



# Missouri Association of Rural Education

*"20 years of Service to Missouri Rural Schools"*

Winter 2007

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

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

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## MARE 2006-2007 Calendar

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

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

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

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

August 4, 2007  
MARE Summer Meeting  
The Resort at Port  
Arrowhead  
Lake Ozark, MO

October 1, 2007  
Board Meeting \*\*  
10:00 a.m.  
Jefferson City, MO

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

## MARE's Celebrating Twenty Years

### Of Service to Rural School Districts

*(As we celebrate MARE's twentieth anniversary, highlights from the early newsletters will be shared.)*

On November 18, 1986, a group of administrators met at the Lakeland School District, adopted a resolution, and elected a committee to proceed with the organizational details of an association of rural educators in Missouri. The Charter Resolution adopted read:

- ❑ Whereas the functions, needs, and difficulties of the schools in rural Missouri differ distinctly in many instances from those in urban and suburban Missouri.
- ❑ And whereas the pursuit of greater excellence in education and imposes unique applications, problems, and subsequent solutions in rural and small schools.
- ❑ And whereas there is a prominent need for a cooperative, associated effort to discuss and address these factors.
- ❑ And whereas Missouri rural educators need more—and more effective—input into the decision-making processes at state, regional and national levels—input which emphasizes the distinct advantages and special needs inherent in ruralness and smallness in the educational scene of Missouri and America.
- ❑ And whereas urban and suburban schools have their effective proponents at all political levels, and rural/small schools comparatively few.
- ❑ And whereas unity would greatly enable and enhance the effective efforts of rural Missouri educators, school districts, and cooperatives statewide in communicating the value and needs of rural education, in the sharing of ideas and resources, in the planning and development of joint efforts and in the sounding of a concerted voice.
- ❑ We, the undersigned, therefore resolve to join together, combining skills, resources and efforts as we deem appropriate, to properly and effectively address the aforementioned conditions. And at and be this resolve we here form and join into an association to be known as the **Missouri Association of Rural Education**.

Norman Long, Superintendent of the Lakeland School District chaired the meeting. Following a welcome and introductions of all present, and an explanation of how the meeting had come about. It was the decision of those gathered to set in motion plans and actions which ultimately, and as soon as possible, form an association of all of those philosophically and actively concerned with the preservation and improvement of schools in rural Missouri. A final part of the meeting was spent in reviewing goals and purposes, and in discussing and amending the proposed charter. A committee was selected to organize a charter meeting, the location for this meeting to be

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## Missouri Association of Rural Education

### Officers and Board of Directors 2006-2007

#### Officers

- President                    Larry Flanagan (Elsberry R-II)
- Vice President:            Francis Moran (North Platte Co. R-I)
- Secretary                    Philip C. Dorth
- Treasurer                    Mary Lue Potthast

#### Regional Board Members

- Region A:                    Leonard Zanatta, (Bolivar R-I)
- Region B:                    Yancy Poorman (N St. Francois Co. R-I)
- Region C:                    Jerry Parrett (Kirbyville R-VI)
- Region D:                    Geanine Bloch (Stoutland R-II)
- Region E:                    James Williams (Delta C-7)
- Region F:                    Joan Twidwell (LaMonte R-IV)
- Region G:                    Steven Cookson (Naylor R-II)
- Region H:                    Larry Flanagan (Elsberry R-II)
- Region I:                    John Brinkley (Linn Co. R-I)
- Region J:                    Francis Moran (North Platte Co. R-I)

#### School Board Representatives

- (Vacant)
- Victoria Ruble              (North Wood R-IV)

#### Higher Education/K-8 School Representatives

- Frank Dean Cone            (Metropolitan Community Colleges of Kansas City)
- Chris Welch                  (North Wood R-IV)

#### Advisory Members

- Larry J. Hart                  (L.J. Hart & Company)
- Kristi Smalley                (MO Distance Learning)

#### Executive

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

### BOE Training Schedule 2005-2006

March 9, 10, 2007	MARE Conference
April 12, 13, 2007	Platte Co. Resource Ctr, Kansas City
April 18, 19, 20, 2007	Branson, MO
May 10, 11, 12, 2007	Poplar Bluff R-I

**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  
**Fax:** (660) 747-8160

Name of Board Member: \_\_\_\_\_

Board Member Address: \_\_\_\_\_

Address (cont'd) \_\_\_\_\_

Board Member Phone #: \_\_\_\_\_

School District: \_\_\_\_\_

Session Location: \_\_\_\_\_

Session Date: \_\_\_\_\_

***"Rural Schools are a Great Place to Learn"***

## Annual MARE Conference

**March 9 & 10, 2007**

**The Resort at Port Arrowhead**

**Lake Ozark, Missouri**



## Helping Children Learn about Kindness

*Robert Hughes, Jr., Ph.D., Former Professor, Department of Human Development & Family Studies, College of Human Environmental Sciences, University of Missouri-Columbia*

Learning to help is important for building strong friendships. Children who have strong friendships with other children care about how they feel. They stick up for them when others tease them, and they try to make them feel better when they are hurt or sad.

Helping others is a key to good friendship. It is also an important social skill that will help children in all types of relationships. Even at a very early age, children can tell when others are in distress, but they still must learn how to help others. Parents and other adults can help children learn these skills.

### Different Kinds of Helping

Children can help others in many different kinds of situations. The most common kinds of help are those that take place every day. Children can learn to give praise when others do well and thank them when they help. They can also encourage others and take an interest in what other children are doing. All of these kinds of help take place as a part of daily life.

Other kinds of help may not be needed every day, but it is always important for children to learn what to do in these situations. When a child is being teased or yelled at, others should step in and stick up for the child or suggest doing something else. When another child is sad or lonely, helpful children will try to comfort the sad one by thinking of something to do or talking about times when they too were unhappy. Children can help others in many ways, and learning how to help will make them feel better about themselves and build stronger ties with friends.

### Learning to Put Yourself in Others' Shoes

It is critical for children to learn how to put themselves "in someone else's shoes" if they are going to learn to help others. During the school-age years, children can begin to see things from another person's point-of-view. They begin to understand that others may not view things just as they do, and they can think how they would feel if they were in that situation--in that person's shoes. Knowing how others are thinking and feeling helps children understand how others might need help. For example, when a child sees another child get hurt, he or she can think how it would hurt and understand the need for help.

We can encourage children to put themselves in someone else's shoes by helping them think about how they might feel in a certain situation. In our daily lives, we can encourage children to care about others' feelings and thoughts. When we see people in real life or in books and on television, going through good and bad situations, ask children to pay attention to how others are feeling and thinking. For example, when someone gets hurt on television, we can ask, "How do you think that person is feeling?" and "What is he or she thinking about?" These questions focus the child's attention on how others feel and think. Also, when children talk about school or the playground, about who pushed who or who got in trouble, ask them to think about how those children must feel and what they might be thinking. Learning how to put themselves in others' shoes and imagining how they are thinking and feeling is an important first step in learning to help others.

### Teaching Helping

Parents and adults can help children learn about helping others in many ways. In general, you can let them know how important it is to help. When others are unhappy or in trouble, talk about it with your children. For example, if there is a news story about someone in an accident or someone who is hungry or homeless, talk about why it is important to help these people. Children's values come from the values they hear from others.

Children also learn how to help by doing what they see adults do. When you as an adult help someone, you can make a point of showing the child how it works when someone is helpful. For example, a little brother or sister might fall down and start crying. As you help, talk about how you understand that the child is hurt. Explain your own feelings of distress at seeing someone else hurt. And as you comfort the crying child, talk about the good feelings you have when you can make others feel better. By sharing your thoughts and feelings, children can both see and hear about your kindness, and they will have a better idea about how to help. You may want children to pay special attention to everyday situations where other children are crying, frustrated, or lonely. These are important times to help.

You can also teach children how to help by telling them how good they are when they are helpful. When children show care or have ideas about helping others, take note of it. You might say something like, "You are being a big help to your little brother today," or "You're really helpful to our family." By praising children when they help, we teach them how important it

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**HIV and AIDS in Athletics:  
To Play or Not to Play, and Then What?**

By Andrew T. Drazen, Law Clerk  
and Thomas A. Mickes  
Doster Mickes James Ullom Benson & Guest, L.L.C.

The presence of HIV, the virus that caused AIDS, is an enigma in our society today. Many people do not understand the virus and others do not want to understand it. And to a teenager in a Missouri public high school, HIV is a one way ticket to being an outcast. Needless to say, the handling of HIV by school administrators is a most delicate subject. This is particularly true for school personnel in charge of athletic contests and physical education classes. In the environment of athletics, the possibility of sustaining an injury that produces blood is much more likely than in the traditional classroom setting. Therefore, it is wise to expect the unexpected and to be aware of the law and the policy on the subject and to have a plan well embedded in the school policies and practices to handle situations in which HIV could be transmitted.

***Question #1: Do we let students with HIV participate in athletics?***

The question here is one of choice. Do we err on the side of putting other athletes in danger, or do we err on the side of excluding a child and making him an outcast in his own school? We believe, as does the MSHSAA Board of Directors, that allowing the student to compete is the better choice. This is because the risk of transmitting the virus in this manner is slight to begin with, and what little risk does exist can be minimized by the school officials regulating the contest. Because there are reasonable steps that can be taken by the school and game officials to minimize transmission of the disease, there is no reason to scapegoat the infected student-athlete by placing the proverbial scarlet "A" on him or her.

One example of reasonable alternatives to barring infected athletes from competition mentioned above is listed in the MSHSAA Handbook. The MSHSAA Board of Directors adopted the following policy in an effort to minimize the possibility of any transmission of any blood borne pathogen diseases (including HIV/AIDS). The policy recommends that all workers who care for student-athletes employ the universal precautions recommended by Centers for Disease Control since medical history and examinations cannot reliably identify patients with HIV every time. The following is a summary of the universal precautions:

- 1) Routine use of barrier precautions to prevent skin and mucous membrane exposure when contact with blood or other bodily fluids is anticipated. This means using gloves when touching possibly infectious areas and wearing masks and protective eye wear when performing a procedure likely to produce droplets of blood or bodily fluid.
- 2) Immediately washing all skin surfaces if contaminated with blood or bodily fluid and immediately washing hands after removing gloves.
- 3) Clean surfaces contaminated with blood with a 1:100 dilution of household bleach.
- 4) Take precautions to prevent injuries by needles, scalpels or other sharp instruments (i.e. needles should not be recapped, bent or broken by hand, removed from disposable syringes or otherwise manipulated).
- 5) Mouthpieces, resuscitation bags or other ventilation devices should be available for mouth-to-mouth resuscitation (even though saliva is not a known cause of HIV).
- 6) Health-care workers with bleeding skin should refrain from direct patient care.
- 7) Soiled linens should be bagged and washed in hot water with detergent.
- 8) In athletic environments, universal guidelines should be considered for the immediate control of bleeding and for handling bloody dressings, mouth guards and other articles containing bodily fluids.

The Supreme Court has defined asymptomatic HIV/AIDS as a disability under the Americans with Disabilities Act, and it is just that. Because HIV is such a mystery, even to experts in the medical field, the general public freaks out at the very mention of the word and shun infected individuals like the plague. This stigma intrudes every area of their life, from school, to work, to their personal life. The stigma of an unknown disease and the disparate treatment that comes with the stigma is just the type of discrimination the ADA was intended to prevent. Furthermore, infected people deserve the protection of the law not only because of the stigma but also because of the way parents choose not to inform school officials that their child has HIV. Thus CDC recommendations should be implemented for all students not just those that we know to be infected.

As educators, we are expected to inform our students and to encourage them to arm themselves with the knowledge that will help them succeed in the real world. It is not wise to create an irrational fear of HIV. The proper way to educate them about a relatively unknown virus like HIV is to teach the students to manage risk by taking the proper precautions in situations like athletics where the possibility of transfer is possible but remote. We also need to inform them of the realistic nature of the disease, instead of furthering the myths that society creates.

***Question #2: How do we educate students or officials on how to handle HIV?***

Having a policy in place for preventing the spread of HIV is all well and good, but how do we eliminate the inherent fear and alarm that comes with finding out about a student-athlete infected with the virus? It is important to be realistic about the virus. Much is known about HIV, but so much more is waiting to be discovered. This requires us to take the information that is available and arm the necessary parties with this information to dispel the myths that in everyone's mind and promote an equal treatment of all students.

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MSHSAA promotes a realistic understanding of HIV, which in turn promotes the goals of the ADA of not discriminating against disabled people (infected individuals). The MSHSAA Board of Directors has duly noted several facts to keep in mind when considering the possibility of transmitting HIV through sweat, saliva and blood from minor injuries while competing in athletic contests. First, it is good to recognize that, at this time, it is uncertain whether HIV can be transmitted by saliva or sweat. Therefore, efforts should be concentrated in the area of minor injuries resulting in bleeding. Second, proper handling of the situation where an athlete is bleeding will minimize the risk of a transmission of HIV, if indeed the athlete is infected. Third, the possibility of transmitting HIV in this manner is much less likely than other blood borne viral infections. Fourth, the chance of transmitting HIV is not zero, so proper precautions should be taken. And finally, if an athlete sustains minor bleeding, the contest should be stopped, the bleeding stemmed, and any blood on the playing surface, referees, or other participants wiped off with disinfectant. The area of injury should then be wiped with water to avoid getting disinfectant in one's eyes. A final note is that disposable towels should be used to clean up and towels should be sealed and disposed of properly.

These considerations should be presented to coaches, administrators, teachers, and other school officials that might come into contact with a student that is infected with the virus. Arming these individuals with the proper information can allow them to calmly and rationally implement the policy guidelines from above without alarming other participants as to the student-athlete's condition. This will promote the maintaining of sanitary conditions at sporting events, efficient clean-up methods for any situation that develops (not necessarily just for an HIV infected athlete that gets a bloody nose), and the equality of all the participants in the contest as well as their right to keep certain matters private.

***Question #3: Who can we, do we, or even should we inform of the athlete's condition?***

If you were on a wrestling team and you had a meet this Saturday, would you want to know if you were competing against someone infected with HIV? Do you think you have a right to know? Do you think he had an obligation to tell you? These are questions that start coming at you faster than you can think of the answers. Missouri law provides at least some answers.

Missouri statute, section 191.656, states that all information or records containing information held by any person concerning an individual's HIV infection status or the results of an HIV test shall be strictly confidential and shall not be disclosed, with certain exceptions. One of the exceptions to the rule is public employees who need to know to perform their public duties. This probably would include the coach of the team on which a student-athlete that is infected with HIV is participating. A person in that position will be with the athlete day in and day out during the season, and is more prone to be thrust into a position where the athlete suffers an injury that results in bleeding. Knowing such information will allow him to handle the situation professionally and properly without alarming the other members of the team, who probably do not have a right to hear of their teammate's infliction from someone other than the teammate himself.

The statute does not require a need to know on the coach or athletes of the other team or the referee or other officials that participate in the sporting event. These individuals should be well protected by 1) the remote chance of transferring the virus in the setting of a high school athletic event and 2) the implementation of the proper cleanup procedures by the host school. If every school implements the procedures laid out above, then there should be an even more remote chance of a transfer of the virus.

***Question #4: What other considerations do we need to consider?***

What if a student (or his parents) knows about his or her own condition of being infected with HIV, but fails to tell any school personnel about it? In this situation, the fear is of the unknown. The proper thing to do is to implement the policy guidelines set out above in all athletic competitions. There is no reason to save these precautionary measures for a time when everyone is aware of the fact that one participant is infected with the virus. This will create a situation in which everyone is on high alert when the athlete takes to the playing surface, which calls attention to the student in an inappropriate manner. The policy guidelines should be in place for all sporting events no matter which or how many athletes are participating. If someone should get cut, the same protocol should be followed whether he does or doesn't have HIV and whether or not anyone knows of his infliction. After all, the spread of the flu from one wrestler to another is more likely than the passing of HIV to an opponent.

What if the school cannot afford the reasonable alternatives, or just does not believe it should have to pay for the alternatives? The ADA does not require giving a disabled person the most expensive accommodations to allow him or her to competently complete their work duties; it only requires a reasonable accommodation. A school may feel that providing all the safeguards against a virus that may not exist at their school is not a reasonable accommodation. Instead, they may choose to deal with the issue when it arises. The problem with that is most parents will want to keep their child's condition a secret because of the stigma attached to having the virus, and the school may never know the athlete has HIV.

What about physical education class? Students have right to a public education but Missouri courts have affirmatively considered athletics a privilege. Does the line blur when talking about a physical education class? Students voluntarily compete in athletics, but physical education is a required part of the curriculum. Should physical education classes be made safer since students have no choice as to whether they wish to participate? Should the students be given an option to participate if an individual in their class has HIV? Clearly, a student with HIV who obtains a physician's note can be excused for P.E.; however, the mere fact that a student is HIV positive, absent extraordinary facts, cannot exclude the student from P.E. But these are all questions that need to be considered.

*Conclusion*

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As you can see, this is one of those issues where if you pull one thread, the entire sweater can fall apart. Answering one question and choosing to go in one direction only produces two more questions to consider at the next turn. But MSHSAA has implemented very competent guidelines, which are approved by the CDC, to combat the potential problems that HIV in student athletes may cause.

In our opinion, allowing a student infected with HIV to compete is the proper way to approach the problem. First, the student and his parents may not inform the school anyway, so the school may not have a chance to make the choice. Second, implementing the guidelines provided by the MSHSAA does two things. One, it serves as a reasonable alternative to imposing a blanket prohibition on participation in athletics by students infected with HIV. Second, it acts as a safety net if an athlete is infected with HIV and sustains an injury that incurs bleeding. In this situation, doing everything in your power to prevent the spread of the virus by following the proper procedures should shield the school from any liability it might incur.

The most important consideration as educators is the development of the student. Because the risk of transfer of the virus is low in situations like athletic competition, there is no reason to bar a student from pursuing what could be a fulfilling activity. And when it comes to our students we should do everything in our power to guarantee them a fulfilling education. And if the student so chooses, their education should include learning lessons of teamwork, camaraderie, and self-worth that comes with participating in athletics.

*Andrew T. Drazen is a third-year law student at Saint Louis University School of Law. He is currently employed as a law clerk at Doster, Mickes, James, Ullom, Benson & Guest, LLC. Thomas Mickes collaborated with Andrew on this project.*

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at Central Missouri State University on January 28, 1987.

The Charter meeting was called to order by Dr. William Peter, Coordinator for forming the association. The meeting was described as enjoyable, informative and profitable. The primary purpose of the convention – to establish an operational framework for MARE – was achieved, and more. The future of the association, and no doubt the future of rural education in Missouri, were made by the 117 persons in attendance. During the Assembly of Delegates meeting, the following were selected as the newly elected officers and members of the executive board: Norman Long – President; Dan Kercher – Vice President; Robert Hoffman – Secretary/Treasurer; Randal Kristofferson – Hillsboro; Robert Couldry – DeKalb, Warren Denny – Bernard; Philip Dorth – Concordia; Russell Hunt – Bradleyville; Don Loveland – Creighton; Ralph Powell – Hallsville; William Ray – Canton; Eugene Oakley – Myrtle, and Mike Johnson – Oak Ridge. The enthusiasm was contagious, the entire convention was fast-paced, and the business session was no exception to this. In all, it was indeed a remarkable day in which no doubt what is to be one of the important education organizations in Missouri was duly and effectively launched.

*(Reprinted from highlights of the January and February, 1987 MARE Newsletter)*

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is to be helpful and how others notice it.

Children also learn about helping by taking care of others. When children have a chance to look after younger brothers and sisters or to help other playmates, they get good practice in helping. School-age children are too young to baby-sit all alone, of course, but they can look out for others for short times while adults are in another room. Explain clearly to children what they are to do. "I want you to look after your sister while I do some laundry." Tell children that they are really in charge of caring for the little one.

There are many other chances to encourage children to help each other. They can teach others how to do chores, such as how to sweep, how to set the table, or how to fold clothes. They can teach others how to care for themselves or get dressed or how to play games and do homework. By learning to help brothers, sisters, and playmates, they are learning how to be good friends to each other. Children can also learn to help by caring for adults. Doing chores for grandparents, neighbors, or others who need help can also teach them about helping.

Finally, we teach children about helping others by treating them with love and kindness. When their cares and hurts are treated with kindness, they experience the good feelings that come from being helped. From this, they understand for themselves the value of helping. They know that when they show kindness, they are making others feel good.

### Discussion Questions

The following questions could be used to talk with children.

1. Sometimes children call other kids names or tease them. Have you ever seen other kids get teased? What could you do to help?
2. Do you think it's important to help your friends? Why?
3. It can help to think about how others feel. How can you tell how others are feeling? What can you do to put yourself in their shoes?
4. How would someone feel whose best friend moved away? What could you do to help them?

### Activity

Ask children to think about how they would think and feel if they were in the following situations and how they would want to be helped.

- a. You are a new kid in school.
- b. You have just lost a favorite pet.
- c. You can't do some of the math problems in school.
- d. You aren't very good at playing sports.

For more information see:

<http://missourifamilies.org/features/divorcearticles/divorcefeature7.htm>

### NEW B-Series From International

Configurations in seating from 14 up to 30 passengers.

Advanced all-steel body design includes a 78" roof height, 60" 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.

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 "toped 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-tilt 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 15" full-power 4-wheel disc brakes with ABS and traction control.

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



The standard 36" entry door and three-step entrance provide easy entry and an expansive driver field of view.

Daytime running lights are standard and include a feature that activates full exterior lights when the wipers are turned on.



#### 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 using 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.



#### 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-tilt hood, long service intervals, quick and easy fluid checks, and an easy-to-replace flat windshield.
- The integrated powertrain features the International® VT 305 diesel engine and an Allison transmission—designed to deliver smoother shifts and increased responsiveness, reliability and durability.



#### 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.



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**Annual MARE Conference**

March 9 – 10, 2007

Resort at Port Arrowhead

Lake Ozark, Missouri

**"Rural Schools are a Great Place to Learn"**

## Tentative Schedule Program and Registration

*Thursday, March 8, 2007*

- **7:30 p.m. MARE Executive Board Meeting**

*Friday, March 9, 2007*

- **8:00 a.m. Registration Open**
- **8:30 a.m. – 4:30 p.m. – Board Member Training Session**
- **10:00 a.m. First General Session – Tom Mickes and Associates**
- **12:00 Noon Luncheon (Included in Registration)**
- **1:15 p.m. / 2:05 p.m. Two sets of Small Group Sessions --**

**Presented by MARE Associate Members**

- **Missouri Purchasing Cooperative – Interlocal Purchasing Program**
  - **Identity Theft: Your Liabilities**
  - **Final 403(b) Regulations – Is YOUR District Prepared?**
  - **Consumer Driven Health Care / HAS's**
  - **What's New with Medicare, Medicaid, and Long Term Care?**
  - **Creating High Performance Learning Environments**
  - **InformationNOW Web-Based SIS**
  - **You Can!!!**
  - **Cleaning for Health – Best Practices**
  - **How to Select and Work with Your Architects**
- **3:00 p.m. Second General Session – Keynote speaker – Stewart Kennedy**



- **5:00 p.m. Annual Reception hosted by Associate Members**  
**Opening of Exhibit Area**

*Saturday, March 10, 2007*

- **7:15 a.m. Registration Opens**  
**Breakfast (Included in Registration)**
- **8:30 a.m. – 4:30 p.m. -- Board Member Training Session**
- **8:30 a.m. / 9:30 a.m. Two sets of Small Group Sessions**
  - **“Who Knew??? A Success Story of Building Partnerships and Community Support for Rural Education Through a Teacher’s Warehouse**
  - **Living Archaeology**
  - **Missouri Virtual School Initiative**
  - **Project Smokebuster: Educating and Empowering Youth to be Advocates for Policy Change**
  - **The Magic of School Finance**
  - **How a Rural District Successfully Pass a Levy/Bond Issue (Panel)**
  - **How to deal with Fraud committed by School Employees/Volunteers**
  - **From Standardized Assessments to Local Decisions**
  - **Math/Science Reform in Ten Targeted Southwest Missouri Schools**
  - **Depth of Knowledge: Teaching & Assessing for Understanding**
- **10:00 a.m. – 12:30 p.m. – Exhibits Open**
- **11:15 a.m. Third General Session – School District Balances – Dr. Chris Straub**
- **12:15 p.m. Luncheon (Included with Registration)**  
**Outstanding Rural Education Awards – (Entertainment)**
- **2:00 p.m. Annual MARE Membership Meeting/Door Prizes**
  - **Business Meeting**
  - **Will include Current Legislative Update**
  - **Door Prizes**

## Parental Responsibility for Acts of Minor Children

Submitted By:

Debbie Walker, Senior Claim Representative  
Missouri United School Insurance Council/  
Gallagher Bassett Services

Parental liability is the term used to refer to a parent's obligation to pay for damage done by negligent, intentional, or criminal acts of that parent's child. In most states, parents are responsible for all malicious or willful property damage done by their children. Parental liability usually ends when the child reaches the age of majority (age 18 in Missouri), and does not begin until the child reaches an age of between eight and ten. Laws vary from state to state regarding monetary thresholds on damages collected, the age limit of the child, and the inclusion of Personal Injury in the tort claim.

Missouri has its own law regarding parents' financial responsibility for the acts of their children. Parents are responsible for their children's harmful actions much the same way that employers are responsible for the harmful actions of their employees. This legal concept is known as vicarious liability. The parent is vicariously liable, despite not being directly responsible for the injury. Some states, including Missouri, place limits on the amount of liability. Many of the laws cover such acts as vandalism to government or school property; defacement or destruction of the national and state flags, cemetery headstones, public monuments/historical markers; also, property destroyed in hate crimes, based on race or religion, such as ransacking a synagogue. Personal Injury in connection with any of these may also be included.

A parent/guardian is liable for a child's negligent acts if the parent knows or has reason to know that it is necessary to control the child and the parent fails to take reasonable actions to do so. This legal theory is known as negligent supervision. Liability for negligent supervision is not limited to parents. Grandparents and others with custody and control of the child may also be liable under these circumstances. There is usually no dollar limit on this type of liability. An umbrella or home owner's insurance policy may offer the adult some protection in a lawsuit.

In Missouri, parents/guardians may be liable in an amount up to \$2000.00 under the parental liability Statute. Parents may be liable for greater amounts if the court determines that the child's actions were a result of parental negligence. The child must act purposely before the parents are liable.

## Rural School Superintendent Power!

By

Bob Mooneyham, Executive Director

An oft-made assumption by the National Rural Education Association has been verified. Rural school superintendents can and do assert significant political power on national education issues. "Rural Chiefs Have Leverage in Fight Over Choice" by Michele McNeil, appeared in the November 29, 2006 issue of Education Week. This article noted the significant political power rural school superintendents have asserted in opposition to school choice, tuition tax credits, and vouchers. Proponents of choice, tuition tax credits, and vouchers were quoted in the article.

"Choice proponents say, their biggest hurdle isn't overcoming the teachers' unions, which are traditionally powerful and vocal opponents of private school choice. 'The states where we have strong Republican dominance and yet we've come up empty have a common denominator: A very strong influence by rural school superintendents,' Mr. Bolick said. 'These should be great states, for us. But the rural superintendents have been the bane of our existence,' he continued. 'We underestimated their power. Now we're adjusting our playbook.'

'A superintendent is about as close to the center of the universe in those areas as you can get,' said Brian McGrath, the program director for the Indianapolis-based Milton and Rose D. Friedman Foundation, a school choice advocacy group.

In many rural communities, the school district is a major employer. Many residents went to the same schools themselves and believe their districts excel. What's more, in a rural community, the next school may be a very long bus ride away, meaning school choice faces big logistical hurdles.

In rural Clarendon County, S.C., Superintendent John Tindal says he sees the influence of his 3,300 student district in the local community: Residents know who the teachers and administrators are, and as superintendent, he's highly visible.

'I think people in small rural communities are close to their public school system,' said Mr. Tindal, who has joined fellow rural superintendents in successfully urging South Carolina legislators to vote down any school choice legislation. 'We have the pulse of the people, and that affords us some influence.'

I am not surprised by these revelations. I am impressed, however, by the success rural school superintendents have had in this effort. This is especially true when you consider the advocates for choice, tuition tax credits, and vouchers have spent million of dollars to promote these issues, while rural school superintendents are, by and large, isolated, loosely organized at the federal level, and spend virtually no money to influence local, state, and national education policy.

I have stated many times during my tenure as executive director of the NREA that rural school districts, under the leadership of their superintendents and school board members are "sleeping political giants." I have also argued repeatedly, that the National Rural Education Association is the proper national organization to awaken this giant. However, to awaken this "sleeping political giant," we must have the membership and support of rural school district across the nation. I have no doubt rural school superintendents and school boards could and should shape national education policy once they become unified as political forces within the National Rural Education Association.

Let me call on every rural school superintendent to get involved by organizing through a school district membership in your state rural schools association and the National Rural Education Association. Our rural schools are too important for us to fail in our efforts to preserve, protect, promote, and improve rural schools across the nation.



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## **Management Matters**

### **Defuse Personnel Bombs: conduct exit interviews when staff leave**

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

An exit interview is a radar screen for detecting personnel problems and an employee that leaves without one is a bomb just waiting to be dropped. Yet most business are so focused on production and the "bottom line" that they have no perspective of the importance of personnel issues. Studies have shown that senior management only knows 20% to 25% of the real problems that exist in their offices. As a result, when someone quits, the manager may not find out about the problem that caused the resignation until it escalates.

#### **Why are exit interviews necessary?**

One of the most important reasons the manager should conduct an exit interview is they defuse anger. They let the employee blow off steam that might otherwise turn into bad PR for the firm or even turn into a labor suit. It is smart to let people ventilate internally rather than externally. You don't want people bad mouthing your firm out in the marketplace. The bad mouthing may not end with just a few unpleasant remarks. An angry ex-employee can vent bad feelings to thousands of people via the Internet. Exit interviews "draw off the heat" from employees that quit for unpleasant reasons. They may refill their anger later, but after an exit interview, they won't have both barrels cocked.

Another reasons for an exit interview is that they allow the firm to identify and correct all types of problems – management, personnel, even operational. The exit interview allows the firm to gather information. If someone claims to be leaving because of poor management, for example, the firm can investigate the claim and make corrections if the allegation is true. Making changes improves conditions for existing employees, which, in turn, keeps them on staff. It's valuable management information because it is coming from someone who has nothing to lose. It is about something that otherwise may never have come to light. True, the claim could be someone tossing in a hand grenade on the way out of someone tossing you a bouquet of flowers. Your job is to figure out what is good information and what is not.

Ask the right questions. The questions should provoke long answers not yes or no questions. Some examples include:

- Why are you leaving?
- What is the firm doing right? Moderately right? Poorly? Very Poorly?
- How could the conditions be improved?
- What would you do to improve the situation that is causing you to leave?
- How do other employees feel about the situation? The firm in general?

Make the setting comfortable. Putting the employee at ease during the exit interview is very important and one of the keys to getting good information (truthful answers). One way is to conduct the interview by telephone instead of face to face. The best time is about a week or two after the employee has left the firm.

Remember to listen. The manager's most important job is to pay attention to everything the employee says. Listen to the answers and express an interest in the person's concerns. Any sign of disinterest will just be another example of the employer's not caring. Let the exiting employee do most of the talking. Also, don't debate any point or try to defend the firm. This is the ex-employee's time "in the sun." Besides, if the objective is to minimize the impact on the public, you're just killing yourself by arguing.

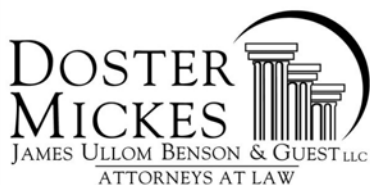
Need additional information on exit interviews, call Steve at 866-643-2088 or email him at [hrrsolutionson-call@mindspring.com](mailto:hrrsolutionson-call@mindspring.com)



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**The American Legion Boys State of Missouri**, which was established in 1938, is a statewide leadership and citizenship training program specifically developed for high school juniors who have distinguished themselves as leaders in their school. The 987 young men from across Missouri who participated in the 2006 session represented the best and brightest juniors from 398 high schools. The program’s goal is to have students from every high school in Missouri participate in this once in a lifetime experience.

During the 8-day program, the young men learn about government through a “hands on learning” approach, enhance their leadership skills, and develop an understanding of their rights and responsibilities as citizens. Using the democratic system as a basis, the participants are equipped to construct their own state, utilizing the core values that hold true in our everyday lives. They are taught the need for competition, the value of public office, and the strength of the individual voice and vote. The future of our society is shaped by reinforcing these basic American ideals.

Each young man also has the opportunity to become eligible for scholarships from 30 colleges and universities (approximately \$2,000,000 in scholarships is currently available) and 2 hours of university credit.

The 68<sup>th</sup> session of The American Legion Boys State of Missouri will be held **June 16-23, 2007** on the campus of the University of Central Missouri in Warrensburg with an anticipated attendance of 1,000 students.

Information about Missouri Boys State (including selection criteria, an application, and submission instructions) has been mailed to high schools across Missouri and may also be found at [www.moboystate.org](http://www.moboystate.org). Schools are encouraged to nominate all outstanding qualified young men who meet the Boys State admission criteria. Schools’ nominations are no longer limited based on student enrollment. The number of students selected to attend from each school is partially governed by the number of available sponsorships

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which cover the program fee. The 2007 program fee of \$350 must be paid by a sponsor (i.e., American Legion, business, civic club/organization, school) and may not be paid by the student or his family.

Applications for nominees and alternates should be submitted as early as possible and **MUST be received by the American Legion District Chairmen by April 1, 2007**. Contact the Missouri Boys State Headquarters (1-877-342-5627) for more information about The American Legion Boys State of Missouri program or to schedule an in-school presentation. Additional information is available at [www.moboystate.org](http://www.moboystate.org).

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**Disclaimer** – The view expressed in the articles printed in this publication do not necessarily reflect the opinions held by the MARE organization, or the Board of Directors. Please direct any comments and/or suggestions to the Executive Director at (660) 747-8050 or email: rpatrick@moare.com

### ***Superintendency Search***

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

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