

Spring 2012



Our goal is to work in cooperation with all other education organizations, 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 Calendar
2011-2012

May 18 & 19, 2012
Board Training
Canton, MO

June 1 & 2, 2012
Board Training
Macon, Mo

June 8 & 9, 2012
Board Training
Sedalia, MO

June 22 & 23, 2012
Board Training
Marshfield, MO

July 20 & 21, 2012
Board Training
Poplar Bluff, MO

August 10 & 11, 2012
Board Training
Lake Ozark, MO

September 14 & 15, 2012
Board Training
Albany, MO

February 14, 15, 16, 2013
MARE Conference
Port Arrowhead Resort
Lake Ozark, MO

July 9, 2012
2nd Annual
Scholarship Golf Tournament
Osage National Golf Resort
Osage Ozark, MO

Executive Directors Report
Ray V. Patrick, EdD

Congratulations are in order to the MARE Membership and the MARE Board of Directors for another outstanding year that the MARE organization is completing. As I complete my twelfth year as the executive director, I want to especially thank the Executive Board for their leadership and support each has provided to the organization.

Our membership has once again exceeded our expectations. We will finish 2012 with a total of 451 members of which 381 are school districts. Included elsewhere in this newsletter is the list of Associate Members that are a valuable part of the MARE Association. New Associate Members joining this year have included:

- OPAA Food Management, Inc. – Mr. Greg Frost
- Capstone -- Mr. Ike Moore
- Piper Jaffray – Mrs. Heather Mudd
- Center for Midwestern Initiatives – Mr. Gary Funk
- The Garland Company, Inc. – Mr. Dave Barnes
- American Fidelity Assurance Company – Ms. Joy Van Dyke
- Siemens Industry Inc. – Mr. Harvey L. Horton
- Legal Shield – Mr. Larry Smoot
- Kids Made Art – Mr. Dale Walkup
- Columbia College – Dr. Arlin Epperson
- NORESCO – Mr. Tim Hager
- Quest Construction Products – Mr. John Follis

We had a great attendance at the 2012 (25th Anniversary) Conference. The general session speakers and breakouts presenters were outstanding. I also want to recognize the outstanding support from the exhibitors this year. There were a total of 57 exhibitors/vendors represented. The 2013 Conference is scheduled for February 14 – 16, 2013 at The Resort at Port Arrowhead. Later this summer, we will have a call for presentations. Please be willing to share some of the outstanding programs

Congratulations are also in order for the outstanding job that Mike Logewegen, the Director of Legislative Advocacy for the School Administrators Coalition and the SAC lobby team of Burton and Liese did during the now completed 2012 legislative session.

With the tremendous support given, during last year's 1st Annual MARE Scholarship Golf Tournament, the MARE association was able to provide ten \$1,000 scholarships to outstanding college/university Juniors or Seniors with declared majors in Education. The 2nd Annual Golf Tournament is scheduled for Monday, July 9 at the Ozark National Golf Course in Lake Ozark, Missouri. Information on this tournament may be found elsewhere in this newsletter or by going to the MARE website at www.moare.com.

We are pleased to announce that Dr. Jerry Cochran (retiring Superintendent from Cole Camp R-I School District) has been selected as MARE's new Assistant Executive Director. Dr. Cochran will be joining at a time that the MARE association looks at ways to expand its services and support of Missouri Rural School Districts. A portion of Dr. Cochran's responsibility will be working with the SAC lobby team to insure that the rural schools message is delivered to the Missouri legislators.

On behalf of the MARE Executive Board, we want to thank you for your continued support of the MARE Association. To those that are retiring at the end of this school year, we wish you the best. To those that are changing positions/locations, we offer congratulations. We want you to know that MARE will continue to work to recognize the needs and concerns unique to rural education.

MARE is US – working together. HAVE A GREAT SUMMER!!

Space Place Newsletter

News and notes for formal and informal educators

<http://spaceplace.nasa.gov/educator-newsletter/en>

The Space Place newsletter will tell you what's new at The Space Place and give you tips on how to use the site in the classroom, during out-of-school time, and at home.



Missouri Association of Rural Education

Officers and Board of Directors

2011-2012

Officers

- President John Brinkley
- Vice President Eric Cooley
- Secretary Philip C. Dorth
- Treasurer Mary Lue Potthast

Regional Board Members

- Region A: Tim Boatwright (Halfway R-III)
- Region B: Yancy Poorman (N. St Francois)
- Region C: Dan Decker (Aurora R-VII)
- Region D: Eric Cooley (Stoutland R-II)
- Region E: Kenneth Cook (Malden R-I)
- Region F: John Brinkley (East Lynne #40)
- Region G: Wayne Stewart (Glenwood R-VII)
- Region H: Fred Weibling (Madison C-3)
- Region I: Douglas Carpenter (Norborne R-VIII)
- Region J: Jim Shultz (N. Andrew R-VI)

School Board Representatives:

- Austin Sutton (Taneyville R-II)
- John Poston (N. St. Francois Co. R-I)

Higher Education/K-8 School Representatives

- Terry Reid (Lindenwood University)
- Chris Welsh (K-8 Assn.)

Advisory Members

- Larry J. Hart (L.J. Hart & Company)
- Kristi Smalley (University of MO High School)

Executive

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



Missouri Rural Water Association

You're in charge of your rural school's water supply. The state sent you a letter telling you the bacti samples from your school's water supply weren't taken last month and you need to do public notification.

You know about MAP testing but what the heck's a Bacti Sample?

MRWA can provide you with on-site help...at no charge!

MRWA offers on-site technical assistance to schools on water and wastewater problems at no charge via grant monies from USDA. We also offer:

- DNR Water and Wastewater Certification Hours
- Water leak detection and wastewater troubleshooting
- Training events throughout the state for your water and wastewater system operator
- Acceptance of DNR training vouchers



1-800-232-MRWA (6792) — www.moruralwater.org

MARE Superintendent Search

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

In an effort to maintain cost effectiveness, MARE's superintendent searches make significant utility of technology to facilitate its work with boards of education who are seeking interested candidates. Mailings, notifications, listings, reviews, profiles, and other search techniques are efficiently designed and delivered to allow MARE to offer its search services at a reasonable cost to the school district. The following charges apply:

District Enrollment	Charges	District Enrollment	Charges
500 students or less	\$2,500	2501 - 3000 students	\$5,000
501 - 1000 students	\$3,000	3001 - 3500 students	\$5,500
1001 - 1500 students	\$3,500	3501 - 4000 students	\$6,000
1501 - 2000 students	\$4,000	Above 4000 students	\$6,500
2001 - 2500 students	\$4,500		

If a school district is current in their annual membership with MARE, the above professional charges will include the official mailings to every district in the state of Missouri. If a non-member district engages MARE to conduct their superintendent search, MARE will include in the above professional charges a full year's membership in the MARE organization for that school district.

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

MARE Superintendent Searches
Dr. Ray V. Patrick
 201 South Holden St., Ste 202
 Warrensburg, MO 64093

Phone: (660) 747-8050
 Cell Phone: (660) 909-5118
 Fax: (660) 747-8160
 Email: rpatrick@moare.com

MARE will provide the following services to school districts wishing to conduct their own search:

- Listing of the opening in the MARE Focus (emailing to all Missouri districts)
- Listing of the opening on the MARE website (home page with link) and MO Administrator Jobs site
- Sample sets of interview questions (no cost)
- Set of Missouri School District mailing labels (cost - \$10.00) or will provide by email for district download at no charge.

Dramatic Shift in Missouri Law regarding Student-on-Student Sexual Harassment

By Duane Martin

Sexual harassment of any student is wrong, and Missouri schools should do what they can to appropriately address sexual harassment by students. On this point, we all agree. But until now, Missouri public school districts could rely upon federal law to provide a reasonable legal standard for schools in addressing student-on-student sexual harassment. This federal standard under Title IX prohibits districts from acting with deliberate indifference to student-on-student sexual harassment if district officials know about it. However, a recent Missouri Court of Appeals' decision has changed that standard. Under the new state standard, schools may be liable for sexual harassment by students even if the district did not know about it but "should have known about it." With the burden of proof being lowered, it is now much easier for students to successfully sue districts for the actions of other students - even if the district did not know of the student's misbehavior.

In its April 17th decision, the Missouri Court of Appeals addressed, as a case of first impression, whether the Missouri Human Rights Act ("MHRA") covers a claim against a public school district for sex discrimination based upon student-on-student sexual harassment. The decision in *Doe ex rel. Subia v. Kansas City, Missouri Sch. Dist.* made it clear that such claims fall within the scope of the MHRA, and as a result, the court lowered the standard for students bringing claims based upon peer harassment.

The *Doe* case was brought on behalf of an elementary student in the Kansas City, Missouri School District ("District"). Doe claimed that the District failed to protect him from sexual harassment by a fellow student, which constituted sex discrimination that deprived him of the full, free and equal use and enjoyment of the elementary school, a public accommodation. Doe alleged that beginning in May 2009, he was sexually harassed by another student on multiple occasions at school. Doe claimed the other student climbed under the stalls in the boys' restroom to commit the sexual harassment. Doe also alleged that school administrators, as well as the teachers and paraprofessionals responsible for supervising him and the perpetrator, had knowledge of the perpetrator's sexualized behavior. Despite knowledge of the perpetrator's sexual tendencies, school personnel permitted the perpetrator to use the restroom at the same time as other male students. Consequently, the perpetrator had the opportunity to sexually harass him. Doe claimed that, as a result of the sexual harassment, he experienced emotional distress in the form of anxiety, fear and depression.

Doe alleged the District's acts and omissions violated the MHRA. More specifically, he claimed the sexual harassment occurred on the basis of his gender and constituted sex discrimination. Doe also asserted that the District was liable under the "indirect" theory set forth in MHRA. Under this theory, Doe claimed that the District, by its actions and inactions failed to protect him from the harassment, and was therefore responsible for denying him the full and equal use and enjoyment of the public school and its services.

After dismissal by the trial court, the Missouri Court of Appeals held that because the MHRA prohibits a person from "indirectly" denying the benefits of a public accommodation, the statute also contemplates liability for a party who does not personally engage in the discriminatory acts but who is responsible for the denial of the advantages, facilities, services or privileges of a public accommodation that results from another's discriminatory acts. The court pointed out that a school district exercises significant control over its students through its disciplinary policy. The court reasoned that because a school district has such control over its students, a district's failure to take prompt and effective remedial action to address a student's sexual harassment of another student has the potential to deny the aggrieved student the full and equal use and enjoyment of the advantages, facilities, services and privileges of the public school. Thus, the court found that the MHRA encompasses a claim against a school district for student-on-student sexual harassment in a public school.

The court also held that the standard for a public school district's liability for student-on-student sexual harassment under the MHRA should be the same as that for an employer's liability for co-worker sexual harassment under the MHRA. In other words, a public school district can be held liable if it knew or should have known of the harassment and failed to take prompt and effective remedial action.

With the burden of proof being dramatically lowered, it is now much easier for students to successfully sue districts for the actions of other students - even if the district did not know of the student's misbehavior. Districts can expect to receive an increased number of MHRA complaints under this theory. School districts are now legally liable for the actions of minor students, even when the district is without actual knowledge of the illegal acts and has not had an opportunity to correct the situation. District officials will need to be extremely diligent to ensure they are promptly and effectively addressing not only known sexual harassment, but also harassment about which they "should have known."

Who will teach the teachers?

Teachers can learn how to teach online at Columbia College

The numbers speak for themselves.

A rural crisis

Missouri has a high percentage (61 percent) of small rural school districts, and more than one in four students in Missouri is enrolled in a rural district. There are nearly 242,000 rural students in Missouri.

The state spends nearly \$5,000 per student for rural instructional expenditures.

And the governor's proposed 2013 budget would cut school funding, again, unless the state generates increased revenue.

There are solutions, however, not on the horizon but today.

Online education has revolutionized higher education, and most research indicates it's poised to explode state- and nationwide in K-12 in K-12. Some experts estimate that one half of high school classes will be online within 10 years.

The National Center for Educational Statistics estimated in 2008 that K-12 public school students' enrollment in technology-based distance education courses grew 65 percent between 2002-2003 and 2004-2005. And there were more than an estimated one million K-12 online enrollments in school districts and state virtual schools in 2007-2008, up 700,000 or nearly 50 percent from two years earlier.

State virtual schools, online charter schools, consortia and other non-district programs have been the catalysts of most online learning. But these efforts reach no more than 1 percent of students nationally, and rural districts in particular are underserved. More school districts need to teach online, and a sound initial step is training teachers to teach online.

Enter Columbia College

Columbia College will offer Missouri K-12 Professional Development courses beginning June 23. The courses are designed to train teachers to teach effectively online. Many pedagogic principles transfer well to an online arena, but teaching online requires a whole new skill set and mastering the technology, which the course will cover.

The courses will be taught using a blended/hybrid model. The first and last days will be face to face at Columbia College. The remaining 30 hours will be spent in an online course EDUC 533, *Online Teaching Methodologies* over an eight-week period. A two minute video about the K-12

Online Education initiative and teacher training course is available at <http://www.ccis.edu/k12course>. Details of the course are at: www.ccis.edu/k-12online.

Demonstration Project

Columbia College is organizing a K-12 Online Education demonstration project. Ten Missouri School Districts will be invited as charter members to send one teacher each for free training in the June 23rd course. In return the district will agree to purchase one perpetual Florida Virtual School course license at \$3,500 for the course of their choice and LMS hosting. (Total 10 courses, 250 enrollments). This averages out to about \$60.00 per enrollment for a .5 credit course compared to costs at MoVIP of \$285 - \$310. After the first year, the course enrollment fee would be zero for all districts. The ten districts can pool the 250 enrollment seats between districts. Each district will provide the trained teacher for the course selected. Districts would pay \$7 per enrollment from their district for Learning Management system hosting. (the computer software needed to run the online course).

Districts taking control of their own online courses accrue significant benefits. Courses will be taught by local or neighboring district teachers, and districts will have more control over online instructors and content. Instructors will not be hundreds of miles away or across the country. Additional information for principals and superintendents including a list of FLVS courses is available at: <http://www.ccis.edu/events/k-12online>.

Districts interested in participating in the demonstration project and obtaining a free seat at the teacher training course should send an email to Arlin Epperson aeperson@ccis.edu.

Subsequent teacher training courses are \$500 per teacher, which may be paid for from discretionary professional development funds. Course instructors are Dr. Arlin Epperson, associate professor of business administration, [Computer and Mathematical Sciences Department](#), and one of the key individuals in the establishment of the Columbia College Online Campus; and Dr. Karen Weston, assistant professor, Education Department, who has also taught extensively online.

Why Columbia College?

Arlin Epperson launched Columbia College's post-secondary online program in 2000. Twelve years later, the Online Campus hosts nearly 23,000 students who take at least one online class each year in more than 800 class sections for more than 20 online degrees. There are now over 80,000 enrollments per year. The college has an established reputation for online quality, rigor and effectiveness and is uniquely positioned to provide K-12 online teacher training.

Additional Information is available at

Arlin Epperson Ph.D.
Columbia College
K-12Online@ccis.edu
573 875 4629

MARE Associate Membership

Companies/Organizations	Contact	Phone Number
ABC Systems, Inc.	George Baker	(573) 348-5600
ACT, Inc	Rick Bryant	(847) 634-2560
Allied Bus Sales	Jeff Futrell	(800) 890462-0173
American Boiler Services, Inc.	Mike Hemphill, Dean Phillips	St. Louis (800) 235-5377 – Kansas City (888) 440-0382
American Fidelity Assurance Company	Joy Van Dyke	(417) 773-9890
Budget Plus Software	Leland Foster	(816) 847-6610
Capstone	Ike Moore	(816) 719-9891
Capstone Insurors, Inc	Kevin Krueger, J.R. Collins	(417) 777-7570
Center for Midwestern Initiatives	Gary Funk	(417) 848-9083
Central State Bus Sales	Jeff Reitz	(636) 343-6050
Claim Care Inc.	Stacy L. Dye	(660) 327-5308
Columbia College	Arlin Epperson	(573) 875-7580
Constellation NewEnergy Gas Division, LLC	Jay Bullock	(800) 829-3900
Control Technology & Solutions	Scott Ririe, Gina Bicknese, David Halley	(636) 230-0843
Cooperating School Districts	Sandy Berg, Tom Post	(314) 692-1224
Dickinson Hussman Architects	Dwight Dickinson	(314) 727-8500
Facility Solution Group, LLC	Rick Bischoff	(636) 537-0203
Forrest T. Jones & Company	Marty Albertson	(816) 392-4649
Forrest T. Jones & Company (LTC)	Harvey Day	(800) 821-7303 x 264
Forrest T. Jones & Company	Gary Hawkins	(660) 247-3967
Forrest T. Jones & Company	Mark Iglehart	(800) 821-7303 x 1298
Forrest T. Jones & Company	Terence O'Malley	(816) 968-0612
Forrest T. Jones & Company	Kenneth Wilson	(417) 429-3957
Foundation for Educational Services, Inc. (SOCS)	Stacey Anderson	(800) 850-8397
George K. Baum & Company	Greg Brickner, Dick Bartow	(800) 821-7195
Guin, Martin & Mundorf, LLC	Duane Martin	(573) 779-9645
Insurance Benefits Consultants, LLC	Jay Boice	(417) 455-6000
Inter-State Studio, Inc	Roger Kimball	(660) 826-1764
Johnson Controls	Gerard Puleo	(314) 307-6182
Kids Made Art	Dale Walkup	(660) 651-0259
Kromm, Rikimaru & Johansen, Inc.	David Kromm. AIA	(314) 432-7020
Legal Shield	Larry Smoot	(800) 651-0259
Lindenwood University	John Feely	(636) 949-4481
L.J. Hart and Company	Larry J. Hart, Roger Adamson	(800) 264-4477
McKinstry Company	Jon M. McCoy, Joel Gundelfinger	(913) 515-0711
Mickes Goldman O'Toole, LLC	Tom Mickes, Teri Goldman	(314) 878-5600
Midwest Bus Sales	Jamie Shipley	(913) 422-1000
Midwest Digital Systems	Nathan Dowling	(816) 439-4979
Midwest Transit Equipment	Ken Pearce	(800) 933-2412
Mike Keith Insurance	Jeanie Cunningham	(660) 885-5581
Missouri Consultants for Education	Bill Ray	(816) 322-0870
Missouri Energy Center	Bernard Thompson, Chatchai Pintahuprapa	(573) 751-7466
Missouri Retired Teachers Assn.	Jim Kreider	(877) 366-6782
Missouri Rural Water Association	John Hoagland	(417) 876-7258
M.U.S.I.C. / Arthur J. Gallagher & Co.	Gary VanMeter	(636) 916-3433
National Financial Brokerage	Gerald W. Littell	(573) 289-4211
New System	David Thompson	(314) 420-5742
NORESCO	Tim Hager	(314) 412-3531
OPPA Food Management, Inc	Greg Frost	(888) 860-3236
Piper Jaffray	Heather Mudd	(800) 754-2089
Quest Construction Products	John Follis	(800) 739-5566
Quality Network Solutions	Mel Workman	(217) 728-3155
Region VIII Educational Service Center (TIPS)	David Mabe, Kim Thompson	(866) 839-8477
School Telecom, LLC	Richard Senturia	(314) 282-3676
Septagon Construction Company	R. Thomas Howard, Dennis Paul	(800) 733-5999
Siemens Industry Inc.	Harvey L. Horton	(217) 691-5174
Software Technology, Inc	Dan Snodgrass	(417) 350-8601
Southern Bus & Mobility, Inc.	Tom Gerbes	(866) 327-1600
The Garland Co., Inc.	Dave Barnes	(417) 496-7580
Thomeczek & Brink, LLC	James G Thomeczek	(314) 997-7733
TREMCO	Matt Wegenka	(417) 894-4934
University of MO High School	Kristi Smalley	(573) 882-4054
USI Insurance Services, LLC	Lonnie Thompson	(573) 263-8545
Vanderford and Associates	John Vanderford	(816) 876-3072
VIRCO Inc.	Luke Bligh	(314) 518-5973

Cleaning for School Health – A Roadmap for Success

Unlike many facilities cleaning each night by millions of individuals in the janitorial profession, educational facilities have challenges many institutions do not and in most cases, have them all; ranging from routine cleanup of body fluids to the intricate details of office cleaning for administration, not to mention that every teacher has their own private space called a classroom. The population and the exposures vary with the clientele using the buildings on an hourly and daily basis and with this change in the age of individuals using these public places, so do the resulting challenges that go with them. Just what are the health implications that arise from these varied ages and social diversity of individuals? These users of these built school facilities expect and demand a safe and healthy environment. Just what is the professional janitorial staff doing to protect them on a daily basis and how do you know if your roadmap is successful?

After the normal business hours of most buildings being cleaned around the world, the occupants go home or the clients dwindle down to a skeleton crew. Not so with our public educational facilities we call schools. It is widely accepted when we talk about schools this is the public K-12 places of learning, but let us not forget the parochial schools, facilities run by daycare, state facilities for the physically challenged and higher education, etc. Throughout these buildings you will find a second wave of business which starts, when the staff and students who use them on a daily basis leave, then the public takes over using their bought and paid for public buildings. This is when the janitorial staff must then set up for and later take down the tables, chairs, floor protection matting and extra waste cans to enable the educational setting to convert to a public arena for the different social activities which are scheduled on a seemingly nightly basis.

No other venue like a school has the same variance of health issues on a routinely changing cycle and yet cleaning staffs are largely inappropriately educated as to these health challenges, with no real working knowledge as to how to interrupt the spread of the pathogenic bacteria which has a smorgasbord of food sources and hosts by which to travel. Every fall, winter and spring you can follow the scores of schools who are routinely closed in order to do an overall cleaning due to illness within the district in which the attendance levels fell below standard. However, if there were standard operating procedures in place to deal with these issues prior to an outbreak of the flu, which by the way everyone knows is coming; these school systems would not be experiencing these issues. In my 25 years of working with many districts throughout central Missouri, not one of the school buildings I have worked with on a routine basis has ever been closed for these reasons. Let it be noted here that most of these schools have been using “Green” practices and products before

Green was even a word we all associated with healthy cleaning.

One in ten children and one in twelve adults suffers from diagnosed chronic asthma. It is during this second wave of public use that the cleaning staffs perform their nightly duties. There are individual immediate impacts happening to those who suffer the most as well as those who don't realize it! First impacts are on the health of the schools frontline staff members using the chemi-

Late Model Buses to fit every budget. Available for **summer 2012** delivery!

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Ken Pearce: ext 1479

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4 Great Ways to Increase Traffic to Your Website

Your website should be the first place people check when seeking district information. So how do you drive more traffic to your website? Try these four tips:

1. Provide valuable content

Post what your constituents want to read and they will keep coming back for more. The key is to update frequently. If you are only updating content a couple of times a year, your constituents won't have a reason to come back.

So what does your community expect?

- ◆ **Constituents** want news on budgets, referendums and safety issues according to a 2011 National School Public Relations Association survey. You should also supply public access to school board meetings and minutes, school improvement plans, construction and tax rates.
- ◆ **Parents** want to stay informed on educational programs, school closings and student performance.
- ◆ **Students** and parents enjoy reading about awards and recognition. And, of course, an updated calendar of events keeps their busy lives on track.
- ◆ **Relocating families** look for enrollment information and forms, student demographics, student-to-teacher ratios and graduation dropout rates.



Having trouble keeping content up-to-date? SOCS' user access privileges allow you to share the workload while delegating control. See how North Platte R-1 School District at www.nppanthers.org keeps their website up to date.

2. Improve your SEO

Search Engine Optimization is ensuring your website rises to the top of search engines like Google or Yahoo. Here are some great tips for improving your SEO:

- ◆ **Use CSS** – Cascading Style Sheets (CSS) are optimized for SEO. Content management systems like SOCS use CSS programming so that anyone with word processing skills can add content.
- ◆ **Key Words** – What are people in your community talking about? Identifying key words and use them in your articles to increase search traffic.
- ◆ **Add Captions and ALT-Tags to Images** – Ensure that the images you upload include a detailed caption or a keyword-rich descriptive ALT (alternative)-tag. This is also recommended to provide accessibility to the visual impaired. SOCS provides an easy process for adding captions and alt-tags when uploading images.
- ◆ **Use inbound links** – Inbound links are links imbedded in your articles that link back to other articles within your website. The more inbound links the increased likelihood of raising your SEO.

Try Googling Lone Jack C-6 School District. Because it is SEO optimized, it comes up as in the first position of the search.

From the Big Sink to Water Witching: Dora Students Embrace Local Heritage

Written by CMI (Center for Midwestern Initiatives) Staff

Place-based education breathes life into a community's past and engages students in discovering the very fabric of their town or region. Dora High School, with support from the Community Foundation of the Ozarks' Rural School Partnership, has fully embraced place-based learning with stunning results. Their Dora Digital Stories (<http://doradigitalstories.blogspot.com/>) project is an effort worthy of emulation, and it harkens back to earlier and well-known student-centered archival efforts like *Foxfire* in Georgia and *Bittersweet* in Missouri.

Going to school in a beautiful but isolated region of the Missouri Ozarks, Dora students are revisiting their community's history through video and verse. Excellent examples are Tyler Long's exploration of a forgotten sinkhole near the hamlet of Pottersville, once a site of play for children who are now grandparents in the area, and Brittany Strong's look at the history and present use of water witching, also known as dousing, a technique for locating underground water sources.

In his video, *The Big Sink*, Long gives us a narrated, visual tour of a lost-to-time sinkhole. He describes it in great detail as he finds it now and recounts how it used to look. He connects the Big Sink to the community's history, offering several personal histories of individuals such as his grandfather, who used to play there with the other children of the area. Long explains that since his grandfather's generation, the sink has slowly been forgotten. Now the path to it has grown over, and you would not be able to find it unless you knew it was there. He hopes that in the future, children will rediscover the place again.

Brittany Strong's video documents the long history of water witching, reaching all the way to back Biblical times. She speaks with her father, Jeff Strong, a modern water witching practitioner, as he demonstrates water witching. She explains that those who do water witching commonly use forked sticks that will bend toward the ground or bounce up and down to mark a water source below. In fact, Strong tells us that water witching can be so exact as to locate exactly how far down a water source is. Although water witching is mostly used to locate water sources, it can also find mineral deposits, metals, oil, etc. Strong explains that water witching is a genetic aptitude that you are born with; it cannot be learned. She concludes by saying that despite the dwindling numbers of practitio-

(Continued on page 22)



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

The Non-Custodial Parent's Right to Educational Records

By *Betsey A. Helfrich*

Thomas A. Mickes



The right of parents to review their children's educational records is an important right protected by Missouri and federal law. However, sometimes disputes arise regarding who is considered a "parent" that holds this right. This article will discuss the access rights of non-custodial parents to student records.

Under the Family Educational Rights and Privacy Act ("FERPA"), parents must be given the opportunity to inspect and review their children's education records. 34 CFR 99.10. FERPA defines "parent" as "a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian." 34 CFR 99.3. FERPA does not delineate in the definition of "parent" between parents with full custody, joint custody, legal custody, or those without custody at all. Indeed, the FERPA regulations make it clear that the right to access educational records is not conditional upon having the legal or physical custody of your children. The regulations specifically state, "an educational agency or institution shall give full rights under the Act to *either parent*, unless the agency or institution has been provided with evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights." 34 CFR 99.4. Accordingly, pursuant to FERPA, both natural parents regardless of their rights as custodians, have access to their children's educational records unless there is a legally binding document which specifically revokes their rights.

Missouri law also clarifies that both custodial and non-custodial parents are entitled to their children's records. Under Missouri law, unless a non-custodial parent has been denied visitation rights, that parent shall be entitled to receive records including, "any deficiency slips, report cards or pertinent progress reports regarding that child's progress in school." Section 452.376 RSMo. Accordingly, pursuant to Missouri law and FERPA, a non-custodial parent who may not have been awarded any custodial rights but who has visitation rights with their child is also entitled to full access to their son or daughter's educational records. Only if the natural parent's rights have been terminated or they have been denied visitation is it okay to deny a request for access to records to this parent.

In the Fall of 2011, the Eighth Circuit, in *Schmidt v. Des Moines Public Schools*, examined claims by a mother who was joint legal custodian of her children who sued the Des Moines Public School District alleging, among other things, that the District unlawfully denied her access to her children's educational records. This case focused on a contentious divorce between a mother and father and their long-running dispute over the education and custody of their three minor children. An Iowa state Court had awarded Mr. and Mrs. Schmidt joint legal custody of their children and granted Mr. Smith primary physical custody and care of the children. Mrs. Schmidt was given visitation periods with the children. In denying Mrs. Schmidt's claim that the District violated her right to access information about her children, the Court stated, "it is open to question whether and to what extent the fundamental liberty interest in the custody, care, and management of one's children mandates parental access to school records." In this case, the Court found that the District's attendance clerk's one-time refusal to tell Mrs. Schmidt why one of her children was absent from school, combined with a coach's referral to her ex-husband for information about her children's swimming activities, and the schools' refusal to send her home some school projects was so minor and sporadic that it did not rise to a substantive due process violation. The Court noted that the school had fulfilled at least some of the Mrs. Schmidt's requests for information about her children and gave her access to an online records system that displayed her children's grades, assignments, and attendance records, and thus, Plaintiffs' claim that the District deprived her of a fundamental liberty interest were denied. Similarly, another Court has also found that there was no substantive due process violation when a school did not engage in an "unconditional refusal" to show a child's records to his parent, but instead made the records available on other occasions.

Sometimes there are situations where a parent may be fearful that their ex-spouse may misuse access to student records as a means to determine his/her child's current address. In these situations, where you are on notice that there is reason to protect a child's current address from a parent in order to protect the safety of the child, do not respond immediately to a parent request for access to records. Pursuant to FERPA, a school district has 45 days in which to make records available following a parent request for access. Utilize this 45 day window under FERPA to notify the custodial parent that a request has been made and during this time, the custodial parent may go to court and ask that the court order that all school records which include the address of the custodial parent and/or children be redacted. Support for this is found in Missouri Revised Statute Section 452.376 which provides that if a noncustodial parent has been granted restricted or supervised visitation because the court has found that the custodial parent or the child has been the victim of domestic violence or abuse by the noncustodial parent, the court may order that the reports and records made available pursuant to Section 452.376 RSMo not include the address of the

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Rural District Administrator



Patricia Phillips
Bronaugh R-VII

Rural School District



Taneyville R-II

Kindles fire up students' desire for learning

Submitted by: Ike Moore, Capstone Digital



Ashland City Elementary School third-graders in Jonet Williams' class get a taste of the future in learning as they proudly display their Kindle Fire devices. The class is one of three in the county engaged in a pilot program that explores the myON reader program as an online resource for improving reading proficiency. Other classes participating are sixth-grade language arts teacher Kristen Hagan and her students at Sycamore Middle School and third-grade teacher Kelly Phillips with students at East Cheatham Elementary School. / RANDY MOOMAW/THE ASHLAND CITY TIMES, THE TENNESSEAN

<http://www.tennessean.com/article/20120411/ASHLANDCITY04/304110049/Kindles-fires-up-students-desires-for-learning>

Students at two Cheatham County elementary schools and one middle school are taking part in a pilot program designed to not only help improve their reading skills, but also radically change textbook distribution.

The myON reader from Capstone Digital engages students at all reading levels by providing a personalized reader-friendly environment that includes a list of over 2,000 enhanced digital books.

"It is wonderful to see these children so excited over learning," said Dianne Williams, the district's chief academic officer.

The program was initiated on March 19 for sixth-graders in Kristen Hagan's language arts class at Sycamore Middle School and third-graders in Kelly Phillips' class at East Cheatham Elementary School and Jonet Williams' class at Ashland City Elementary School.

One of the features that drew interest was the online delivery and exchange of resources.

"In the near future all of our testing will be online, so we had to think of how we're going to do that," said Dianne Williams, noting the possibility of textbook delivery online in the near future.

Using funds from "First To The Top," it took several months to get the program under way.

After learning about the myON reader, Williams said the county's plan was revised to focus on language arts and to raise reading scores. There was a waiting period because state and federal approval on revisions to the plan was required before funds could be used for the investment.

One of the initial challenges was to find the right device for delivering the program to the students. The Kindle Fire was selected, and 80 were ordered.

Students motivated

The three classes were selected based on data that reflected needs for proficiency in language arts.

"The Kindles have really motivated my students to read," said East Cheatham's Phillips. "The students come in excited every day asking if we are working with the Kindles."

At ACES, Jonet Williams has been thrilled with the response of her students, who look forward to activating their Kindles each day.

Williams likes being able to manage her class work through the Internet.

"I can find out what they've read, how much time they've spent reading, and see their assessment scores," she said.

The teachers are also able to see their students' successes and challenges, using the myON reader as a tool for flagging needs and reflecting ability levels.

"We can choose libraries for them that correlate with what we're studying," said Williams, citing a recent reading assignment on Benjamin Franklin and American symbols to reinforce what her students are learning in social studies.

Dianne Williams said Hagan is using the Kindles with three classes of sixth-grade language arts students at SMS, making

(Continued on page 14)

(Continued from page 7 (4 Great Ways to Increase Traffic to Your Website))

3. Start a Blog

Keep constituents up-to-date on activities and issues going on in your school by starting a blog. The two most important factors to a blog:

- ◆ Content – relevant, informative articles that your community will want to read.
- ◆ Consistency – whether it is once a week or once a month, a blog needs to be posted on a regular basis. Sections in SOCS are ideally set-up for blogs. Plus, the moderated Feedback feature encourages visitors to post opinions while you have control over what goes public. See how the superintendent at Fairfield Community School District at www.fairfieldsfuture.org regularly posts a blog-style column under Superintendent’s Message.

4. Use Social Media

You may be reluctant to plunge into social media because of negative reports on cyber bullying and inappropriate use by students. Parents and students, however, are increasingly wired through social media. Why not lead students by example?

In fact, more education leaders are using social media to connect with other leaders. At the recent National School Board Association Conference in Boston, they not only offered breakout sessions on social media strategy, guidelines and educational tips for leaders, they encouraged attendees to Tweet using the hashtag #NSBAconf.

Schools are using social media as another means to promote their website. But with so many platforms and precious little time, which ones should you use? Here’s a suggestion:

Facebook – The new Timeline format is ideal for promoting your school. Take some time to strategize images, apps and events. Then link the content you develop in your website to reach Facebook fans. Search for Pleasant Hope Cheerleading to see how they use Facebook to support their fundraising efforts.

Twitter – Calendar updates, emergency notifications and article links can be Tweeted to your followers. Search on Twitter for Warren County R-III Schools @WarrenCoR3.

YouTube – Promote your school by posting videos of band concerts, ball games and student projects. Search for East

Lynne 40 to see their creative video promoting their new mission statement.

SOCS has social media sharing built into all their articles. It’s great for promoting blog posts or sending immediate messages to a broad audience.

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Hartville High School's Culinary Program

Written by CMI Staff

In the small town of Hartville, Missouri there are a few students and a devoted teacher who prove that with time and effort anything can happen. The culinary program at Hartville High School, better known as ProStart, has been intact for six years. Mrs.



Keith, ProStart's instructor, has been the teacher since it formed. ProStart is a two-year class that teaches students the basics of restaurant style cooking in ProStart I and, then, takes them to another level in ProStart II.

There are currently twenty-two students in ProStart I and seven in ProStart II. ProStart I is offered to any junior interested in learning the basics in restaurant and hospitality training. The culinary program meets once a day for forty-five minutes. During these forty-five minutes, students learn skills such as how to use cooking knives, restaurant management, baking, and nutrition. In ProStart II, students move on to pre-

paring more elaborate meals, and learn more specific aspects of restaurant culinary.

Keith admits that this year's ProStart II group has been the most devoted and talented group she has seen yet. The group is comprised entirely of senior girls: Carlin Tompkins, Danielle Robertson, Krislynn Woolery, Taylor Arnall, Jenifer Wylie, Mallory Hicks, and Katie Goslee. Five of the girls recently competed against thirty-three teams in a culinary competition at East Central College in Union, Missouri.

Both ProStart I and II are involved in school activities where they fundraise to earn money for the class, which goes towards items they may need, as well as sponsoring an annual end of the year field trip. To fundraise their field trip, the students make smoothies and sell them during lunch period. In addition, the class has begun a catering business called "Touch of Class Catering," which caters most meetings held in conjunction with the school. ProStart recently held a fundraiser where they sold take-n-bake pizzas modeled after Papa Murphy's pizzas; they raised over \$900 in that fundraiser.

Keith also has her own catering business that she and her daughter run during her spare time. When she is in need of extra help, she hires her students to help cater events. Last summer Carlin, Danielle, Taylor and Katie helped cater Keith's daughter's wedding, assisting with everything from food preparation to serving.



The girls in the ProStart II class give all the credit to their teacher when it comes to

(Continued on page 16)

(Continued from page 11 (Who Will Teach The Teachers))

sure that as many students as possible get a chance to experience the technology.

One of the side benefits is that the Kindles teach responsibility in taking proper care of the devices and in seeing that they're properly recharged.

The myON reader offers comprehension testing after each book a student has finished, and after five books, the reader administers a test to measure the student's learning.

The myON reader also helps administrators with identifying gaps in reading by grade levels as well as identifying at-risk groups.

Jonet Williams said her students have helped her with her technical proficiency as she's gained more experience with her Kindle Fire.

"The kids are on their Kindle Fires, while I'm on the promethean board, and that gives us the chance to do research as we work together," she said. "The questions that are given for testing are like those the students face with TCAP."

She also likes having textbooks available online, including her teacher's edition for each subject.

Looking to the future

Dianne Williams said the technology is the perfect opportunity for learning how to use textbooks online.

"At the end of the year we'll take a look at what progress has been made, and we'll get feedback from the teachers," she said. "We'll discuss any issues or concerns with using technology for delivery of textbooks."

She said textbook delivery online might be introduced in phases.

"Our ultimate goal is for all grades through twelve to have this," she said. "Preliminary planning says that it seems feasible within two years."

Williams hopes to work out ways to open schools on some nights and at times during the summer to allow students to work with the program.

She has plans in the works to create a "Literature Circle" with eight fifth-graders that will function as a book club while encouraging reading proficiency.

What she finds most promising is that the myON program maximizes opportunity for continued learning and reading every day of the year, for those with Internet access.

"My hope is that teachers that have already started can continue with the Kindles and move kids using them up to next grade," said Williams, hoping that more can be introduced to the program in the process.



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(Continued from page 6 (Cleaning for School Health – A Roadmap for Success))

calls and procedures. Second impacts are on the thousands of visitors coming through the doors after the last educational bell has rung for the day. When a crew is truly cleaning for reasons of health, sanitizing the door levers, push plates and front water fountains would most certainly be a **first task** in a successful defense against the spread of pathogens to the public now using the buildings for the next 5 hours. Ask any facility manager and they know this, but it is not the first action the 3pm shift employees when starting the nights routine. This would also be true for the way the educational day should start to mitigate these same exposures to the students coming to classes to start their learning day.

When sanitizing these surfaces, everyone knows there is only so much time to provide this proactive service and the products require some time to dwell for any kill of pathogens to happen. One key to the success of the service is to “Spray and Rotate” NOT “Spray and Wipe”. This refers to the routine way in which staff members have been trained verses those whom have been **educated** in their job function. When an individual understands **why** they are performing a task, then the task is carried out with the result in mind rather than the process. When the frontline service person “Sprays and Rotates”, the surface is sprayed and the person moves on to other surfaces before coming back to wipe, therefore reducing the number of food sources and pathogens from these high touched areas. There are basically only two principals at work in any type of cleaning, Green or not, and these are; **pH and physical removal**.

For a successful routine maintenance program to be effective, school operations are finding there is a change of mindset required along with the new “Green Cleaning” rules and regulations which many states have implemented or are upgrading on a continuing basis. The old way of training is giving way to the new age of education of the staff, along with the upgrades to the tools and products used. If used correctly, these programs will significantly reduce the **immediate impact** to worker health, resulting in a reduction of exposures by the general public and the daily routine exposures of students and the educational staff required to live within these built environments.

Changing the way we look at these environments is not an easy task. Routinely, the cleanliness of educational facilities is judged solely on looks or appearance alone. This is simply a matter of perception and changes within the viewpoint of the individuals making the evaluation. However, those school districts who adopt a national assessment program will find there are better ways by which to evaluate the health of their faculties when science and planning come to bear on the outcome. Green cleaning in schools is proactive in nature to provide healthy environments. These environments start with the air which every individual breathes once they arrive. The average adult **breathes** in 26,000 times a day equal to the weight of a four year old child; 35 pounds. With more and more children, who do not have a fully developed immune systems, are subject to contaminates moved by the cleaning crews. These crews are not fully aware of the impacts their actions result in. It is widely known that dust settles at a rate of one foot per hour. Educated school district maintenance programs will seek out ways to reduce the exposures to dust for the frontline workers, as well as those using school buildings while cleaning is being done.

During the MARE conference this past February, you might have heard some of this information during a presentation presented by MARE members of Crawford R1 Schools and New Franklin R1 Schools. If you missed this opportunity to attend the presentation by the Green Clean Institute, you can view it here, <http://www.moare.com/vnews/display.v/ART/4f5e077795552>.

To learn more about your staff’s professional educational opportunities, go to www.GreenCleanInsitute.com. Find your districts roadmap to successful, healthy, Green Cleaning at www.180Assessment.com. There is a way for each and every school no matter the size and location to par-

(Continued on page 16)



(Culinary Program—Continued from page 13)

what they have accomplished. Jenifer says, “I love my teacher! She is honest and I can tell her anything. She makes me a better cook.” Without Keith’s devotion, Hartville Culinary Program would not have gotten where it is today. In fact, Keith would like to expand their operations into a coffee shop and bakery available for both students and the community to relax and enjoy good food during the lunch hours and, perhaps, even a few nights per week. The students in ProStart would be the staff at the restaurant, making and serving the food. They are hoping to begin this new project as soon as they can. We certainly look forward to hearing more about what Hartville culinary will accomplish.



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(Continued from page 15 (Cleaning for School Health – A Roadmap for Success))

ticipate in this national award program and in the process gain knowledge to outline a successful plan and be part of the solution in providing healthy environments for the children, staff and visitors of school facilities. Join other MARE members on the 180 Assessment program. Green Clean School operations and organizations are verified at www.GreenJanitor.net.

From the surface touched, to the air breathed into human lungs, one third of a community’s population move through a public school systems building every single day. With more and more use comes the increased need to change the mindset in the procedures and reasons these built environments are cleaned. No other group of buildings has the same challenges and impacts public health the way our educational faculties do every day. This is why I say, **“To say a building is clean does not mean it is healthy, but if a building is healthy, it is clean”**. What is your districts roadmap to successful, healthy, green cleaning? It is your right to find out as your personal health is more dependent on it than you might want to realize.

Dave Thompson

Kingsville AutoCadd Project Receives Grand Award

Warrensburg Star Journal

[Http://dailystarjournal.com](http://dailystarjournal.com)

Lake of the Ozarks—**Kingsville** High School drafting and design students designed the plans of this model home on AutoCadd—Computer Aided Drafting and Design—software, then constructed a scale model using a one-inch equals one-foot scale.

At District competition the model home received a Grand Award and qualified for State competition. At State competition the model received a perfect score.

The home was one of the top three projects for Best of Show.

Two senior students, Courtney Welch and Lauren Thomas, traveled to the Lodge of Four Seasons at the Lake of the Ozark, to represent the model and take the written tests. The model home was given the Grand Award as the top project at State, beating out every other school in the state.

The 4,000 square foot home, built with Southern exposure, has energy efficient doors and windows to let the passive solar light into the home during the winter and shade the home functional but it also offers an entertaining deck for friends and family. The walk out basement lets in a lot of light and great recreational and functional space. The master bedroom has a attached sauna/sunroom to give the room a lot of light and leisure.

This model is the template for Bob Kiely's Industrail Technology Instructor, real life project.

This summer Kiely and his two sons will build the home south of Warrensburg, as a permanent residence for his youngest son, Clifford.



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Find Registration Materials at MARE Website:

www.moare.com

(Continued from page 9 (The Non-Custodial Parent's Right to Educational Records))

custodial parent or the child. Accordingly, if you receive an order from a court which indicates that the address or location of a child must be protected from a parent, be sure that extreme care is taken to redact any and all addresses or locating information from the student's records before disclosure is made.

In summary, unless a natural parent's rights to visitation to their children have been terminated or denied, pursuant to Missouri and Federal law, that parent must be given the same access to their student's educational records as the parent who has custody of the child. Training building principals, teachers, and front office employees regarding these rules can help prevent unnecessary claims and ensure compliance with the law.

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ABE LINCOLN & HEALTH SAVINGS ACCOUNTS

By Mark Iglehart, Forrest T. Jones & Company

April 19, 2012

"Give me six hours to cut down a tree and I will spend the first four hours sharpening the ax." **Abe Lincoln.**

Over the past three years many of the 10,000 statewide MEUHP members have been sharpening their axes to cut their health insurance premiums and cut their on health care expenses using Consumer Driven Health Plans (CDHP's) and Health Savings Accounts (H.S.A.'s). In fact, MEUHP member participation in CDHP's with H.S.A.'s has skyrocketed from 15% participation in 2009 to 40% in 2012! And, with the 2012-13 open enrollment now under way, the number is expected to push 50%.

This trend has benefited both individual members and the entire statewide MEUHP organization—now consisting of 103 member districts. Members are more focused on wellness and "true" health care costs. Premiums have been much more stable. Less claims = Lower premiums!

In-network eligible preventative care is covered at 100% on all CDHP's, which provides another good incentive to help people focus on their own personal health—and prevention! For non-preventative care and prescriptions "In-Network" negotiated discounts still apply, often providing big member savings. The "skin in the game" and "out of my own pocketbook" effect may also encourage more people to do their homework before some elective medical procedures or filling prescriptions. Quality/cost comparison research can now be done on the internet on over 100 medical procedures on insurance carrier websites and on prescriptions through the MoRx website (<http://www.morx.mo.gov>).

Most H.S.A. participants are also quick to learn how to leverage their own PRE-TAX payroll deduction contributions into their H.S.A. (up to I.R.S. annual limits). H.S.A. balances can be used TAX-FREE on I.R.S. eligible healthcare expenses for all family dependents. H.S.A. balances are owned by the individual and

these balances carry forward from year to year with no "use it or lose it" rule to worry about. **Best of all, members still have access to world-class medical care with relatively small out of pocket maximums.** The individual "in-network" annual out of pocket maximum on all MEUHP H.S.A. plans is capped at \$5,000 and \$10,000 for family.

To achieve great results with CDHP's and H.S.A.'s with your employees and retirees, we recommend that you work closely with your FTJ representative. FTJ's agents and internal customer service representatives are covered themselves on CDHP and H.S.A.'s. They are also experienced and truly passionate about educating MEUHP members and assisting them with their plan selections.

You can contact FTJ at 800-821-7303, ext. 1179, or contact your district's FTJ representative.

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#5234 0112

Junior High Students Build 358 MPG Car

Published April 25, 2012/ FoxNews.com

Is Detroit looking for interns?

A group of junior high school students from Missouri have built a car that gets 358 mpg.

Under the guidance of their industrial technology instructor, Marcus Reynolds, the seventh and eighth graders from Aurora Jr. High School used their creation to win the Missouri SuperMileage Challenge, competing against teams made up of older high school students.



The single-seat car weighs about 100 pounds and is powered by a 1.3 hp 35 cc Robin/Subaru motor that is typically used on motorized bicycles. A custom two-speed gearbox was built for the car and its streamlined corrugated plastic bodywork designed using scale models shaped in a small wind tunnel at the school.

At the event, the car was tested over 10 laps around a .48 mile-long highway patrol training track that incorporated several elevation changes and a 180 degree hairpin turn. The driver used the "pulse and glide" method for fuel efficient driving, which involves short bursts of acceleration followed by long periods of coasting off the power.

Next year Reynolds will be moving with several of his students to Aurora's high school where he hopes to raise enough money to enter a car in prestigious Shell Eco Marathon against college teams from across the country. If they make it, the kids from Aurora will need to step up their game, the current world record for fuel economy is 15,212 mpg, set at an Eco Marathon event in France in 2005.



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(Continued from page 8)

ners, water witching is still a common practice in the Ozarks.

These videos and other work included in Dora Digital Stories were funded by a \$20,000 Rural Schools Partnership Coover Place-Based Education (<http://www.ruralschoolpartnership.org/grants>) grant . Dora Digital Stories is an online resource where participating high school students document and record the unique history of Dora and surrounding Ozark County. The mission of the digital storytelling project is to learn more about the history of the area as well as how to produce video documentaries, an important skill in an increasingly digital world.

The Dora project is part of a high school course entitled Ozarks Folklore, taught by Zak Hamby. The goal of the course is to create a series of these short documentaries on a variety of topics including historical (mills, the first Ozarks settlers, local Native American tribes, the impact of the Civil War on the Ozarks, Baldknobbers, the history of a particular community, log-rollers, etc.), cultural (dialect, place names, folk remedies, local folk tales, ghost stories, etc.), personal interest (the history of a family member born and raised in the Ozarks), or even scientific (varieties of Ozark vegetation, caves or sinkholes, knobs, river wildlife, etc.).

The site is clean, easy to use, and already features a number of local stories, complete with videos. You can visit the Dora Digital Stories site at: <http://doradigitalstories.blogspot.com/>. It's a must-bookmark for anyone interested in Ozarks history.

Dora students use a variety of technology including flip cameras, lapel microphones, digital cameras, flash drives, digital voice recorders, a scanner, a printer, and a classroom set of laptops. Grant funding allowed for the purchase of this equipment.

As the culmination of the project, the students will present their digital stories at a special after-school film festival, where they will narrate their experiences with the project and display their digital stories. The community will be invited to attend their presentations.

The Rural School and Community Trust's Center for Midwestern Initiatives encourages schools and teachers to learn about and implement place-based education strategies. Our website contains a wealth of stories and information on the subject, and we would be pleased to work with school districts to provide teacher training or project facilitation. Contact

cmi@ruraledu.org.

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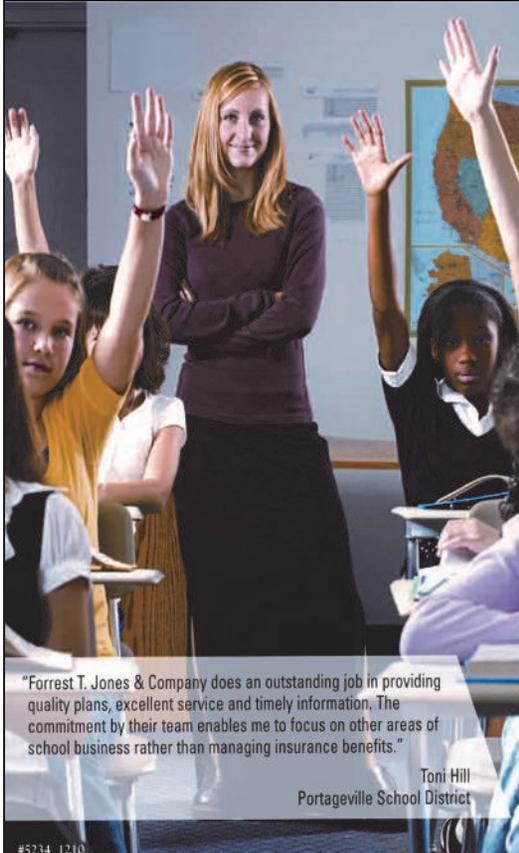
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