



Missouri Association of Rural Education

Spring 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 2005-2006 Calendar

April 3, 2006
Board Meeting **
10:00 a.m.
Jefferson City, MO

May 1, 2006
Board Meeting **
10:00 a.m.
Jefferson City, MO

July 29, 2006
MARE Summer Meeting
Resort Port Arrowhead
Lake Ozark, MO

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

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

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

A New Name for School Vouchers?

Another *SIMPLE – Common Sense Approach* to providing a strong public school program in Missouri, or is that a private school program in Missouri?

It would seem that **the theme** (Simple –Common Sense Approach) is attached to several bills introduced at the state capitol during this legislative session. Once again we have an out-of-state special interest group (*All Children Matter*) attempting to force their agenda upon Missourians.

Two years ago when Gov. Matt Blunt was campaigning – one of the promises he made was that he would NEVER play politics with our children's future.

An email recently shared the top ten *Only In America* favorites. The last one listed said: Only in America... Do we use the word "politics" to describe the process so well: "**Poli**" in Latin meaning "many" and "**tics**" means "bloodsucking creatures".

The tuition tax credits or scholarships program is really a thinly veiled voucher program that sucks taxpayer money away from public schools while completely escaping any sort of accountability.

The elected officials of Missouri are mandated to work toward the establishment and maintenance of quality public schools. The dollars for this program would in all probability only funnel money into private and religious schools.

MARE fully supports and respects the right of parents to choose to send their children to non-public schools.

In rural communities, two arguments are often made in support of tuition tax credits:

- First that the credits may be used for either private or public schools;
- Second they make tuition more affordable for the poorer families.

The first argument is generally bogus because public schools rarely charge tuition.

The second is hardly plausible.

- ✓ Looking at data generated from a study by the Illinois Department of Revenue and Research, it reports:
 - Taxpayers making under \$20,000 a year received about 2.8% in credits.
 - Taxpayers earning \$60,000-\$80,000 received about 20 percent, and
 - At the other end of the spectrum those earning more than \$80,000 per year claimed credits totaling nearly \$33 million amounting to around 46%.

Tax credits are almost always portrayed as something to help the little guy but in reality only affect one side of the divide between rich and poor.

A review of information on tuition tax credit programs in states having such programs already in place, found that:

- ✓ By 2004, Florida had diverted an estimated \$138 million from the state treasury. (About the amount of additional funds going to the new formula next year.)
- ✓ As a result, many public school districts were unprepared for the student and funding losses, making budget planning almost impossible.
- ✓ The state of Pennsylvania, it is estimated, diverted nearly \$90 million from the state treasury to religious and private schools.
- ✓ This amount could have provided low-income rural school districts with much needed resources and funding, in an effort to equalize the playing field for all students in the state.
- ✓ There is almost no accountability built into the program.
- ✓ The program has grown to the point that it is expected that this will be the **cited reason** for *not* putting more money into public education.
- ✓ In Arizona, it is estimated that the annual lost state revenue would be as high as \$80 million.

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Missouri Association of Rural Education

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- Past President Kenneth Dudley (Meadville R-IV)

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- Judy Stainback (MO Distance Learning)

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- Ray V. Patrick Executive Director
- Philip Dorth Associate Director

BOE Training Schedule

2005-2006

Central/Southwest Missouri		<i>Dr. Robert Hoffman</i>
Fair Play		Fair Play , MO (Polk Co.)
May 18, 2006—6-10 p.m.		May 19, 2006—6-10 p.m.
May 20, 2006—8 a.m.-4 p.m.		
Smithton R-VI		Smithton, MO (Saline Co.)
June 1, 2006-6-10 p.m.		June 2, 2006-6-10 p.m.
June 3, 2006 - 8 a.m.-4 p.m.		
Norwood R-I		Norwood, MO (Wright Co.)
June 8, 2006-6-10 p.m.		June 9, 2006-6-10 p.m.
June 10, 2006-8 a.m.-4 p.m.		
Southeast Missouri		<i>Phil Dorth</i>
Advance R-IV		Advance, MO (Stoddard Co.)
April 27, 2006 – 6 – 10 p.m.		April 29, 2006 – 8 a.m. – 4 p.m.
April 28, 2006 – 6 – 10 p.m.		
Western Missouri		<i>Dr. Frank Dean Cone</i>
Platt Co. Resource Center		(Near KCI Airport)
April 13, 2006 – 12 noon – 8 p.m.		(Call for Directions)
April 14, 2006 – 8 a.m. – 4 p.m.		
Northeast Missouri		<i>Mr. LeRoy Huff</i>
Macon Co. R-I		Macon, MO (Macon Co.)
April 19, 2006 – 6 – 10 p.m.		April 26, 2006 – 6 – 10 p.m.
May 3, 2006 – 6 – 10 p.m.		May 10, 2006 – 6 – 10 p.m.
Northwest Missouri		<i>Mr. William Casey</i>
Training provided through ITV		(Host Site) North Mercer
(Receiving Site) Pattonsburg R-II		(Receiving Site) Grundy Co. R-V
April 19, 2006 - 5-9 p.m.		April 26, 2006 - 5-9 p.m.
May 3, 2006 - 5-9 p.m.		May 10, 2006 - 5-9 p.m.
K-8 Annual Conference		Chateau on the Lake
April 5, 2006 - 6-10 p.m.		Branson, MO
April 6, 2006—8 a.m.—4 pm		April 7, 2006 8 a.m.—noon
MARE Summer Meeting		Resort at Port Arrowhead
July 28, 2006-8 a.m.-4 p.m.		Lake Ozark, MO
July 29, 2006-8 a.m.-4 p.m.		
Other Training Sites – Contact:		Dr. Ray Patrick (660) 747-8050

IMPACT OF NEW FORMULA ON SCHOOL FINANCE

At the annual M.A.R.E. conference held at the Port Arrowhead Resort on February 24, 2006 L.J. Hart & Company conducted a break out session on the Impact of Senate Bill 287 on capital facilities financings in the future for Missouri School Districts. The presenters of this well attended session were Heather L. Mudd, Dr. Roger D. Adamson, and Dr. Allan B. Crader. This article is written as a summary of some of the items covered at the request of Dr. Ray V. Patrick, Executive Director M.A.R.E., for the benefit of all the M.A.R.E membership.

A general statement about the new formula under Senate Bill 287 of the 2005 session of the Missouri General Assembly is that it is friendlier in some ways to capital facilities financings than the current formula. What are the differences in the new formula that support the previous statement? This is primarily due to the fact that Missouri School Districts receive the right to place the Classroom Trust Funds derived from gaming revenues and calculated by multiplying the District's Average Daily Attendance (ADA) times \$348 (this number may change from year to year) into any fund that it wishes beginning in Fiscal Year 2006-07. By freeing up this block of funding and letting Districts place it where it is most useful, a great amount of local control is restored. It is important to remember, however, that this funding source is not new money under the formula, but merely earmarked previously received revenue for this purpose.

What are some potential uses of the Classroom Trust Funds? Districts presently receiving the designated levy benefit on eighteen or ten cents of their debt service fund levy and needing to continue it into the future can substitute the Classroom Trust Fund for designated levy to subsidize the debt service fund, if necessary, to preserve no tax levy increase pledges on previously issued general obligation bonds. By using the Classroom Trust Fund revenues for this purpose instead of designated levy money, the District then removes the line 1 transfer restriction associated with the designated levy. Under the new formula the present nine percent (9.00%) line 1 transfer is changed to an amount not exceed the greater of \$ 162,326 or seven percent (7.00%) of the state adequacy target (\$6,117 in Fiscal Year 2006-07) times the Districts weighted A.D.A. Another use of Classroom Trust Funds could be as a source of revenue to be dedicated to capital facilities leases completed under section 177.088 of the Missouri Statutes that prohibits transfers from the Incidental fund to the Capital Projects for lease financings dated after January 1, 1997. If the Classroom Trust Fund revenue is used for this purpose, no transfer is necessary and the District avoids the movement of a levy to the capital projects' fund to support the lease payments. Of course this only works for those Districts with sufficient revenues currently available to absorb the capital facilities lease principal and interest payments.

How does Senate Bill 287 alter General Obligation Bond financing? The new formula does not change the major limitations of general obligation bond financing in the state of Missouri. Districts can still only bond to fifteen percent (15%) of assessed valuation, twenty years remains the longest maturity for new bond issues, and the election requirements of 4/7 majority in April, August, and November of even years and April only for odd years continue as before. Other election dates need a 2/3 majority which is also unchanged. By providing the local District the authority to place the Classroom Trust Fund into any fund, it becomes possible for these earmarked revenues to be used as a subsidy to the debt service fund. Just because it is legal as of Fiscal Year 2006-07 does not necessarily make it a good idea for all circumstances, however, it does represent an additional option that might be helpful in certain situations for getting voter approval. One must also be careful to remember that promising the voters to apply the Classroom Trust Fund for a specific purpose beyond the current fiscal year cannot be done as that remains the prerogative of the Board of Education for each future fiscal year as part of the budgeting process.

What are some of the budgeting changes that need to be studied under Senate Bill 287? One of the primary adjustments to be made is that state revenue is no longer increased with changes in the local operating levy tax rate except for those Districts trying to become eligible for the additional funding made available under the small school grants needing to achieve the \$3.43 per one hundred dollars of assessed valuation performing schools levy. State revenues will now be determined by a number of District characteristics such as weighted average daily attendance, dollar value modifier, summer school participation, Limited English Proficiency, special education enrollment, free and reduced lunch, and local effort.

Budgeting for Senate Bill 287 is the same as the exiting formula in that certain categoricals such as transportation, vocational, Parents as Teachers, and early childhood special education are still paid on a separate basis. However, the money

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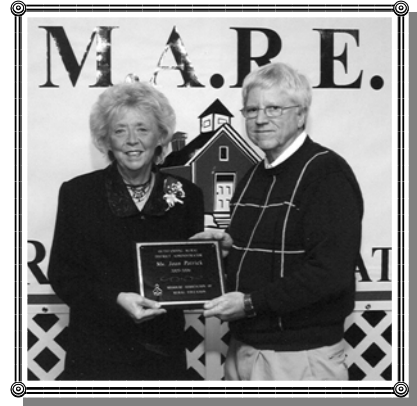
Outstanding Rural School District
Concordia R-II School District
Concordia, Missouri



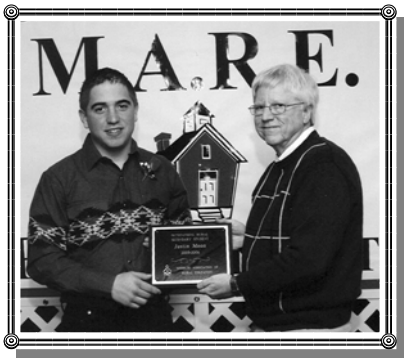
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Chilhowee R-IV School District



Outstanding Rural Secondary Teacher
Constance Wyrick
Miller Co. R-III School District



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Joan Patrick
Bevier C-4 School District



Outstanding Rural Senior High Student
Justin Moon
Chilhowee R-IV School District



Outstanding Rural Building Administrator
Kenneth Kelso
Bevier C-4 School District

**Unfunded Liability: The Legal Risks Posed by
Employee Dismissals Supported by Inadequate Documentation**

By: Joseph M. Wientge, Jr.
Thomas A. Mickes
Doster Mickes James Ullom Benson & Guest L.L.C.

Three weeks ago, Steven, a tenured third grade teacher was notified by the school district board that his position would be terminated due to excessive absences. Today, Jill, the superintendent of the school district, receives a letter from the Missouri Commission on Human Rights (“Commission”) notifying the school district that Steven has filed a sex discrimination complaint under the Missouri Human Rights Act against the district over his termination. Jill reviews Steven’s personnel file and finds only one instance of Steven’s absenteeism documented in his file. Jill realizes that the district is now in for a lengthy court battle with Steven, which may also result in a sizeable settlement, at the very least.

Unfortunately, the foregoing alarming hypothetical has become all too frequently an unpleasant reality for unprepared school districts. The result has been that already constrained school budgets are being increasingly depleted of funds by the defense of protracted lawsuits brought under the Missouri Human Rights Act (“MHRA”)¹, which could be alleviated if proper documentation is maintained. This article will briefly explore the costly results of MHRA litigation and then provide tips for reducing the liability risks associated with dismissal of district employees.

Costly Verdicts under the MHRA

Poor documentation of a school district’s justification for the dismissal of a district employee will dramatically increase the risk of liability and the costs of defending claims brought by the former employees. The results of a few recent suits filed against schools under the MHRA demonstrate the potentially disastrous financial impact. These examples include:

- *Brady v. Curators of the University of Missouri*, a St. Louis City jury awarded \$220,000 in compensatory damages and 1.5 million dollars in punitive damages in an age discrimination case.
- *Gorker v. Kansas City, School Dist.*, a Kansas City, jury awarded approximately \$311,000 in compensatory and punitive damages to a Caucasian assistant principal of the school district for race discrimination.
- *Crudup v. Raytown R-2 School Dist.*, a Kansas City, jury awarded \$50,000 in compensatory damages and \$250,000 in punitive damages to a basketball coach for race discrimination. When he was dismissed, the plaintiff had an “extra duty” contract for only one basketball season and had been employed with the school district less than three months.

All of these cases were brought under the MHRA and in each case the plaintiffs were able to recover punitive damages. Given that punitive damages are not typically covered by a district’s insurance policy, schools are faced with the difficult choice of scavenging already lean budgets to pay damage awards, or appealing the decisions, which will cost further time and money. These awards may be daunting to school districts worried about dismissing employees; however, the risk of loss can be substantially alleviated by following the appropriate procedures.

Tips for Proper Documentation

School districts can significantly reduce exposure to costly lawsuits under the MHRA by maintaining a carefully constructed record that documents the employee’s failures and justifies the dismissal. The following are common sense steps that school districts can easily implement to ensure the sufficiency of evidentiary support for its employment decisions.

The first and most obvious advice would be to document any conduct by a district employee that is not aligned with proper district procedures or policies. When recording such events the language should be simple, matter-of-fact, and non-accusatory. As a general rule, any time an administrative official issues an oral warning to the employee of inappropriate conduct, this warning should be recorded. Regardless of the seemingly insignificant or transitory nature of the infraction, a quick moment spent making a memo to the employee’s file regarding the incident will be invaluable if the Commission later asks the district to justify why an employee was dismissal.

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A corollary to the escalating disciplinary scale employed by many districts is the need to more formally and extensively document policy violations. If a district is considering written reprimand, suspension, or termination, then the level of documentation must be adjusted accordingly. Documentation under these circumstances should, at a minimum, specify the current actions to be taken by the district, the facts leading to the discipline taken, and the future consequences to the employee for failing to improve.

A final point would be to ensure uniformity of procedures as to all disciplinary matters, regardless of employee classification. Ad hoc documentation of different actions taken against several employees could lead to the Commission finding that the district treats employees differently on the basis of a protected category². Conversely, equal application of the district disciplinary policies will prevent even the appearance of impropriety in the district's subsequent actions. The creation of a standard disciplinary policy, which is consistently followed by the district, will preclude the type of disparate impact that leads to liability in MHRA cases.

While these suggestions for proper documentation of employee deficiencies are by no means exhaustive, implementing these straightforward procedures will assuage the twin possibilities of costly litigation defense and damage liability. Any specific questions regarding the need for a proper documentation program or how to implement such a program is beyond the scope of this article and should be referred to a district attorney for further consultation.

Conclusion

The Missouri Human Rights Act applicability to school districts mandates strict adherence to disciplinary programs that document employee deficiencies. As the case examples show potential damage awards can be excessive. Maintaining systematic documentation of progressive disciplinary procedures will not entirely insulate dismissal decisions from assailable; however, failure to adequately record the factors leading to an employee's dismissal only invites lawsuits. The minimal investment in time and energy to properly document employee discipline has the potential to greatly reduce the number lawsuits and plaintiff's verdicts brought under the MHRA.

¹ Revised Missouri Statutes § 213. The Missouri Human Rights Act prohibits discrimination in employment, public housing, and accommodations on the basis of race, color, religion, national origin, ancestry, sex, disability, and age.

² Such as race, color, religion, national origin, ancestry, sex, disability, and age.



23rd ANNUAL SCHOOL LAW SEMINARS

Lake Ozark, MO — July 30, 2006
Marriott Tan-Tar-A Resort & Golf Club
State Road KK
Osage Beach, MO 65066

Cape Girardeau, MO — August 8, 2006
Drury Lodge
104 S. Bantage Street
Cape Girardeau, MO 63701

St. Louis, MO — August 3, 2006
Doubletree Hotel
16625 Swingley Ridge Road
Chesterfield, MO 63017

Kansas City, MO — August 10, 2006
Marriott Courtyard
Adams Pointe Conference Center
1400 North East Coronado Drive
Blue Springs, MO 64014

Springfield, MO — August 9, 2006
Sheraton Hawthorne Park Hotel
2431 North Glenstone
Springfield, MO 65803

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Outstanding Rural Middle School Teacher
Nancy Probstfeld
Crane R-III School District



Outstanding Rural Elementary Teacher
Pam Johnson
Avenue City Elementary School



Outstanding Rural School Board Member
Susan Kyle
Cole Camp R-I School District

(Continued from page 3)

for exceptional pupil, gifted, remedial reading, fair share and free textbook are combined as part of the total state dollars associated with accounting code 5311.

Another recommendation is that the District calculate the old formula revenues as well as Senate Bill 287 in order to determine the accuracy of "new money" since any increases in operating levies for the 2005-06 base year should be reflected as increases in state revenue for Fiscal Year 2006-07 and the subsequent phase in years as well.

We have tried to cover an extensive subject in a brief manner and encourage readers to ask additional questions to garner the specific information applicable to individual circumstances. The professional staff at L.J. Hart & Company is certainly available to seek answers on your behalf.

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NO CHILD LEFT BEHIND RESOURCES



Compiled for NREA. March 2006

Teaching Resources

- The U.S. Department of Education is recognizing “American Stars of Teaching” in order to spotlight highly qualified teachers and honor a very important profession. American Stars of Teaching are teachers who are improving student achievement, using innovative strategies to make a difference in the lives of their students. They are honored for their classroom contributions and for successfully incorporating the principles of the *No Child Left Behind Act*.
- The 2004 and 2005 American Stars are listed at www.ed.gov/teacherinitiative. **Nominations for the 2006 round will be accepted from January 11 through April 15.**
- **eLearning:** The Department’s Teacher-to-Teacher website provides educators **Free** access to professional development courses, anytime, anywhere. eLearning supports mastery of academic content; models teaching strategies that have been successful in the classroom; and provides a classroom application component, follow-up activities and an online assessment. It’s simple: Access the website (www.ed.gov/teacherinitiative), enroll, complete the course, take an assessment and complete follow-up activities, and incorporate what you learn in the classroom. Principals may use an implementation rubric developed for each session. These sessions are from the recent highly successful Teacher-to-Teacher workshops.
- **Teacher Workshops:** After an overwhelmingly positive response to workshops in 2004 and 2005, the U.S. Department of Education is expanding this popular summer program. Locations and dates will be announced soon. These workshop sessions are **Free** and feature some of the best teachers and education officials sharing research-based practices that have been successfully applied in the classroom. Information can be found at www.ed.gov/teacherinitiative.
- **Teacher Updates:** Teachers may sign up at www.ed.gov/teacherinitiative to receive electronic updates from the U.S. Department of Education. These short “e-bytes” address some of the hot topics from our teacher outreach and provide links to resources so teachers may learn about the latest policies, research and professional issues impacting the classroom.

Assessment and Accountability Resources

- **NCLB: Road Map for State Implementation.** The Road Map to State Implementation describes how the Department—together with parents, educators and policymakers—is making *No Child Left Behind* work for states, schools and students. www.ed.gov/admins/lead/account/roadmap
- **State Implementation letters.** These policy letters provide guidance and insight on a variety of topics of interest to State Educational Agencies (SEAs), school districts, federal program directors, and others in implementing No Child Left Behind. www.ed.gov/policy/elsec/guid/stateletters/index.html
- **Assessing students with disabilities.** This information provides detailed guidance and up-to-date information about assessing students with disabilities within the context of NCLB and IDEA. www.ed.gov/admins/lead/spced/toolkit/index.html

Fact Sheets about NCLB can be found at: <http://www.ed.gov/news/opeds/factsheets/index.html?src=gu>

Information about the Rural Education Center can be found at: <http://www.ed.gov/nclb/freedom/local/rural/index.html>



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MANAGEMENT MATTERS: DEALING WITH COMPLAINERS

By: Steve M. Cohen Ed.D.,CMC

Gripe Gripe Gripe! What to do about the office complainers. Complainers are people who feel powerless to do anything about their problems. They are an admitted pain in the neck because no manager wants to hear someone whine. And whining they do. They don't explode or attack they just gripe. They can also be cured. Here's how.

Understand the Why

Start by taking a look at the why of it all. Complainers are people who want the problems to get fixed but just view themselves as too weak to do the fixing. They look around for someone to do the job for them. They zero in on somebody whom they perceive to have more strength or authority, and they dump the problems on that person's plate. The person on the receiving end might be the manager, the lead worker or even a peer—anybody they think can step up the plate.

Mostly the problems they site are things that other people are doing to them and they spill it all out with run on sentences connected with and's and but's. And then they stop without offering any solutions. They are like seagulls who flap in from the great blue and dump their load and then fly off...into the sunset leaving the mess for someone to clean up.

There is a positive side to this situation. That is that complainers tend to focus on REAL problems. For this reason it warrants attention because it brings to the front circumstances that might otherwise not get heard. It's just that it's done in such an annoying way!

The Cure

To cure complainers, teach them to devise their own solutions. Convert them into problem solvers. To do that is to honor the complaint. Listen to it. That gets favorable attention because the complainers aren't used to be listened to. Once the issue is voiced and you understand it, say to the complainer, "ok I think I get it." Then feed it back to the complainer and ask "did I get it?" When the complainer says yes then say something like "ok now what can you do to make it better? You probably will get the "deer in the headlights" look but ask the same question again. The complainer's response will probably be something like I thought you would fix this, I just told you that they wouldn't respond to me.

I usually ask the complainer if he / she has any control over the other person. They always say no that is the problem. Then I ask, do you have any control over yourself? They hesitantly say yes. So the logic is that you work in the area that you have the most control. Ask for ideas that could solve the problem.

Beware. At this point the complainer is apt to cycle back to explaining the problem. Stop them and remind them that they said that you already understood the problem. They could also try to introduce a new problem. Stop them and say that's another 20 minutes for another day. Today we are focusing on the first problem. Restate your question: what can you do differently to fix the problem. What all this does is force the staffer into problem solving. This is the only possible route that the person has to achieve a positive outcome.

Rome wasn't built in a day.

Don't take the easy way out and say, "ok, I'll talk with so and so." Solving the complainer's problem just perpetuates the whining and dumping. Keep asking for solutions and offering suggestions and discussing why things will or won't work. Realize that the process could take several visits. This is a new experience for the complainer. No one has ever listened to them before. No one has ever pushed them to become a problem solver before. They are not used to assuming a powerful role. The overall goal is to transition them away from the weak role.

MARE Associate Membership 2005-06

Below are listed the Associate Members of MARE. These members are important to the MARE Organization in their long-term interest in the welfare of the Rural School Districts in Missouri. Please consider all the business associates when you are in need of services. Let them know that you saw their information in our newsletter when you contact them.

<i>Companies/Organizations</i>	<i>Contact</i>	<i>Phone Number</i>
Allied Bus Sales	Ryan Kauffman	(800) 462-0173
American Boiler Services, Inc.	Mike Hemphill/Dean Phillips	St. Louis (800) 235-5377 – Kansas City (888) 440-0382
American Trust Group Holding	S.L. Baker/Ray Shoaf	(573)374-9991
Benee's Inc.	Joan Reed, V.P. for Sales	(800) 854-1411
Blendedschools.net	Jed Friedrichsen	(814) 386-2585
Budget Plus Software	Leland Foster	(816)847-6610
Central State Bus Sales	Jeff Reitz	(636) 343-6050
Center for Distance/Independent Study	Kristi D Smalley	(573)882-4054
Citizens Bank & Trust	Tamara M. Vaughn	(800) 399-3023
Claim Care Inc.	Stacy L. Dye	(660) 327-5308
Commerce Bank, N.A.	Carolina Decker	(417) 837-5236
Control Technology & Solutions	Scott Ririe/Gina Bicknese	(636) 230-0843
Cornerstone Energy	Larry D. Kilpatrick	(913) 322-1776
DataTeam Systems, Inc.	Craig McCollam	(877) 843-8150
Dickinson Hussman Architects	Pamel Erb	(314) 727-8500
Doster Mickes James & Ullom, LLC	Tom Mickes	St. Louis (636) 532-0042 – Kansas City (816) 531-1888
Education Technology Partners	Sally Dunne	(800) 438-4266
E.P.M., Inc.	B.H. Trout	(573) 642-6550
Forrest T. Jones & Company	John Farrar/Bill Baker	(800) 821-7303
Forrest T. Jones & Company (LTC)	Mark Iglehart, Sally Levitt, Harvey Day	(800) 821-7303
Foundation for Educational Services, Inc. (SOCS)	Stacey Musil	(800) 850-8397
Fry and Associates	Marcie A Fry	(816) 221-4825
George K. Baum & Company	Greg Bricker/Dick Bartow	(800) 821-7195
Horace Mann Insurance	John Murphy	(636) 532-4447
Inter-State Studio, Inc	Roger Kimball	(660) 826-1764
Jack Ball Architects PC	Jack Ball/Chris Ball	(417) 866-1904
Kaleidoscope Consulting	J. Scott Christianson	(888) 423-5225
L.J. Hart and Company	Larry J. Hart/Roger Adamson	(800) 264-4477
Lemberger Company	Dan Snodgrass	(573) 422-3354
Labor Management Advisory Group (LMAG)	Steve M. Cohen	(816) 525-2088
Mass Group Marketing	Ted Ferguson	(903) 474-8027
Metropolitan Energy Center	Bob Housh	(877) 620-1803
Midwest Bus Sales	Jack Wolfe	(913) 422-1000
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
Missouri Retired Teachers Association	Jim Kreider	(877) 366-6782
Morgan White Group	Gerald W. Littell	(573) 289-4211
M.U.S.I.C. / Arthur J. Gallagher & Co.	Gary VanMeter	(636) 916-3433
MVG Lime & Fertilizer Service	Toby Blakemore	(573) 875-5650
New System	David Thompson	(314) 420-5742
Sam A Winn & Associates Architects	Sam A. Winn/Terry Holder	(417) 882-7821
Scientific Learning	John Hopkins	(916) 442-5608
Septagon Construction Company	R. Thomas Howard/Dennis Paul	(800) 778-3113
Software Technology, Inc.	Mary Ann McCann	(800) 844-0884 Ext. 1620
Southern Bus & Mobility, Inc.	Tom Gerbes	(866) 327-1600
Staples	Dan Maddox	(800) 231-5708
The TRANE Company	Tim Schryver/Andrea Birke	(636) 305-3600
Thomeczek Law Firm, LLC	James G Thomeczek	(314) 882-4054
TREMCO, Inc.	Pat Frederick/Matt Wegenka	(800) 852-4149
Vanderford & Associates, Inc.	John M. Vanderford	(816) 873-3072

Board Training Registration

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

Fax: (660) 747-8160

Name of Board Member: _____

Board Member Address: _____

Address (cont'd) _____

Board Member Phone Number: _____

School District: _____

Session Location: _____

Session Date: _____

(Continued from page 1)

- ✓ Also in the state of Arizona, it was reported that because of the lax features of the program, many parents used their tax credit to send their children on out-of-state field trips.

In reality a Tuition Tax credit program:

- ✓ Diverts money from state general revenue funds
- ✓ Does not require Private Schools to take all students wishing to enroll.
- ✓ Is note-worthy for its complete lack of accountability, as is required of public schools.
- ✓ Diverts the lion's share of this benefit to families **currently** sending their children to private or religious schools.
- ✓ Once up and running, there could virtually be no limit to the amount of tax credits available.

This plan is a **tax proposal**, not an **education proposal**. It does nothing to address the real needs of education. This program is merely a way to use public policy to funnel money to private schools at the expense of adequately funding public schools.

It might best be described as *the camel's nose under the tent approach*. It is a bad bill!!!

It is bad for Missouri Public Schools!!!

NEW B-Series From International

Configurations in seating from 14 up to 30 passengers.

Advanced all-steel body design includes a 78" roof height, 90" inside width and hidden hinges on emergency door.

Flat floor provides seating flexibility, greater capacity and easier interior maneuverability. Optional 4-track floor tie-down is available.

The electrical system allows the exterior light check to be performed by just one person.

Durable 12" flat-faced rear bumper for easy lettering or decal application.

Thicker 16-gauge side sheets and skirts resist corrosion and deliver long-lasting good looks.

The Leave No Student Behind™ system helps the driver to ensure the bus is properly inspected at the end of the day.

NOT A CUTAWAY. A CUT ABOVE.

Our customers asked for a small bus with practical features that make it more functional to operate while costing less to own and maintain than a cutaway. One that entices the owner, excites the driver, delights the maintainer and provides protection to the passenger.

That's the IC Corporation BE 200.

This bus features the same care and quality materials that go into all our school buses. So you get higher uptime. Easier serviceability. Expansive driver field of view and ergonomics. Improved economy.



Earning extra credit with drivers.

- Easy access to passengers without exiting the bus.
- A commanding driver field of view with a high three-piece flat windshield, overlapping wiper patterns, raised entrance door, tall driver-side window, large rear windows and optimally located mirrors.
- Available 'one-button' stop feature, conveniently located on the steering wheel, significantly reduces the number of driver tasks and movements required for loading/unloading.



Controls for the power door and warning lights are available on the steering wheel.

Steel front and rear end caps with recessed clearance lighting offer greater protection.

The wiper system automatically changes to the slowest speed after an extended idle, helping to reduce potential windshield scratching.

The windshield is a three-piece flat glass with rubber 'topped in' design for simple, low-cost replacement.

Metal reinforcement plates for cross-view mirrors offer added durability.

With easy-view fluid checks and a full-fit hood that requires just 15 pounds of effort, daily checks can be performed quickly and easily by all drivers.

Splash guards are integrated with the hood and stay out of the way for easy engine access.

The patented integrated crossing arm motor is protected by mounting within the bumper.

Larger 18" full-power 4-wheel disc brakes with ABS and traction control.

A wheel out of up to 50" provides outstanding maneuverability.

Making the maintainer's job easier.

- The advanced electrical system allows bus operation to be monitored and diagnosed quickly from the instrument panel.
- Serviceability is easier with a full-fit hood, long service intervals, quick and easy fluid checks and an easy-to-replace flat windshield.
- The integrated powertrain features the International® VT 365 diesel engine and an Allison transmission – designed to deliver smoother shifts and increased responsiveness, reliability and durability.



YOUR IC DEALER FOR WESTERN MISSOURI

Allied Bus Sales

P.O. Box 470

Nixa, MO 65714

Toll Free 800-462-0173

Tel 417-725-2685

Fax 417-725-4853

Passengers always come first.

- The Leave No Student Behind™ system helps the driver to ensure the bus is properly inspected at day's end.
- A full-power 4-wheel disc brake system includes all-speed traction control as standard.
- Standard flat floor offers the ultimate in seating flexibility, greater capacity and easier interior maneuverability.
- A total solution for real peace of mind.
- The BE 200 is backed by the industry's best warranty.
- IC is the only small bus manufacturer to offer an integrated body, chassis and engine warranty.

Value-Added Visa Purchasing Card Products & Services with Revenue Share for M.A.R.E. Members.

Turn your A/P department into a revenue generator by sharing in monthly revenues based on your annual charge volume. Commerce Bank's A/P solution allows you to optimize the use of commercial card payments by integrating card payment into your existing accounting systems. Just like you perform a "check-run" today, you can perform a "commercial card run" that allows you to pay your suppliers on a per-invoice basis with full control.

As an experienced leader in Commercial Card services, Commerce's Purchasing and Corporate Card portfolio has increased at a rate almost twice the Visa average — making our program one of the fastest growing in the nation. Our *ask listen solve* approach allows us to provide our clients with focused and customized solutions. Explore how Commerce Bank's M.A.R.E. endorsed program can benefit your school district.

Revenue Share for School Districts

With the M.A.R.E. endorsed Commerce Bank P-Card, participating school districts receive revenue share for spending money on everyday purchases. The share is based on net retail sales* and there are no minimum purchase requirements. The more you spend, the higher your revenue share.

School district purchasing volume is established from January 1 to December 31 each year.

*Net retail sales volume does not include returns, cash advances or disputes.

Greater flexibility means increased cash flow and streamlined processes.



Use your card program to automate your budget burdens, cost management and internal reporting.

- Multiple cards targeted for specific uses can help your school district increase its cash flow and streamline your processes
- Purchases from vendors can be pre-coded and automatically attributed to their account reducing keystrokes and reconciliation time
- Each A/P staff member who supports a category of vendors can be issued a card that allows them to pay, record, and reconcile transactions
- Superior tracking and verification of payments will benefit you and your vendors

Financial Control

With the M.A.R.E. endorsed Visa Purchasing Card, school districts are able to simplify tracking and reporting of all spending for increased financial control.

- Manage the purchasing and spending of employees by placing account usage restrictions on accounts
- Pay school district suppliers quickly and on time
- Online account access to track expenditure trends and manage spending policies
- Employee spending reports
- Cash Advance Restrictions
- Daily spending limits
- School district tax-exempt data to assist in tax savings on all purchases

Carolina Decker

Vice President, Commerce Bank
Commercial and Municipal Banking

417-837-5236

or

Lance Wright

Regional Sales Manager, Commerce Bank

Commercial Card Services

816-234-7094

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

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PAID
 Centerview, MO

Our purpose is to LISTEN to the NEEDS of rural Educators and then help them meet those NEEDS as efficiently as possible. Through this type of SHARING and COOPERATION we can improve the OPPORTUNITIES for the CHILDREN of rural Missouri.

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

Yes!!!! I want to be a member of MARE

<input type="checkbox"/>	K-12 School Districts — \$225 yearly
<input type="checkbox"/>	K-8 School Districts — \$125 yearly
<input type="checkbox"/>	Not for Profit Corps & Institutions — \$100 yearly
<input type="checkbox"/>	For Profit Corps (Associate Members) — \$250 yearly
<input type="checkbox"/>	Individual Member from Non-Member Institutions — \$25 yearly
<input type="checkbox"/>	Student Membership — \$1 yearly
<input type="checkbox"/>	Newsletter sent to district board members — \$35 yearly
<input type="checkbox"/>	_____ School District Six Digit School Code
Name: _____	Title: _____
School/Organization: _____	
Address: _____	

City/State/Zip: _____	
Email Address: _____	
Mail to: MARE, 201 South Holden St, Suite 202, Warrensburg, MO 64093 or fax: (660) 747-8160	

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
Email: dean.com@kemetrometro.edu