforward. School teachers, principals, and administrators must know the requirements imposed by the statutes referenced above. As long as these procedures are followed, school districts will be in compliance with reporting requirements. It is highly recommended that school board's ensure there is a written disciplinary policy that explains the proper reporting procedures regarding the prescribed student acts of disciplinary concern. If there is a written policy, it should be reviewed to ensure compliance with the requirements set out above. If you have any questions about compliance with the reporting procedures, contact your school attorney.

III. Reporting Procedures Pursuant to Federal Law

Three Federal acts have reporting requirements for incidents of student violence that are similar to the Missouri Safe Schools Act. The three acts are the Gun-Free Schools Act, the Safe and Drug-Free Schools and Communities Act, and the No Child Left Behind Act.

a. Gun-Free Schools Act

The GFSA requires each state receiving federal funds under the Act to require local educational agencies (LEA) to expel for at least one year any student who brings a firearm to a school or possesses a firearm at school. 20 U.S.C.A. § 7151(b)(1). Each LEA is required to provide to the state 1) an assurance that such LEA is in compliance with the State law including a) the name of the school concerned; b) the number of students expelled; and c) the type of firearms concerned. 20 U.S.C.A. § 7151(d). These reports must be filed with the Secretary of Education annually. 20 U.S.C.A. § 7151(e).

b. The Safe and Drug-Free Schools and Communities Acts

States are required to establish a uniform reporting system. 20 USC § 7112(c)(3)(B) (2002). The information to be collected by the State (and to be provided by LEAs) includes the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary and secondary schools in the State. 20 USC § 7112(c)(3)(B) (2002). Further, the collected data includes incident reports by school officials, anonymous student surveys, and anonymous teacher surveys. 20 USC § 7112(c)(3)(D).

Under subsection (a) of section 7116, every two years after December 1, 2003, the CEO of the State must submit to the U.S. Secretary of Education a report on the implementation and outcomes of state programs and local educational agency programs and an assessment of their effectiveness. 20 USC § 7116(a)(1)(A) (2002). The State must also report the State's progress toward attaining its performance measures for drug and violence prevention and its efforts to inform parents of and include parents in violence and drug prevention efforts.

In order to accomplish this objective, the State needs to gather information from the LEAs in their State in order to produce the report. The report must be "based on the state's ongoing evaluation activities, and include data on the incidence and prevalence, age of onset, perception of health risk and perception of social disapproval of drug use and violence by youth in schools and communities." Therefore, the local educational agencies must submit a report to the State educational agency including "such information that the State requires to complete the State report."

c. No Child Left Behind Act

The No Child Left Behind Act reiterates the same requirements from the Safe and Drug-Free Schools and Communities Acts. Therefore, the reporting requirements are substantially the same and compliance with one will ensure compliance with the other.

Overall, the compliance requirements mandated by federal law are clear. If school districts follow the requirements discussed above, they will be in compliance with Federal and state reporting mandates.

IV. Conclusion

Please review your current policies regarding school violence and ensure that they are in compliance with the requirements set forth in the paragraphs above. If you have any questions or concerns after reviewing your current policies, please contact your school attorney.

¹: Source Reporting All of the Listed Reports of Violence: National School Safety and Security Services website found at: http://www.schoolsecurity.org/trends/school_violence05-06.html.

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Management Matters:

Don't Fire Anybody; Instead, Get Resignations

Everybody dreads firing employees. Most of the time they are good people who are just a bad match for their supervisor or the organization. Right? So, how do you get rid of them without them seeking redress through the Equal Employment Opportunity Commission (EEOC), the State Human Rights Commission, the civil courts, or the court of public opinion? You get them to voluntarily resign!! How?? Not too difficult. It is a matter of giving the employee the choice of getting fired—with no severance pay, and no reference to take to another job—or resigning and keeping both. In return the employee writes a letter of resignation and signs a release saying he/she will take no action against the office.

What is the script for getting a staffer to resign? Go at them hard then shift gears (be careful not to rip out the clutch). Begin with:

We have talked about your performance many times and there has been no improvement. We have therefore made the decision to terminate you. You will get paid for your accrued vacation and that's it.

Pause. Let the staffer digest that. Then shift gears fast and go into the positive side if what happens if the staffer resigns.

But there is an alternative. You can resign. And if you choose to resign, you will get severance, you can use the office as a reference, and your dignity and future potential remains intact.

Present the staffer with a copy of the release and tell them to go home for the rest of the day (with pay) to think about it. Then, meet the next day, in some other venue than the office, perhaps a coffee shop or restaurant (neutral territory). Answer whatever questions come up. If the person balks at signing the release, a good response is:

We have a strong case or we would not take this action. But we also appreciate the good things you have contributed and we don't want to harm your future. If you resign we will give you a reference telling only the good things you did here.

If the employee does sign, and most do, get the letter of resignation along with the release. It can be as simple as "I resign as of this day."

Want more information about severance plan or the provisions for the release, call Steve at 866-643-2088 or email him at hresolutionsoncall@mindspring.com.

PARENTS NEED TO BE AWARE OF CARBON MONOXIDE POISONING

This winter, protect your child from unseen dangers.

With colder weather approaching, symptoms such as headache, fatigue, dizziness, and nausea might be more than the flu.

Carbon monoxide, an odorless, tasteless and invisible gas from fuel-burning appliances, is responsible for more deaths than any other single poison.

In the United States, nearly 4,000 children are treated in emergency rooms yearly for exposure to carbon monoxide.

Because of their higher metabolic rates, children are more vulnerable than adults to carbon monoxide poisoning," says Laura Fitzmaurice, MD, division chief of Emergency Medical Services at Children's Mercy Hospitals and Clinics. "The best way to protect your child is to prevent carbon monoxide poisoning in your home."

Dr Fitzmaurice gives these tips to prevent carbon monoxide poisoning in your home:

- Have a qualified technician check all fuel-burning appliances in your home, such as oil and gas furnaces, gas water heaters, gas ranges and ovens, gas or kerosene space heaters and fireplaces.
- Install carbon monoxide detectors on every floor of your home. Check the batteries monthly.
- Never let your car idle in the garage. Even if the door is open, fumes can quickly contaminate the air in your home.
- Make sure any room with a space heater is properly ventilated.
- Never use gasoline-powered engines such as movers or snow blowers in enclosed spaces.

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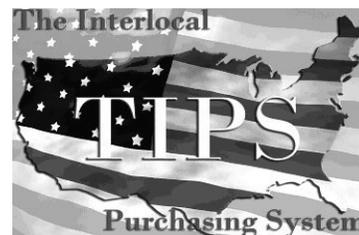
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New Missouri Purchasing Cooperative –

The Interlocal Purchasing System (TIPS)

The **Missouri Association of Rural Education (MARE)** has made it possible for a multi-state purchasing cooperative to provide cooperative purchasing opportunities to public and private schools in the state of Missouri.



The Interlocal Purchasing System (TIPS) is currently available to school districts in Texas, Arkansas, and now in Missouri. It is hoped that in the near future Oklahoma will come on board making this a **Four State Purchasing Cooperative**. TIPS is operated by the Region VIII Education Service Center in Texas, of which their objective is to provide participating school districts with opportunities for greater efficiency and economy in acquiring goods and services. TIPS is governed by an Executive Board and an Executive Director. Missouri is represented on the TIPS board of directors by an individual designated by the MARE Executive Board.

MEMBERSHIP in **The Interlocal Purchasing System (TIPS)** can provide:

- State-of-the-art purchasing procedures to insure the most competitive contracts
- Competitive price solicitation and bulk purchasing for entities that yields economic benefits unobtainable by individual entities
- Quick and easy delivery of goods and services by contracting with “**high performance**” vendors
- Equalized purchasing power for smaller entities that are not able to command the best contracts for themselves
- Credibility and confidence in business procedures by maintaining open competition for purchases and by complying with purchasing laws
- Assistance to entities in maintaining essential controls for budget and accounting purposes.

The Interlocal Purchasing System (TIPS) is offering FREE MEMBERSHIP to Missouri schools. To join, a school district must complete the *Interlocal Agreement* and *Board Resolution*.

Signed Documents are sent to: **The Interlocal Purchasing System (TIPS)**

P. O. Box 1894

Mt. Pleasant, Texas 75456

A ***New Member Welcome Packet*** is sent to each participating school district, with information on how to use TIPS. Some school districts may already be part of another Cooperative Purchasing Program. **This program is merely another option when considering your purchases. One of the big benefits of this program is that a school district does not have to order in large quantities. The same price is available to a school district with less than 100 students as is available to a school district with 1,000+ students.** As this program gets implemented, invitations will be made to interested Missouri vendors to complete the bid process to become part of the program.

If you have any questions, you may contact David Mabe (Deputy Executive Director – Region 8 ESC) 1-866-839-8477 or Dr. Ray Patrick, MARE Executive Director 1-660-747-8050 or email rpatrick@moare.com.



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2006 Associated Electric Scholarship Cara Elizabeth Weekley

"Where everybody knows your name . . ." that old familiar tune to the television show "Cheers". That describes my hometown of Montgomery City. Growing up I would have told you that I wanted to be a farmer, or a nurse, but never a teacher. However, as my exposure to young children increased through babysitting, mentoring, teaching vacation bible school, volunteering and observing, I knew I had found my calling.

I want to teach in a rural Missouri because that is where I am from. I understand the challenges and limitations, but I also know the benefits of living in a small farming community and especially the opportunity to teach in a small rural school district.

One of her teachers shares that Cara's enthusiasm and joy for teaching young children is very evident in her conversation, as is her love for her rural background. Her passion to return to the rural setting in pursuit of her dream to teach young children is something we have discussed on more than one occasion. She has great potential for success as a rural teacher.

2006 Howard Heidbrink Scholarship Lindsey Vasquez

Lindsey Vasquez is this year's recipient of the Howard Heidbrink Scholarship. Lindsey is a graduate of the South Holt High School at Oregon, MO. She is currently a student at Northwest Missouri State University with a major in Vocal Music Education. Among her involvement in college extracurricular activities, she is a member of the Northwest's show choir "Celebration" serving as the chair of the Jazz & Show Choir Festival this year.

Lindsey shares that she believes that education is important no matter the size of school one teaches or attends. Growing up in a small community and attending a very small school, I believe teachers have the ability to change lives and that has always been a goal in my life.

Music and music education is a passion of mine. Planning to stay in the rural area and teach in a rural school district, I hope to one day be able to spark that same enthusiasm in my students.

One of her teachers shares that Lindsey possesses excellent leadership abilities. She goes out of her way to do extra things in the music department. She relates well with her peers and teachers.

One of former classroom teachers says that Lindsey has always been mature beyond her years. She's not afraid of any challenge, and I know that she will be very successful as a music teacher.

2006 David M Cooper Marcie Gayle Johnson

Marcie Gayle Johnson is this year's recipient of the David M. Cooper Scholarship. Mrs. Johnson is currently a Junior attending Central Methodist University at Fayette, MO. She is working on a degree in Elementary Education.

Marcie shares that living, growing and learning in a rural community is an advantage all kids should get. The wave as you drive by houses, the smell of freshness, and the closeness of family, even if you are not blood related.

I feel teaching in a rural community school setting is a great advantage in making a difference in children's lives. After growing up in a rural school community and working, subbing in the rural communities around where I live, I feel that class sizes are smaller for one on one teaching.

One of her professor's states, As a non-traditional student Marcie brings a variety of past experiences to her classes and to her future classroom. Her experiences as a mother will help her to better understand the student's in her class and to interact with the parents of the students.

Another shares that Marcie is inquisitive, adventurous, skillful, and fun. She is very much a leader in her group. Marcie is always willing to look a little deeper to explore the question, "why?"



2006 Scholarship Recipients

2006 L. J. Hart Scholarship Rachel Elizabeth Brown

Rachel Brown will be receiving the L.J. Hart Scholarship. Rachel attended and graduated from the Glasgow High School and is currently attending the University of Missouri-Columbia majoring in Art Education.

Rachel shares that all students deserve an equal education opportunity. There are many advantages of teaching in a rural community. The children that come from rural areas are raised in farm families, and a good work ethic is instilled within them from an early age. Teachers have a great advantage of developing positive relationships with their students because of the small class sizes and many times it becomes like a large family.

My decision to become a teacher was an easy one. My mother has taught for over 30 years and loved every second of it. I was lucky enough to see the ways in which she touched so many lives. I intend to teach in a rural school and bring the exciting world of arts to my students and my community.

One of Rachel's former teachers describes her as: "Rachel bubbles with enthusiasm and digs into whatever she tries with all her heart and soul. Although her appearance is metropolitan, she truly has the heart of a genuine country girl. She has an extraordinary ability to converse comfortably with people of all ages and all walks of life. The word exuberance comes to mind when I think of Rachel."

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2005-06**

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2006 MARE Scholarship

Emily Catherine Kampeter

Emily Kampeter is a recipient of the MARE Scholarship. Emily graduated from the Osage County R-3 High School. She currently is attending Lincoln University in Jefferson City working on a degree major in Elementary Education.

Growing up in a small community, and attending rather small, rural schools, I determined one thing about my future; I only want to teach in the same type of setting as I grew up in. The hardest part of college has been grasping the fact that not all my professors will get to know my name and a little about me, before the end of the semester. When I become a teacher, I want to be able to know my students professionally and yet personally.

One of her professors shares that Emily is an excellent student who has demonstrated excellent academic achievement in her classes and in the teacher education programs at Lincoln U. During my observations through the on-site based programs, she had good rapport with the students and understands them developmentally and academically. Living in a rural area, attending a rural school, she has a strong commitment to rural education.

Another instructor shares that Emily's greatest strengths is her ability to see the strengths in each individual. She makes people feel good about themselves, and she does it in a non-assuming and professional way.

Lindsey Marie Hays

Lindsey Hayes, a MARE Scholarship recipient graduated from the California R-I High School at California, MO. Lindsey is currently a student at Lincoln University, Jefferson City majoring in Elementary Education.

Lindsey shares that she believes a good education is essential and should be available to everyone. My goals are to make a difference in the lives of children. I want to be able to continue to motivate the overachievers; build the self-confidence of the underachievers; and appreciate the average academic students.

As I train for a teaching career and have the opportunity to observe other teachers in my rural hometown of California, MO, it has become apparent I belong in a rural school environment. Having written an essay on Christy McAuliffe, her motto, "Reaching for the Stars," has become my own personal goal.

One of her teachers shares that her observation of Lindsey in an elementary classroom through the site-based program at Lincoln, she has a good relationship with the students with an ability to understand them developmentally and academically. Lindsey has the strong potential to become an outstanding elementary teacher.

Another teacher shares that Lindsey is compassionate and truly cares about students and their learning. She wants them all to be successful and will work to make this possible.

Green Your Cleaning

What was thought of in the 80's & 90's as a fad is now reality. Green Cleaning and Green Products are not just the wave of the future. Greening of our school building effects the over 20% of the total general population that spend their days inside schools.

There is increased activity to green our cleaning processes by using Green Seal products and procedures. One such move was by the State of New Jersey this past January when a new green policy was signed into law.

All State departments, authorities and instrumentalities with purchasing responsibility shall procure and use cleaning products having properties that minimize potential impacts to human health and the environment, consistent with maintaining the effectiveness of these products for the protection of the public health and safety

The City of New York signed into law a pilot program to identify the green products that would be used in all public buildings also in January of this year. A number of jurisdictions previously have taken steps to use environmentally preferable cleaning products, including the cities of Santa Monica, Seattle, San Francisco and Austin, the states of Vermont, Massachusetts and Minnesota and the federal government.

With indoor air being 2-5 times as bad as outdoor air and our days being spent 90% of the time indoors, Greening Your Cleaning is now focusing on the best practices available.

There seem to be four factors that are fueling this momentum:

1. Many more people are aware of indoor air quality issues and the increasing rate of asthma among children.
2. Evidence is on the rise that well-being and productivity of building occupants may be increased when safe, healthy cleaning strategies are implemented.
3. More and more green products are available that perform well and do not cost appreciably more than traditional ones.
4. The presence of rating systems and certification programs for healthier products, tools and services and an overall increased awareness of the health and environmental impact of buildings further drive the growth of green cleaning.

Plan now to attend the full presentation during the M.A.R.E conference in March "Cleaning for Health"

CONCERN OVER PEANUT ALLERGIES GROWS: SAFE ALTERNATIVES ARE EXAMINED

Americans lead the world in peanut butter consumption — 500 million pounds annually. And Americans also lead the world in the incidence of peanut of peanut allergies. Allergies to peanuts are the most common cause of food-related anaphylaxis, which causes 125 deaths in the U.S. each year.

Experts estimate that 1 percent of the American population, or almost 3 million Americans, is allergic to peanuts, a statistic that has doubled over the last 10 years. Several studies have shown that women who consume peanuts during pregnancy or breast-feeding have an increased incidence of peanut-allergic children.

Someone severely allergic to peanuts can be sent into anaphylactic shock simply by being in a room where peanuts are eaten, which is why schools and aircraft are increasingly being declared peanut-free zones. Susceptible people, especially children, can also go into shock from being kissed by someone who has recently ingested a peanut product.

With concern growing over the increasing health and legal risks and the average American child expected to consume 1,500 peanut-butter-based sandwiches before high school graduation, “we need to provide a responsible alternative for public consumption,” says Curtis Roettig, Co-partner of The SoyNut But-

ter Company.

The Company was founded by three food industry professionals in 1998 and produces a product with similar color, taste and texture of peanut butter, but completely peanut/nut free. It effectively replaces peanut butter in all applications from sandwiches to sauces and eliminates the peanut allergy risk. “We have testimonials from both allergic and non allergic individuals as well as institutions successfully using it every day,” says Roettig. The Company has run successful taste tests against peanut butter and Bon Appetit magazine says, “We recommend the Original and Honey Flavors, which are available in creamy or chunky; there’s even a Chocolate blend that can remedy a sweet tooth.”

“We’re not anti-peanut,” says Roettig, “but soynut butter does solve the problem and it is actively good for you as well. The positive benefits of soy consumption are in the news every day.” The American passion for nut butter has turned soynut butter into an item that has moved beyond health food stores into mainstream supermarkets. I.M. Healthy SoyNut Butter can be found on the shelves of such major chains as Shop-Rite, Safeway, Albertson’s, Kroger, Whole Foods, Wild Oats and many more.

NEW GRANT and Funding InformationFunding for Hands-On Math, Science & Technology Programs:

Institute of Aeronautics and Astronautics Science and Math Programs Grants assist educators in presenting mathematics, science, and technology principles to students (K-12) in an exciting, hands-on manner to develop our future aeronautics and aerospace engineers, scientists, pilots, and space explorers. Maximum Award: \$1,000. Eligibility: AIAA Educator Associate K-12 teachers. Deadline: December 30, 2006

<http://www.aiaa.org/content.cfm?pageid=216>

Grants for Community Improvement Programs:

Hamburger Helper is looking to lend a helping hand to neighborhoods nationwide with its “My Hometown Helper” grant program. Individuals from communities and organizations across America can submit a written essay of 250 words or less describing how the “My Hometown Helper” grant would help improve their community project. Maximum Award: \$15,000. Eligibility: Requests for funding must be sponsored by a municipal or civic organization or **public school**. Deadline: May 31, 2007.

<http://www.myhometownhelper.com>

Grants for Outstanding Science Educators:

Toyota TAPESTRY grants recognize outstanding educators who are making a difference by demonstrating excellence and creativity in science teaching. Maximum Grant: \$10,000. Eligibility: K-12 Science Teachers. Deadline: January 18, 2007.

<http://www.nsta.org/programs/tapestry>

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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

Superintendency Search

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

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

MARE Superintendency Searches

Dr. Frank Dean Cone
9825 North Willow Avenue
Kansas City, MO 64153

Office Phone: (816) 792-5473
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