



Missouri Association of Rural Education

"21 years of Service to Missouri Rural Schools"

Fall/Winter 2008

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 2008-2009 Calendar

Oct. 6, 2008
Board Meeting**
10:00 a.m.
Jefferson City, MO

Dec. 1, 2008
Board Meeting **
10:00 a.m.
Jefferson City, MO

March 12, 2009
Board Meeting
7:00 p.m.
Resort at Port Arrowhead
Lake Ozark, MO

March 13 & 14, 2009
Annual Conference
Resort at Port Arrowhead
Lake Ozark, MO

May 4, 2009
Board Meeting **
10:00 a.m.
Jefferson City, MO

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

Annual Conference

"Rural Schools. Learning from Each Other"



The Resort at Port Arrowhead
Lake Ozark, Missouri

March 13 & 14, 2009

A special Pre-Conference program is being offered on Thursday afternoon, March 12 on the subject of Rural Schools dealing with Collective Bargaining. This program will be presented by Dr. Michael Jinks and Mr. Duane Martin. There is no additional registration fee for this program. Please note that a space is provided on the Registration Form to indicate your intention to attend this session

Missouri Association of Rural Education

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MARE Board Training Schedule

Location	Date	Time(s)
Resort at Port Arrowhead		
Annual MARE Conference	March 13	8:15 a.m. - 4:15 p.m.
Lake Ozark, MO	March 14	8:15 a.m. - 4:15 p.m.
Chateau on the Lake	April 16	6:00 p.m. - 10:00 p.m.
Annual K-8 Conference	April 17	8:15 a.m. - 4:15 p.m.
Branson, MO	April 18	8:00 a.m. - 12:00 noon
Marble Hill (Woodland R-IV)	May 7	6:00 p.m. - 10:00 p.m.
Rt. 5	May 8	6:00 p.m. - 10:00 p.m.
Marble Hill, MO 63764	May 9	8:00 a.m. - 4:00 p.m.

(Reminder) Certificates are issued following completion of 16 hours of board training with the board trainers. Video instruction for certification, no longer an option.

Are School Lunches Making the Grade?

*Terry Egan, Nutrition Specialist in Greene County,
University of Missouri.*

School lunches are important because they provide brain power for afternoon classes and energy for after-school activities according to Terry Egan, nutrition specialist, University of Missouri Extension.

Meals funded by USDA’s Child Nutrition Programs, including, breakfast and lunch, must meet specific requirements for meal balance and fat content.

“School lunches are intended to be nutritious and appealing,” said Egan.

A 2004 study by the USDA showed that children who eat school lunch consume 29 percent fewer calories from fat and twice as many fruits and vegetables than children who bring a typical “bag lunch.”

“Parents can play an important role in creating healthy nutrition environments at school,” says Egan. “Read menus carefully, visit the cafeteria, buy a meal and eat with your child, and talk to foodservice staff about the healthy changes they are making.”

If you have concerns about the school food program, look for positive ways to support changes. PTA/PTO organizations, as well as parents, can discuss foodservice and meal options with the school according to Egan.

Families can also play their part by packing nutritious meals. A balanced lunch includes a whole grain, a vegetable, a fruit, a protein and a milk food.

“It’s as easy as lean turkey on whole wheat bread with lettuce and tomato, an apple and a carton of milk purchased at school.” said Egan.

For variety, parents could choose to pack peanut butter on mini rice cakes, string cheese, baby carrots and a box of 100 percent fruit juice.

“It is important to give kids the calories and nutrients they need in order to perform their best in school subjects and during active play. Parents and school personnel need to work together to provide healthy choices in a healthy environment,” said Egan.

Want a simple way to manage Parent-Teacher Conferences?



It's about that time again to start planning another round of parent-teacher conferences. Whether it's take-home flyers or sign-up sheets at the school, this process can be tedious and confusing. Isn't there an easier way to do this?

Now there is. SOCS has created a hassle-free way to manage parent-teacher conferences with online Parent Teacher Conference Registration.

With simple set up steps, teachers can set their own schedule, and parents can go to your website to sign up in a snap.

Web-hosted on SOCS servers, Parent Teacher Conference Registration can host multiple conferences at once. Administrators, teachers and parents access the service online via a password-protected login. Administrators set the dates, times and locations.

Teachers mark the times they are available. Parents login on through your website and select the teachers they need to meet.

With SOCS Parent Teacher Conference Registration, parents can easily see when teachers are available. Shaded boxes indicate reserved times. Opened check boxes indicate the times that are available.

Once parents have updated their selection, they will see an itemized list of dates and times that can be printed for future reference. Administrators can print a master list of all the schedules. And teachers can print their own schedules.

As an added reminder, administrators can send emails to parents that display meeting date, times and teachers with whom they will meet.

Parents will love it, because it is just that easy. Administrators and teachers will love it, because set up is a breeze.

Plus, you don't have to have a SOCS site to use our Parent Teacher Conference Registration. Any school that has a website can use this service.

Find out how easy it is to be up and running by your next parent-teacher conference. For more information or a quick demonstration, call 800-850-8397 or visit <http://socs.fes.org>.

Parent Teacher Conference Registration and SOCS are provided by the Foundation for Educational Services, a non-profit organization that has served the education community since 1986.

(Continued from page 4)

conveyed through storage tanks, pipes and fixtures.

These appurtenances must be protected from failure and monitored for efficiency. Meanwhile, the water provided for human consumption must be continually monitored for quality. It is not an exaggeration, therefore, to claim that the operator has to remain vigilant in the role of safeguarding the water.

To his or her aid, the Missouri Rural Water Association (MRWA) offers technical support, training and diverse resources. The MRWA serves water and wastewater systems of many sizes: municipalities serving fewer than 10,000 people, water districts, schools, daycare centers, home owners' associations and mobile home parks, camp grounds, private companies, and other entities that have either water or wastewater facilities.

Contact: Tom Hyatt, Project Officer
Missouri Rural Water Association
901 Richardson Drive
Ashland, MO 65010

<http://www.moruralwater.org>
573-657-5533 (office)
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573-783-1745 (cell)
thyatt@moruralwater.org

FOR IMMEDIATE RELEASE:**Capacity Development and Schools**

Ashland, Missouri – November 21, 2008 – Schools that have their own drinking water source are expected to comply with capacity development requirements of the Safe Drinking Water Act (SDWA).

These schools are classified as “non-transient, non-community water systems” (NTNCWS) by the Environmental Protection Agency (EPA). This means that they serve water for a period of more than six months a year to 25 or more of the same people: staff, faculty and students.

Capacity development encompasses every aspect of a public water system, specifically its technical, managerial and financial considerations.

While the term at first sounds vague, the heart of capacity development is public trust: ensuring that the water supply will continue to produce safe water indefinitely into the future.

Technical capacity entails physical components of the supply. All NTNCWS, like community water systems where people live and receive water service, must have a designated person in responsible charge of the water supply.

Typically, schools with their own water source are assigned a “distribution-one” (DS-I) rating by the Missouri Department of Natural Resources (MDNR), the agency within the state responsible for enforcement of the SDWA.

The person responsible for the water supply, therefore, must be minimally state certified as a DS-I water operator. This certificate of competency assures the state that someone at each of these schools has been properly trained to maintain the water system in a manner that protects the sanitary integrity of the supply. The operator at school systems is often the maintenance person or grounds keeper.

Continuing education is a requirement for many professionals. This is also true for the water operator. An operator holding a DS-I certificate must receive no less than 10 renewal credit hours within a three-year period.

Another component of technical capacity includes protection of the water source. The grounds around the well should be kept free from potential contaminants: fuel or chemical containers or anything that could leak into the ground and adversely affect the water source.

Proper structural installations for well houses include many facets: functioning ventilation system; floor drain that is not plumbed into an area potentially affected by high water; casing that is free from excess corrosion; vent pipe that allows the casing to “breathe” when the pump starts or stops its cycle; sanitary seal at the top of the casing to prevent contaminants from entering the well; cement grouting around the casing that is free from cracks and fragmentation; check valve that prevents water from reversing its flow and backing up into the well; and sampling tap for collecting water samples when needed.

Storage tanks should be kept in good repair and professionally inspected at least every five years.

Managerial capacity pertains to proper oversight of the water system.

First, there’s a chain of command that ensures that the operator can identify the person to whom he or she reports. A school or school district usually has a superintendent, an assistant superintendent and a principal. It’s important that the water operator knows the proper protocol for reporting problems with the water system.

The MDNR determines schedule frequencies for various types of samples collected from the water supply. The operator is not only responsible for collecting each sample and submitting it to the state in a timely manner; he or she must also ensure that records of these sample analyses are retained.

Monthly bacteriological sample results must be kept on file at least five years, while records of chemical analyses must be retained 10 years. Other records, such as inspection reports for backflow devices and storage tanks, have obligatory retention periods as well.

Financial capacity, as it relates to *community* water systems, can be summarized with a “simpler said than done” concept: full cost recovery. Unlike these systems, schools obviously don’t assess fees or charge rates to their water users. Nonetheless, operators at school water systems must be mindful of financial considerations.

As is true for any other form of infrastructure, water systems must be properly maintained in order to ensure the optimum service life from individual components. Operators need to exercise keen observation skills with specific questions in mind: Is there anything that threatens the water quality (compromised safeguards, deteriorated water lines, low pressure issues, etc.)? What concerns exist with water quantity (inefficient or failing pump, leaking or inadequately sized storage tank, etc.)?

Besides disastrous impacts, the water operator must identify costs associated with both regular and periodic maintenance practices. Supplies for these functions will need to be included in the school’s budget. Therefore, it is important that the operator be consulted prior to finalizing the budget.

Supplying water that promotes human health isn’t something that just naturally occurs, even when the water source itself is deemed safe. Many source waters within Missouri require no treatment whatsoever. Despite this fact, the water must be pumped out of the ground and

(Continued on page 3)

Naught-Naught Student Accident Insurance

School is not a spectator sport. From hopping and skipping to blocking and tackling, Naught-Naught Insurance is committed to protecting kids starting as early as kindergarten.

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School Success Requires Family Commitment

Renette Wardlow, Human Development Specialist, Christian County

According to education experts, a lot of school success depends on attitudes toward education fostered in the home.

“There are ways families can help children get the most out of their school years. To start with, a positive attitude toward education is needed,” said Renette Wardlow, human development specialist, University of Missouri Extension.

Studies show that motivated students learn more quickly and achieve more effectively while discouraged children lack the motivation to do what is expected of them. One way for parents to motivate their child is by providing encouragement for school success, no matter how small.

“Be realistic in your expectations and don’t expect the impossible from you child. I think it is important to set down with your child at the start of the school year to help them set goals for the coming school year. Then give support to your mutually agreed upon plan,” said Wardlow.

It is also important to help set a positive climate for good study habits according to Wardlow. For example, set aside a special place at home for studying.

“When your child becomes frustrated with an assignment, provide supportive advice. Encourage a regular time and place for homework. With studying, emphasis should be on making it a habit. Regularity is the key,” said Wardlow.

**THE 2008 AMENDMENTS TO THE ADA AND SECTION 504
AND THE ANTICIPATED IMPACT ON MISSOURI'S SCHOOLS**

**Michael D. Hodge, Esq.
MICKES GOLDMAN O'TOOLE, L.L.C.
Offices located in St. Louis and Kansas City**

Through the years, all school districts – including those in Missouri – have struggled to properly comply with the requirements of Section 504 of the Rehabilitation Act of 1973 (Section 504). In comparison to other laws, Section 504 is a federal statute that offers little guidance with regard to compliance. Most of the available guidance results from the minimal federal regulations and informal opinion letters from the Office of Civil Rights (OCR). However, even with such guidance, proper implementation has remained a difficult task due to the subjective nature of the definition of disability.

Now, and to complicate matters even further, Congress recently passed amendments to the Americans with Disabilities Act (ADA) and Section 504, that will make it even more difficult to determine who is disabled and entitled to the protections of these two laws. These amendments take effect on January 1, 2009. In passing these amendments, Congress is seeking to reinstate a broad definition of disability and a broad scope of protection to disabled individuals that predated more recent Supreme Court authority. As a result, more students, employees, and patrons will be deemed disabled after January 1, 2009, and, accordingly, will be entitled to the non-discrimination protection of the laws.

Although the statutory definition of disability has remained largely the same, to achieve its purpose, Congress has reinterpreted the meaning of the various components of what it means to be disabled. Under the 2008 amendments to ADA and Section 504, a person is disabled, and thereby entitled to the nondiscrimination protection of the law, if the individual has a physical or mental impairment that substantially limits one or more major life activities, has a record of having such impairment, or has been regarded as having such impairment. Thus, this portion of the definition remains unchanged.

However, to ensure that more individuals are entitled to the protections of the law, Congress has both expanded the list of “major life activities”, has reinterpreted the term “major,” and has removed the mitigating measures analysis. Prior to the 2008 amendments, the list of major life activities included caring for oneself, performing manual tasks, seeing, hearing, walking, speaking, performing manual tasks, speaking, breathing, learning and working, Congress has specifically added eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating to the list. In addition, Congress has redefined major life activities to include major bodily functions, which include functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Under pre-2008 law, courts analyzed whether an individual was disabled after taking into consideration the ameliorative effects of mitigating measures. The Supreme Court’s rationale in analyzing the impact of mitigating measures was to apply a strict standard to the ADA’s use of the terms “substantially” and “major” in the definition of disability under the ADA. Before the amendments, the Supreme Court stated that “substantially” and “major” “need to be interpreted strictly to create a demanding standard for qualifying as disabled.” Congress, unfortunately, has rejected the Supreme Court’s pre-2008 approach.

After January 1, 2009, school districts will no longer be allowed to consider the impact of mitigating measures. Moreover, the 2008 amendments broadly define mitigating measure to include medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eye-glasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies, use of assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications. Auxiliary aids and services have been defined as qualified interpreters or other effective methods of making aurally delivered materials available to individuals with hearing impairments, qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments, acquisition or modification of equipment or devices, and other similar services and actions. In sum, the only mitigating measures that properly may now be taken into account when deciding whether an individual is substantially limited are ordinary eyeglasses and contact lenses.

(Continued on page 7)



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?

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- 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

(Continued from page 6)

As if the other changes were not significant, Congress has also stated, in the 2008 amendments, that if the individual has an impairment that is episodic or in remission, the determination as to whether the individual is disabled must be made on the basis of whether the impairment is substantially limiting when the impairment is active.

So – what does all of this mean for public school districts who serve many children with impairments but who were deemed nondisabled under prior legal interpretation? First, as described above, districts now will be forced to analyze whether a child is disabled without consideration as to whether such measures, such as medication, hearing aids, and reasonable accommodations lessen the impact on the child such that the child is not substantially limited in any major life activity with the mitigating measure in place. Take, for example, a student with diabetes who controls the effect of the diabetes with diet and medication such as insulin and who, on a day-to-day basis, has no substantial limitation in any major life activity. After January 1, 2009, and as part of its required evaluation to determine eligibility, that district now will be required to analyze whether this student would be substantially limited in one or more major life activities without taking into account the effects of either diet or medication. But, even this seemingly simple scenario really is much more complicated and creates questions to which no answers currently exist. Thus, how can a school district evaluate a child without the dietary and medication measures in place? Likewise, if common sense tells you that you cannot and should not request the child to cease using the mitigating measures, how can the district really determine if a substantial limitation exists?

The same questions arise with those impairments that are episodic or in remission. If the student's impairment has never been active in the school setting, how can the district determine – though evaluation or observation – whether the impairment would be substantially limiting when active? Will the district be required to simply accept, without question, a parent or doctor statement to that effect or can the district conduct some type of evaluation that will provide more objective data with respect to that issue?

As will be expected, this change in the law will lead to many issues, problems, and will definitely create a host of questions. We can expect that guidance will come from various sources over the next few years; however, in the meantime, please contact your school district attorney with any further questions or concerns.

Preliminary Conference Schedule

Annual MARE Conference

“Rural Schools, Learning from Each Other”

March 12 -14, 2009

Thursday, March 12, 2009

- 10:00 a.m. Registration Opens
- 1:30 p.m. Special Pre-Conference Session—Rural Schools and Collective Bargaining.
- 5:30 p.m. Hospitality Room Open (Room 210)
- 7:30 p.m. MARE Executive Board Meeting

Friday, March 13, 2009

- 8:00 a.m. Registration Opens
- 8:30 a.m. School Board Training
- 9:30 a.m. Welcome and Opening Remarks
First General Session—Mickes Goldman Legal Team
Door Prizes
- 11:45 a.m. Luncheon
- 1:00 p.m. Small Group Sessions (Presented by Associate Members)
- 2:00 p.m. Small Group Sessions (Presented by Associate Members)
- 3:00 p.m. Second General Session (*Keynote Speaker*)
- 4:15 p.m. Annual MARE Membership Business Meeting/Legislative Update
Door Prizes
- 5:30 p.m. Hospitality Room by Associate Members
Opening of Exhibits

Saturday, March 14, 2009

- 7:15 a.m. Registration Opens
Breakfast
- 8:30 a.m. School Board Training
- 8:30 a.m. Small Group Sessions
- 9:30 a.m. Small Group Sessions
- 10:00 a.m. Exhibits Open
- 11:00 a.m. Third General Session—Duane Martin and Shellie Guin
Door Prizes
- 12:30 p.m. Luncheon
Outstanding Rural Education Awards
(Meeting Adjournment)



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WE ARE PROUD TO RECOGNIZE

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Amanda R. Gerhardt & Sarah A. Wight

New Associates

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Tom Mickes has been selected Outstanding Education Attorney in *Super Lawyers* by Missouri & Kansas attorneys for the third consecutive year.

**We are excited to announce the opening of
our new Kansas City Office!**

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This disclosure is required by rule of the Supreme Court of Missouri.

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MARE Associate Membership

<i>Companies/Organizations</i>	<i>Contact</i>	<i>Phone Number</i>
ABC Systems, Inc.	George Baker	(573) 348-5600
Allied Bus Sales	Jeff Futrell	(800) 462-0173
American Boiler Services, Inc.	Mike Hemphill, Dean Phillips	St. Louis (800) 235-5377 – Kansas City (888) 440-0382
American Fidelity Assurance Company	Gabor Siklosi	(888) 890-4909
American Trust Group Holding	S.L. Baker, Ray Shoaf	(573) 374-9991
Billy Pippin—CPA	Billy Pippin	(417) 543-3952
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Budget Plus Software	Leland Foster	(816) 847-6610
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Center for Distance/Independent Study	Kristi D Smalley	(573) 882-4054
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Facilities Solutions Group	Jeff Lowe	(636) 537-0203
Forrest T. Jones & Company	Terence O'Malley	(816) 968-0612
Forrest T. Jones & Company	Kenneth Wilson	(417) 429-3957
Forrest T. Jones & Company (LTC)	Mark Iglehart, Harvey Day, Bill Baker	(800) 821-7303
Foundation for Educational Services, Inc. (SOCS)	Stacey Musil	(800) 850-8397
Fry and Associates	Dan Helberg, Margie Fry	(800) 444-9787
George K. Baum & Company	Greg Bricker, Dick Bartow	(800) 821-7195
Hemphill Financial Group Inc	Richard Hemphill	(636) 449-0735
Horace Mann Insurance	John Murphy	(636) 532-4447
Insurance Benefits Consultants, LLC	Jay Boice	(417) 455-6000
Inter-State Studio, Inc	Roger Kimball	(660) 826-1764
iTrack Solutions Inc.	Jim Biggerstaff	(573) 635-8111
Jack Ball Architects PC	Chris Ball, Jessica Pearson	(417) 866-1904
KLC Video Security	Patrick A Craven	(903) 792-7262
Lindenwood University	Dr. John Dougherty	(636) 949-4937
L.J. Hart and Company	Larry J. Hart, Roger Adamson	(800) 264-4477
Merrill Lynch	Candice McFields	(913) 906-5225
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Mid-America Facility Solutions	David Villines, Paula Sprouse	(816) 524-5616
Midwest Bus Sales	Jack Wolfe	(913) 422-1000
Midwest Digital Systems	Nathan Dowling	(816) 439-4979
Midwest Transit Equipment	David Wilson	(800) 933-2412
Missouri Consultants for Education	Bill Ray	(816) 322-0870
Missouri Energy Center	Bernard Thompson	(573) 751-7466
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National City Insurance Group	Kerry Hoffman/Lonnie Thompson	(314) 835-1050
National Financial Brokerage	Gerald W. Littell	(573) 289-4211
Naught-Naught Insurance Agency	Bruce Gentry	(573) 874-3102
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Region VII Educational Service Center (TIPS)	David Mabe, Kim Thompson	(866) 839-8477
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Septagon Construction Company	R. Thomas Howard, Dennis Paul	(800) 773-5995
Software Technology, Inc (Lemberger Co.)	Dan Snodgrass, Ruby McCullough	(800) 844-0884
Southern Bus & Mobility, Inc.	Tom Gerbes	(866) 327-1600
TAC Energy Solutions	Megan Welch	(913) 961-6950
The TRANE Company	Stacey Carroll	(636) 305-3764
Thermal Mechanics, Inc.	Tom Amsler	(636) 532-1110
Thomeczek Law Firm, LLC	James G Thomeczek	(314) 997-7733
Vanderford & Associates, Inc.	John M. Vanderford	(816) 873-3072
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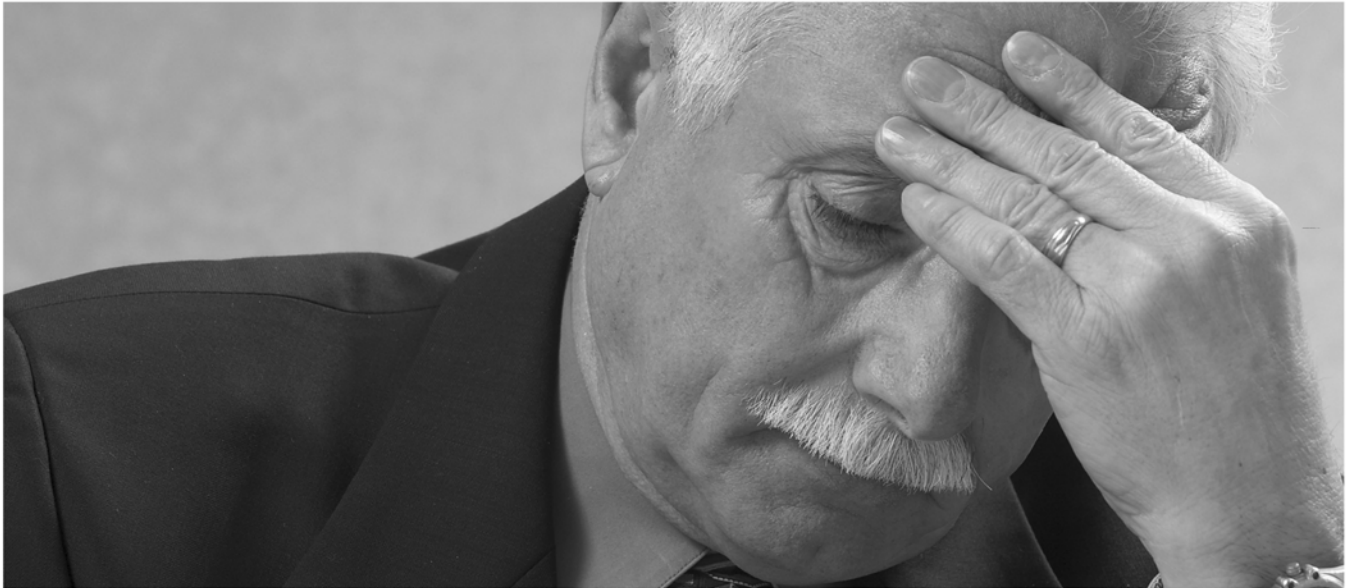


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