



Missouri Association of Rural Education

Summer 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.

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

MARE 2006-2007 Calendar

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

March 8, 2007
Board Meeting
7:30 p.m.
Resort 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.

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Room block cut-off date: September 21, 2006

Hosted by:
Missouri Association of Rural Education
Kansas Schools for Quality Education
Center for Rural Education and Small Schools –
Kansas State University

Missouri Association of Rural Education

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BOE Training Schedule

2005-2006

- | | |
|-----------------------------|----------------|
| July 28, 2006-8 a.m.-4 p.m. | Lake Ozark, MO |
| July 29, 2006-8 a.m.-4 p.m. | Lake Ozark, MO |

Other Training Sites – Contact: Dr. Ray Patrick (660) 747-8050

Board Training Registration

Mail to: MARE, 201 South Holden Street, Suite 202, Warrensburg, MO 64093
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Name of Board Member: _____

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Session Date: _____

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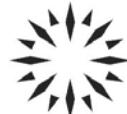
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Artistic Expression Versus a “True Threat:” When a Student’s Work of Art Raises Suspicion of Potentially Violent Behavior

By Ellen C. Mickes – Law Clerk
Doster, Mickes, James, Ullom, Benson & Guest, LLC

When a student creates a work of art depicting a violent act or suggesting that a violent act may occur in the future, what is the duty of the school? The fine line between artistic expression and threatening behavior is blurry and difficult to navigate. Student artwork can be created in a supervised art class or independently. A work can be created at home and intentionally brought to school by the student or brought to school by someone else unbeknownst to its creator. Art can be created for personal use or for public display. Art can include imagery that has obvious meaning, as well as meaning that is more subtle. Artworks can include text, symbols, colors, and shapes that all have the potential to affect how outsiders perceive its meaning. All of these issues must be taken into account when considering the meaning behind a student’s creative work. While it is important not to jump to conclusions it is also necessary to put student safety first.

Uninformed decisions by school administration involving apparent meaning in student’s artwork can potentially create serious consequences. If schools overreact, they may face suit for violation of a student’s First Amendment rights. If schools disregard a genuine threat of violence, they may fail to prevent a dangerous and potentially deadly situation for the school community. In addition to potential consequences, schools should be wary of inhibiting their students’ freedom of expression. Artwork provides an essential creative outlet for students and is crucial to their development. Past court decisions offer guidance for school administrators and provide a useful framework to reference in deciding whether a student’s artwork rises to the level of a serious threat to the school.

A Student’s First Amendment Rights

The U.S. Supreme Court has stated that public school students are not relieved of their First Amendment rights upon entering school and that non-verbal expression may be considered "speech" for the purpose of receiving that protection. While at school, however, a student’s rights may be somewhat restricted in the interest of maintaining an effective educational environment. School administration may interfere if there is a reasonable belief that a student’s actions will substantially disrupt school operation or inhibit the rights of another student. The school may not interfere with a student’s rights solely based on a fear or prediction that a disturbance may occur. Tinker v. Des Moines Independent School District. If there is no reasonable belief that the school environment will be disturbed, interference is still possible in the instance of a “true threat.”

In Watts v. United States, the Supreme Court held that a “true threat” of violence is not protected by the First Amendment. The Supreme Court did not define “true threat,” however lower courts have developed standards that help determine when speech or other expression rises to the level of a “true threat.” Context tends to be the key factor in most of these determinations. If speech takes place in the context of artistic expression it is protected by the First Amendment and does not constitute a “true threat.” Additionally, if speech can be characterized as a joke it is not a “true threat.” One factor some courts take into consideration is whether a reasonable person would foresee their statement as being interpreted by those hearing or seeing it as a serious expression of intent to harm.

The relevant standard in Missouri is based on consideration of speech from the viewpoint of the recipient. When faced with an artwork that may be a “true threat,” school administrators should consider the context of its creation, how a reasonable recipient of the threat would react, and how the student that created the work believed others would react. If the work was created in the context of artistic expression or was created as an obvious joke the First Amendment will protect the student.

Real Case Examples

In the Kansas case Boman v. Bluestem Unified School District, a student created a poster containing a narrative entitled “Who Killed My Dog?” and the poster was displayed on school property. The poster also contained statements like “I’ll kill you if you don’t tell me who killed my dog” and “I’ll kill you all.” Following a hearing, Boman was suspended from school for the remainder of the school year (81.5 days). The court took several factors into account in determining whether Boman’s First Amendment rights were violated. Boman created the poster in class and was an accomplished art student who has made comparable artworks in the past. Additionally, no students complained about the poster or any of its “threats” and the poster did not direct a threat at any individual in particular (there was no actual dog that was killed). Most importantly, the court determined that Boman intended the poster to be a work of art and not a threat. The court ultimately found that Boman’s work did not constitute a threat nor did it cause a substantial disruption at her school. Boman was reinstated as a student and was not required to undergo the psychological evaluation ordered by the school.

In the Fifth Circuit case Doe v. Pulaski County Special School District, the court evaluated the suspension of a student who wrote a rap song/letter contemplating the rape and murder of his ex-girlfriend. The court made their determination using the “reasonable recipient standard” and found that a reasonable thirteen-year-old girl in the ex-girlfriend’s shoes would have interpreted the student’s song/letter as a threat. The lyrics, clearly directed solely at his ex-girlfriend, graphically described detailed accounts of how he would rape and murder her. The student argued that actually carrying out the acts described in his lyrics would be improbable; however, the court found that a threat need not be logical in order for the creator to be punished. The student also testified that he knew his ex-girlfriend might have taken the threat as being truthful and that he did nothing to alleviate her concerns. The court furthered their evaluation by taking into account the student’s history of violent behavior, including claims to be in a gang and violence towards animals. The court gave this violent history weight

(Continued on page 4)

(Continued from page 3)

because the ex-girlfriend's awareness of these past incidents gave her reason to take the threats seriously. Considering the facts at hand, the court found the student's punishment appropriate and no First Amendment violation.

As evidenced in Boman and Pulaski, artwork can take many forms, and statements or images that may at first seem threatening or violent may ultimately be protected as proper artistic expression. School administrators should take the time to investigate before jumping to conclusions. The court in Boman emphasized that a school district has a duty to investigate the circumstances surrounding any potential threat by a student. The court found that the principal in that case was justified in suspending Boman for a short period of time to determine if a threat was present, especially if the meaning behind the work was not immediately apparent. The district also, then, had a duty to reinstate Boman once it was clear from the facts that the poster did not constitute any sort of threat. The court in Pulaski, however, found the school justified in the suspension of their student. Comparing the two cases, it becomes apparent how essential it is for a school to evaluate the context in which an artwork was created, the creator's state of mind and intention, and whether a reasonable recipient would feel threatened. Both cases involve artistic expression that initially seemed violent, but in the end only one of those works was really a threat.

Other Considerations

What happens when an artwork is created by a student somewhere other than on school grounds? An additional concern is presented when a student creates a drawing or other artwork at home and brings it to school or someone besides the student brings that work to school. Private writings and artworks created and kept at home are protected by the First Amendment. Courts have held that if introduction to the school environment is wholly accidental, something more is required to lose First Amendment protection (true threats must be communicated in a knowing and intentional manner). An accidental introduction is most likely to occur when someone other than the work's creator brings the work to school without the creator's knowledge. Artworks are only subject to diminished First Amendment protection when they are created on school premises or intentionally brought onto school premises. When a student creates a work at school, transports a work created elsewhere to school grounds, or consciously allows someone else to transport that work to school grounds, that work will be subject to the diminished First Amendment protection applicable to the school environment.

Conclusion

Student safety should always be the main concern and school officials should take a student's threats against fellow students and the school very seriously. In their prevention of violence, however, schools should not lose sight of students' rights. Actions must be genuinely threatening or genuinely disruptive to give school officials the power to interfere with their students' Constitutional rights. A school cannot interfere just because a school official finds a student's work disturbing or dark. Disturbing and dark does not automatically mean dangerous. School officials must investigate the situation to find out if a real threat exists and only then take action. If no real threat exists, freedom of expression that does not disturb the school environment cannot be restricted.

Ellen Mickes is a third-year law student at Saint Louis University School of Law. She is currently employed as a summer law clerk at Doster, Mickes, James, Ullom, Benson & Guest, LLC. Doster Mickes attorney Sarah Wight collaborated with Ellen on this project.

15 Rules to Live By

This can be a hectic, confusing world we live in, but there are several rules to help you succeed at whatever you choose to do:

1. Embrace change and learn from new experiences
2. Ask questions—LISTEN
3. Take ownership of your education
4. No plan = No direction
5. Be honest with yourself and others
6. Don't agonize—organize—take action
7. Never, never give up
8. Help others
9. Manage your time or be mismanaged by it
10. Believe in yourself
11. Don't find fault—find a solution
12. Develop a positive “I'll Make It Happen” attitude
13. Good decisions — good results; poor decisions — poor results
14. Eliminate excuses and take more responsibility
15. Write your goals down, add action steps and a timetable

These rules will help you answer “yes” to this question: “Did I give my best effort to today's activities?”

The Changing Face of Rural America

After a decade of population loss, rural America has seen its population grow again. Nearly three-fourths of the 2,303 counties classified as rural in 1993 gained population between 1990 and 2000. This article discusses population growth and the many changes in rural America.

<http://www.ruralsociology.org/briefs/brief1.pdf>.

Redefining the American School House

“Report from the National Summit on School Design” is intended to help communities make better decisions about the approximately \$30 billion spent annually on building and renovating school facilities in the United States. This new resource for community leaders, educators and designers provides eight recommendations to help create schools that encourage student achievement and stronger communities.

<http://news.publiceducation.org/t/4602/223982/61/>

June/July 2006

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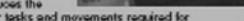
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Ten Myths About Energy and Schools

(submitted by: Bob Housh, Executive Director, Metropolitan Energy Center)

Energy isn't a major budget item for schools." This statement is one of a number of myths about energy in schools. The fact is that in many school districts, energy costs are second only to salaries, and exceed the cost of supplies and books. The following article, taken from the U.S. Department of Energy's "Energy Smart Schools" program, takes a look at some of the myths and misconceptions about energy in schools, and provide the facts that can help school districts make smart energy choices. Around the country, many school districts are already proving that energy-smart building choices can significantly reduce their operating costs and, at the same time, create better places to teach and learn.

Myth 1: Energy isn't a major budget item for schools

Fact: Not so. In many school districts, energy costs are second only to salaries, exceeding the cost of supplies and books. Nationally, K-12 schools spend more than \$6 billion a year on energy and, according to the U.S. Department of Energy, at least a quarter of that could be saved through smarter energy management. Energy improvements could cut the nation's school bill by \$1.5 billion each year. There are a wide range of ways to improve existing buildings and build smarter new schools. One example, daylighting, is a particularly cost-effective option. According to the Sustainable Buildings Industry Council in Washington D.C., the average middle school that incorporates daylighting will likely save tens of thousands of dollars annually—and improve student performance at no extra cost. Myth

Myth 2: Schools can't save much by being energy smart

Fact: Not so. Changes in behavior alone—such as turning off lights in unoccupied rooms and turning off computers at night and on weekends—can save an individual school thousands of dollars every year. Even vending machine lights can make a difference: Seattle School District saved \$20,000 a year by turning off the lights in its 250 vending machines. The Green Schools program, managed by the Alliance to Save Energy, has helped cut the energy bills of 15 pilot schools by an average of \$7,700 annually. Many of these schools realized savings simply by improving building operation and changing everyday behavior. The changes weren't hard or complicated—mostly common sense. In addition to making behavioral and operational changes, many schools have reaped tremendous benefits by incorporating energy-efficient equipment and undertaking energy retrofits. For the Oquirrh Hills Elementary School in Utah, energy-saving features have saved \$22,521 in electrical and natural gas bills. Daniel Boone High School in Washington County, Tennessee, has achieved a 34 percent reduction in annual energy costs since 1995 when it installed a geothermal heating and cooling system. The school has realized average annual savings of \$82,000 as well as reduced maintenance needs, improved air quality, and better control of individual classroom temperatures.

Myth 3: Energy efficiency is unrelated to student performance

Fact: Not so. Evidence is growing that energy-efficient schools can provide learning environments that lead to improved student performance. In part, the link between smart energy use and improved learning is intuitive. If lighting quality is poor, students can't read the blackboard; they can't hear teachers over noise through leaky walls and windows; and they can't concentrate if they're roasting or freezing in classrooms with poor temperature control. In addition, studies have shown that daylighting—an integral part of most new energy-efficient schools—may have a positive effect on student attitudes and performance. One study by Innovative Design, an architectural firm in Raleigh, North Carolina, concluded that students attending daylit schools for two or more years scored 14 percent better on tests than students in non-daylit schools.

Myth 4: Energy improvements in existing buildings require major upfront investments

Fact: Not so. Fortunately, financing options such as energy savings performance contracts and lease-purchase programs allow schools to make improvements with little or no investment. With performance contracts, an energy services company (ESCO) pays for the energy improvements, and is paid back over time through the utility bill savings the project creates. The National Association of Energy Service Companies (NAESCO) has a list of qualified ESCOs (see www.NAESCO.org for more information). To ensure that an ESCO provides the best mix of energy measures, get an outside expert to review its proposal. Some companies provide this service for free or at a low cost for schools. With lease-purchase programs, schools make payments each month and own the equipment at the end of the contract period. This is an increasingly popular approach for schools engaged in building improvements as well as bus purchases. Many districts are taking advantage of these types of financing options. For example, the Duxbury, Massachusetts, School District joined forces with an energy service company, NORESCO, to design and build an energy-efficient retrofit that also addressed a serious indoor air quality problem. The resulting \$2.7 million project, financed by a third party brought in by NORESCO, is being paid for by the school district under a 10-year shared savings contract. During the 10-year contract period, NORESCO guarantees Duxbury an energy cost savings of \$271,900 per year, provides ongoing maintenance, and measures the school district's energy use to verify continued savings.

Myth 5: New schools are energy efficient

Fact: Not so. Unfortunately, this often isn't the case. Unless a school directs its architect to design energy-efficient buildings, new schools may be as inefficient as old ones. Or they may incorporate only modest energy efficiency measures. Well-designed schools are properly oriented on their sites to take maximum advantage (or provide relief from) the sun. They use windows, walls, lighting systems, heating and cooling systems, and other elements that are efficient and well-integrated. And they allow areas of the building to be shut down when not in use, among other energy-smart features. During the rush to construct new buildings, schools often focus on short-term construction costs instead of long-term, life-cycle savings. The key to getting an energy-smart and well-designed school is to ask for an energy-efficient design in your request for proposals (RFP). And schools need to select architects who are experienced in making sure that energy considerations are fully addressed in design and construction.

(Continued on page 10)

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(Continued from page 8)

Myth 6: Constructing an energy efficient school costs more

Fact: Not so. Total construction costs for energy-efficient schools are often the same as costs for traditional schools, even though individual building features may cost more. The reason is simple: efficient buildings leak less air and take better advantage of the local climate. Therefore, their heating and cooling systems—among the most expensive aspects of buildings—don't need to be as extensive to provide comfort. In many cases, schools can pay the same price to construct an efficient building and pay much less to operate it year after year after year. And even when construction costs are higher, energy savings can pay for additional upfront costs very quickly—sometimes in less than a year. The energy-efficient design for Durant Road Middle School in Raleigh, North Carolina, resulted in reduced construction costs as well as reduced operating costs. Not only does this school save tens of thousands of dollars in energy costs each year, but the decision to decrease the size of the cooling and electrical systems saved \$115,000 in construction costs in 1996. Daylighting—combined with a radiant barrier on the roof that reflects the sun's heat—lessens the cooling load about 30 percent below that of a conventional school.

Myth 7: Designing energy-efficient buildings takes more time

Fact: Not so. The design process for an energy-efficient building is slightly different but not necessarily more time consuming. The process is less linear—design documents don't just go from architect to engineer to subcontractors, with each adding information at a specific stage. Instead, all of these professionals work closely together from the beginning to ensure that the building's systems are fully integrated with each other and with the structure.

Myth 8: Tracking energy use isn't necessary

Fact: Not so. As school administrators in Utah found out, understanding how energy is used can help schools identify energy waste and equipment problems, as well as overcharges and errors on energy bills. Through careful tracking, five Utah school districts uncovered thousands of dollars in utility overcharges. In 1997, Jordan School District uncovered \$93,000 in credits for one high school alone. Once school personnel know their buildings' energy consumption rate, school districts can provide incentives for reducing consumption through tracking. Careful monitoring of school energy use led Philadelphia's school district to cut its utility costs nearly \$7 million annually for the past seven years. These savings are reinvested in educational or recreational programs in each school.

Myth 9: Local communities won't support energy improvements

Fact: Not so. Energy-efficient design for schools can be a selling point in bond elections because energy improvements translate to more comfortable classrooms for students, reduced energy bills, and lower operating and maintenance costs. Communities across the country have recognized the benefits of energy-wise design. In Montpelier, Vermont, for example, more than 300 volunteers from the community supplied labor to construct two new classrooms with natural daylighting, good ventilation, and energy-efficient design to create a positive learning environment.

Myth 10: Help is hard to find

Fact: Not so. Help is available through programs at the national, state, and local level. State energy offices provide technical assistance and grant programs. Utilities and energy service companies provide expertise and resources to reduce energy consumption. These resources range from financing for new construction and retrofits to technical assistance and instructional materials on energy. More and more school districts are finding ways to utilize resources from the business community as well. Under Michigan's Solar Schools program, for example, six Detroit Edison commercial customers are partnering with ten southeastern Michigan school districts. Each participating school receives an annual credit toward its electric bill of 2,000 kilowatt-hours of electricity from a solar electric facility. The credits are donated to the schools by their business partners. In addition, Detroit Edison developed curricula on solar and renewables for grades 4-6.

For more information and ideas to help your district take strategic advantage of available resources, visit the EnergySmart Schools website at www.energysmartschools.gov OR contact the Metropolitan Energy Center and ask about their Rural School Initiative. RSI is a program currently supported by the Missouri Department of Natural Resources (MoDNR) to help medium to small rural school districts get a handle on their energy use and improve their facilities. RSI also provides energy curriculum and teacher training through MoDNR. The Metropolitan Energy Center, a 24 year-old not-for-profit located in Kansas City, Missouri, is a MARE associate member. The Energy Center's mission is to advance the sustainable use of energy resources in our communities. You can call the Energy Center toll free at 1-877-620-1803 or email energyworks@kcenergy.org.

Why Upgrade Your Current Lighting System? 10 Good Reasons

1. Improve the quality of light in the students work area.
2. Retire aging equipment before it retires itself. Spot re-lamping requires 2-3 times more labor than group re-lamping. You can use these labor savings to do basic preventative maintenance on Heating and Cooling equipment.
3. Lower electric usage for lighting by 30% or more.
4. Reduce lamp and ballast variety to a minimum.

(Continued on page 12)



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(Continued from page 10)

5. Electronic ballasts have no disruptive “hum” or flicker.
6. Cooler operation. Electronic ballasts operate about 30 degrees C cooler than electromagnetic ballasts. If you are considering adding new or replacing an existing air-conditioning system, new lighting will lower the existing AC load and lower the new air-conditioning system original and operating costs.
7. Electronic ballasts have an expected life of twenty-five years, and new lamps have a rated life of 20,000 hours. You will nearly eliminate your budget for replacement lamps and ballasts for many years.
8. By reducing the electrical load from a lighting retrofit, many facilities can accommodate increased demand from computers and other equipment without expanding electrical capacity.
9. Using energy sources more efficiently not only saves money, but also it make our communities and state healthier places to live. Tons of carbon dioxide, sulfur dioxide, and nitrogen oxides will not enter the atmosphere as a result of your lighting project.
10. Use Missouri EnergyWorks and the new abilities for lease financing under Senate Bill 287, or the State of Missouri Energy Loan Program to implement your lighting project with no out-of-pocket funds.

For more information and ideas to help your district manage energy use, contact the Metropolitan Energy Center and ask about their Rural School Initiative. RSI is a program currently supported by the Missouri Department of Natural Resources (MoDNR) to help medium to small rural school districts get a handle on their energy use and improve their facilities. RSI also provides energy curriculum and teacher training through MoDNR. The Metropolitan Energy Center, a 24 year-old not-for-profit located in Kansas City, Missouri, is a MARE associate member. The Energy Center’s mission is to advance the sustainable use of energy resources in our communities. You can call the Energy Center toll free at 1-877-620-1803 or email energyworks@kcenergy.org.

2006 Public School Energy Loan Report

This report has been provided by Bernard Thompson of the Missouri Energy Center

District	Loan Amount	District	Loan Amount
Bayless S.D.	\$555,000.00	Oregon-Howell R-III	\$48,037.00
Blue Springs R-IV S.D.	\$780,000.00	Osage Co. R-1	\$91,000.00
Bronaugh S.D.	\$67,027.00	Pemiscot Co. R-III	\$67,000.00
Brunswick S.D.	\$23,000.00	Pierce City R-VI	\$45,500.00
Cass-Midway	\$161,688.00	Raytown S.D.	\$93,600.00
Crawford Co. R-1	\$72,000.00	Renick	\$153,000.00
Crest Ridge R-VII / Johnson Co.	\$210,000.00	Ridgeway R-V	\$23,194.00
Dixon R-I	\$143,066.00	Sedalia	\$124,500.00
Hancock Place	\$195,000.00	Shawnee R-3	\$18,292.00
Jefferson City S.D.	\$1,067,305.00	Sheldon R-VIII	\$30,534.00
Laclede Co. C-5	\$57,204.00	Skyline R-II	\$48,115.00
Laquey R-5	\$92,853.00	Stet R-15	\$28,440.00
Lebanon R-III	\$300,169.00	Stoutland S.D.	\$100,000.00
Lee's Summit R-VII	\$742,362.00	Strafford R-6	\$141,045.00
Lincoln S.D.	\$555,000.00	Twin Rivers R-10	\$165,000.00
Lutie R-6	\$49,708.00	Warsaw R-9	\$154,500.00
Maries Co R-1	\$96,000.00	Willow Springs	\$333,855.00
Maries Co R-II	\$405,000.00	Winona R-III	\$45,000.00
TOTAL			\$7,282,994.00

**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
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
Mass Group Marketing	Ted Ferguson	(903) 474-8027
Metropolitan Energy Center	Bob Housh	(877) 620-1803
Mid-America Facility Solutions	David Villines	(816) 524-5616
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
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
Vanderford & Associates, Inc.	John M. Vanderford	(816) 873-3072

ANNOUNCEMENT

The M.A.R.E board of Directors, at the May 1, 2006 board meeting, approved the endorsement of Richard C Hemphill, Hemphill Financial Group and Mark Iglehart of Forrest T Jones & Company to offer Pre-Paid Legal Services, Inc/ Identity Theft Shield memberships to the employees of our member schools.

Watch for a packet of information coming soon which introduces this program to you. Please expect a phone call from Mr. Hemphill.

There are several reasons why your board endorsed these programs and the above individuals. A prime reason is that every employer that has non-public information on its employees is affected by three pieces of legislation (HIPAA, Graham-Leach-Bliley, and the Fair and Accurate Credit Transaction Act (FACTA)). All three of these laws pertain to the loss of information from an employer and the liabilities attached. The endorsement program, including the suite of products being offered, will help our members address these issues. Mr. Hemphill et al will provide education to our member schools and their employees. They will also provide sample documentation which can become part of your HIPAA Policies and Procedures manual.

Your board felt that the suite of products available as a voluntary employee benefit will help our school district members in two ways. When the employees purchase the Identity Theft Product you could have a virtual "early warning system" in place which will alert the employees of a breach of security. The second benefit is actually working with the victim employee to restore their identity.

Identity Theft Protection

Many people relate identity theft to just credit card theft. But in fact, identity theft actually involves these five different areas.

1. **DEPARTMENT OF MOTOR VEHICLES** – an identity thief could obtain a drivers license in your name and accumulate traffic tickets in your name.
2. **SOCIAL SECURITY** – an identity thief could use your Social Security number for employment purpose and you could get tickets in your name.
3. **MEDICAL INFORMATION BUREAU** – an identity thief could use your personal information to obtain prescriptions or medical help which might reduce your available benefits.
4. **CRIMINAL IDENTITY** – an identity thief could use your information to escape fines or jail time.
5. **FINANCIAL IDENTITY** – an identity thief could use your information to obtain money, goods, or services leaving you with the bill.

With a rash of major announcements about losses of personal information by several governmental agencies, a few universities and financial organizations, the total number of U.S. citizens to have information compromised has topped 100,000,000 in the last 16 months.

Identity Theft is:

- You are a teacher, your contract is not renewed, you ask why are told you have been arrested three times for prostitution in New Orleans.
- You are pulled over for speeding, next thing you know, and three officers surround your car with guns drawn. You are arrested for murder.
- You make a rolling stop on a Sunday after church. A police officer pulls you over. You are arrested for three outstanding DWI warrants.
- Someone knocks on your door. You answer it. It is a foreclosure notice on your house for a second mortgage you know nothing about.

This is Identity Theft!!!

**For immediate assistance and membership,
Contact Rick Hemphill 636-449-0735 or rhemphill@prepaidlegal.com**

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

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

Superintendency Search

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

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

MARE Superintendency Searches

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

Office Phone: (816) 792-5473
Email: dean.com@mecke.edu

Yes!!!! I want to be a member of MARE (effective July 1, 2006)

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Student Membership — \$2.50 yearly

Newsletter sent to district board members — \$25 yearly

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