



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Wednesday, September 9, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ Gentry High School Conversion Charter _____

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Gentry High School Conversion Charter

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 500

Name of School District: Gentry Public Schools

Name of Contact Person: Judy Winslett

Address: 201 S. Giles City: Gentry

ZIP: 72734 Daytime Phone Number: (479) 736-2253 FAX: (479) 736-2245

Email: jwinslett@gentrypioneers.com

Charter Site Address: 1055 Pioneer Lane

City: Gentry

ZIP: 72734 Date of Proposed Opening: August 15, 2016

Name of Superintendent: Dr. Randy C. Barrett

Address: 201 S. Giles City: Gentry

ZIP: 72734 Daytime Phone Number: (479) 736-2253

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Recognizing the responsibility to students, parents, stakeholders, business and industry and the community, along with the need to provide a safe and productive school experience, Gentry High School Conversion Charter (GHSCC) will purpose to deliver an education designed to prepare students for successful transition to opportunities beyond high school, whether college or career. Additionally, GHSCC commits to being fiscally responsible with its resources, providing the best teachers, technology, and facilities possible.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

As Gentry began exploring the possibility of a conversion charter, meetings were held with local business and industry in an effort to identify their personnel needs. Pointed questions were asked by administration such as, "What do you as a local business feel the school needs to improve on as we educate students for the workforce?" Responses commonly found related to "soft skills", good work ethic, punctuality, ability to problem solve, and the ability to work in a team. These responses along with labor market data provided the foundation for a conversion charter initiative. Gentry seeks to offer programs which allow students to gain the skills previously mentioned as well as acquire industry specific training through classes associated with careers related to transportation, information technology, and the medical industry. Students will have the opportunity through the charter to continue acquiring college credit coupled with industry certifications and apprenticeships with local business and industry. Students successfully completing the program will graduate with 21st Century Skills necessary for successful transition to opportunities beyond high school.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

Various meetings were held to discuss the charter application with teachers, parents, and stakeholders. Two public hearings, the first on April 13, 2015 at the Gentry City Courtroom, and the second on September 1, 2015 at the Gentry High School auditorium. Included with this application is evidence to document such meetings.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located *at least three weeks prior to the date of the meeting.***

2. Give the mission statement for the proposed charter school.

Applicant Response:

Recognizing the responsibility to students, parents, stakeholders, business and industry and the community, along with the need to provide a safe and productive school experience, Gentry High School Conversion Charter (GHSCC) will purpose to deliver an education designed to prepare students for successful transition to opportunities beyond high school, whether college or career. Additionally, GHSCC commits to being fiscally responsible with its resources, providing the best teachers, technology, and facilities possible.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

| DISTRICT DATA | | | |
|--|---|---|--|
| District Name | Gentry School District | | |
| District Status | Needs Improvement | | |
| | LITERACY 2014 ESEA Report Percentage Achieving or Advanced | MATH 2014 ESEA Report Percentage Achieving or Advanced | Graduation Rate 2013-2014 2014 Report Card Percent Graduated |
| All Students (Combined) | 79.18 | 79.06 | 92.23 |
| Targeted Achievement Gap Group | 73.66 | 72.77 | 92.00 |
| African American | n<10 | n<10 | n<10 |
| Hispanic | 75.56 | 66.67 | 100.00 |
| White/Caucasian | 80.28 | 81.77 | 91.43 |
| Economically Disadvantaged | 77.00 | 73.89 | 92.00 |
| English Language Learners/ Limited English Proficient | 59.72 | 51.85 | n<10 |
| Students with Disabilities | 26.14 | 39.78 | n<10 |

| CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER | | | |
|--|---|---|---|
| District Name | Gentry School District | | |
| Campus Name | Gentry High School | | |
| Grade Levels | 9-12 | | |
| Campus Status | Needs Improvement | | |
| | LITERACY 2014 ESEA Report Percentage Achieving or Advanced | MATH 2014 ESEA Report Percentage Achieving or Advanced | Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE |
| All Students (Combined) | 73.15 | 81.08 | 92.23 |
| Targeted Achievement Gap Group | 65.52 | 75.86 | 92.00 |
| African American | n<10 | n<10 | n<10 |
| Hispanic | 69.23 | 62.50 | 100.00 |
| White/Caucasian | 77.46 | 84.82 | 91.43 |
| Economically Disadvantaged | 66.67 | 76.43 | 92.00 |
| English Language Learners/ Limited English Proficient | n<10 | 43.75 | n<10 |
| Students with Disabilities | 36.36 | 81.25 | n<10 |

| CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION | | | |
|--|---|---|--|
| District Name | Decatur School District | | |
| Campus Name | Decatur High School | | |
| Grade Levels | 7-12 | | |
| Campus Status | Needs Improvement | | |
| | LITERACY 2014 ESEA Report Percentage Achieving or Advanced | MATH 2014 ESEA Report Percentage Achieving or Advanced | Graduation Rate 2013-2014 2014 Report Card Percent Graduated |
| All Students (Combined) | 55.45 | 55.12 | 78.79 |
| Targeted Achievement Gap Group | 50.00 | 49.53 | 85.71 |
| African American | n<10 | n<10 | n<10 |
| Hispanic | 45.16 | 39.47 | n<10 |
| White/Caucasian | 61.19 | 60.27 | 77.78 |
| Economically Disadvantaged | 51.81 | 48.54 | 89.47 |
| English Language Learners/ Limited English Proficient | 35.71 | 36.84 | n<10 |
| Students with Disabilities | 20.00 | 33.33 | n<10 |

| CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER | | | |
|---|---|---|---|
| District Name | Gentry School District | | |
| Campus Name | Gentry Middle School | | |
| Grade Levels | 6-8 | | |
| Campus Status | Needs Improvement | | |
| | LITERACY 2014 ESEA Report Percentage Achieving or Advanced | MATH 2014 ESEA Report Percentage Achieving or Advanced | Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE |
| All Students (Combined) | 81.58 | 76.55 | N/A |
| Targeted Achievement Gap Group | 74.89 | 67.65 | N/A |
| African American | n<10 | n<10 | N/A |
| Hispanic | 79.49 | 70.00 | N/A |
| White/Caucasian | 81.20 | 78.10 | N/A |
| Economically Disadvantaged | 79.19 | 69.64 | N/A |
| English Language Learners/ Limited English Proficient | 64.52 | 51.61 | N/A |
| Students with Disabilities | 17.50 | 17.50 | N/A |

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

The Gentry High School 2014 report card reflects that 79.15% of the grade 11 students were proficient or advanced in literacy and 81.08% of the high school students were proficient or advanced on end of course math examinations. According to the Center on Education Policy (CEP), students are more motivated to learn when academics are framed as a means to achieve a certain goal as a gateway to something else. In keeping with this belief, one priority of GHS is to help students clarify their goals for the future. GHS has been approved to pilot a new course, Career Readiness, offered through Arkansas Department of Career Education. Career Readiness is a one-semester course designed to provide the student with the necessary skills to evaluate who they are, what they need in a career, research college and career information, refine their choices through a decision-making process, and master the skills most needed by 21st Century employers. Additionally students will analyze qualities and barriers that lend themselves to determining individual success. Training will be provided for both Gentry High School teachers and Gentry Middle School (feeder campus) teachers to increase and enhance their knowledge of future career opportunities for students. Under the close direction of mentor teachers students will be encouraged to enroll in both academic and vocational courses in an effort to narrow or solidify their career focus.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

N/A

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

Apprenticeship opportunities:

During the Senior year, students participating in apprenticeship programs will be allowed to work in business and industry settings. Building relationships with business partners will provide both valuable training and possible opportunities for future employment for students upon graduation.

Vocational programs taught by industry professionals:

Instructors with specialized industry skills and abilities will be employed to teach Career Education classes. These instructors will bring to the classroom the most up-to-date industry training along with authentic examples of industry expectations of employees.

Individualized instruction for all students:

Through the conversion charter initiative students will in essence be able to customize or individualize their educational plan. The utilization of self-paced courses will allow students to advance at a higher rate than in the traditional school setting with specific "seat-time" requirements. Students could then enroll in college courses, additional vocational or technical courses in more specialized areas, job shadow, or participate in apprenticeship opportunities with business and industry.

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

| GOAL | Assessment Instrument for Measuring Performance | Performance Level that Demonstrates Achievement | When Attainment of the Goal Will Be Assessed |
|--|--|--|---|
| 1. Increase number of students graduating with a minimum of 3 hours of college credit | High School or College Transcript | Increase by 2% annually | Annually |
| 2. Increase number of graduating Seniors that attend college, technical school or enter the workforce at an entry-level position paying more than minimum wage | Follow-up surveys with graduates | Increase 2% annually | Annually |
| 3. Meet or exceed the state average on the state mandated assessment for writing -ACT Aspire | State mandated assessment, currently ACT Aspire | Increase by .2% annually until goal is obtained | Annually |
| 4. Meet or exceed the state average on the state mandated assessment for language -ACT Aspire | State mandated assessment, currently ACT Aspire | Increase by .2% annually until goal is obtained | Annually |
| 5. Meet or exceed the state average on the state mandated assessment for reading-ACT Aspire | State mandated assessment, currently ACT Aspire | Increase by .2% annually until goal is obtained | Annually |
| 6. All Juniors, except those exercising parental or SPED accommodations waiver options, will take the ACT | ACT | 100% of Juniors not exercising waiver options | Annually |

| GOAL | Assessment Instrument for Measuring Performance | Performance Level that Demonstrates Achievement | When Attainment of the Goal Will Be Assessed |
|--|--|--|---|
| 7. Meet or exceed the ACT state average composite score - currently GHS is .1% above state average composite | ACT College Readiness for graduating seniors | Increase by .1% annually or at a minimum, maintain composite average score equivalent with state | Annually |
| 8. 60% of graduating Seniors will meet the ACT College Readiness Benchmark | ACT, Compass | Increase by .2% annually until goal is obtained | Annually |
| 9. Increase number of graduating Seniors obtaining an Industry Certification | Industry Certificate | Increase 2% annually | Annually |
| 10. Meet or exceed the state average on the state mandated assessment for math-ACT Aspire | State mandated assessment, currently ACT Aspire | Increase by .2% annually until goal is obtained | Annually |

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

The academic achievement goals, concurrent credit for college courses and the fact that our students' performance meets or exceeds the state average is evidence of the student's college and career readiness.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

Please see attached tables for required and elective courses currently offered for each grade level. Increased course offerings will be made available to students as Virtual Arkansas expands there courses as well as the additional course offerings on site, once approval for conversion charter is granted.

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

The curriculum designed for the GHS Conversion Charter will incorporate both college preparatory coursework and project based learning. Programs designed to prepare students to test for industry certifications, identified by labor market data as being in demand, will also be a key feature included in the charter initiative. Instructional methods utilized for the delivery of the designed curriculum will be a mixture of both traditional and digital delivery. Beginning in the ninth grade students will be allowed to enroll in self-paced digital courses, which will ultimately provide additional time during the junior and senior years to enroll in lab classes and participate in apprenticeship opportunities with business and industry. Partnerships with local business and industry and postsecondary institutions will be utilized to aid in associated costs of the programs. The course content and design of the Career Readiness class supports the embedding of Oral Communication frameworks to equip students with communication skills necessary for college and career. The locus for embedding the Oral Communication framework is a direct result of meeting with local business and industry who asked that “soft skills” be a part of our expanded curriculum.

The ultimate goal of GHSCC programs is student preparation for college or career upon high school graduation. As students enter GHSCC, advisors, with parental input, will assist students in identifying personal interests, skills, and work values. This information will be used in the development of an individual education plan. Students will have an opportunity to take a career interest inventory assessment, designed to aid in the career exploration process, and participate in career guidance principles integrated into classroom activities connecting work experiences to course content. If through this process a student identifies an interest in the healthcare profession, enrollment in courses will be made available to help the student further validate their interest. For example, a student would have the option to enroll in Biology, Anatomy, Medical Terminology, Introduction to Medical Professions, Pathology, Medical Math, etc. Certified Nursing Assistant and Personal Care Assistant

courses taken by students could provide a two-fold benefit in certifying students for immediate earning potential, upon receiving the industry certification, or adding value to an application to post-secondary nursing school or other post-secondary medical programs. The individual education plan, preparing this student for a career in the healthcare arena, could also include an opportunity for an internship in a hospital, local physician's office, or school-based health clinic. Through the acquisition of waivers for required seat time, digital course delivery, and the embedding of some coursework, the opportunity for an internship could also take place during the student's school day. To the same end, a student with identified interests in a career in the transportation industry would have the opportunity to develop an education plan, depending on specific interests; to include courses such as logistics, business, or courses designed to prepare for a diesel mechanic industry certification. Options such as these allow students to pursue a career interest while still in high school with a strong network of support. Certainly there will be students who identify career interests, when once entrenched in the coursework, discover that they are not really as interested as they once thought. In conversations with parents, we have learned that they believe that making a decision to select another career pathway while still in high school can prove to be equally beneficial in that students are able to determine that a specific career pathway is not what they truly want to do, before a large investment of time and money is made in the pursuit of a degree.

7. Describe the educational program to be offered by the charter school

Applicant Response:

The City of Gentry, located in northwest Arkansas, while rural in nature is surrounded by thriving industries. Gentry is home to McKee Baking; makers of Little Debbie snack cakes, SWEPCO, and several poultry companies. The Gentry district is comprised of 87 square miles and sits just to the north of Siloam Spring, Arkansas and to the west of Springdale, Arkansas. Gentry's proximity to northwest Arkansas business and industry makes a commute to major companies realistic, enhancing opportunities for Gentry graduates. For this reason, Gentry Public Schools will strive to provide diversity in the curriculum, with an end goal of graduating students with a value added diploma, demonstrating they have the skills necessary to transition on to postsecondary education or pursue a career. The educational program offered by the charter, once granted, will allow for a more individually tailored education for Gentry students. College courses will continue to be offered on the high school campus and expanded opportunities in vocational areas will be provided by incorporating a self-paced curriculum, removing barriers that restrict student advancement. Opportunities for developing 21st Century Skills through the use of technology, participation in job-shadowing and apprenticeships, industry certifications, and communication skills will be provided to all students enrolled in the program.

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Data from 2011-2014 ADHE College Going Rate annual reports, reveal that over this four year period, only 40% of Gentry's graduating seniors attended college immediately following high school graduation. Through the

granting of a conversion charter, Gentry students will have the opportunity to prepare for multiple options following graduation: college, technical school, military, or enter the workforce with a value added diploma. Student participation in career education, project based learning, internships and/or apprenticeships will better equip students for a successful post-secondary experience, whether it continued education in college, specialized training, or immediate entry into the workforce. In order to maximize these opportunities for students, Gentry High School needs flexibility in a few areas governed by Arkansas Department of Education rules and or Arkansas legislation, to fulfill this vision. Examples, to name a few but not inclusive, would be seat time, length of school day, teacher licensure and course embedding.

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

A) Employing personnel

GHSCC will seek to employ both Arkansas licensed educators and industry specialists, along with digital courses delivered by ADE approved providers, to assist in individualizing educational plans and programs for students. Employment of highly qualified licensed teachers for core academic classes will continue to be the practice with the option to employ industry specialists as instructors of courses requiring a specific "technical" skill set.

B) Developing and controlling the charter school budget

As stated in the GHSCC mission, "...GHSCC commits to being fiscally responsible with its resources, providing the best teachers, technology, and facilities possible." GHSCC will work closely with the superintendent in the annual budget planning process and expect to garner additional support through grants and partnerships with business and industry as needs arise and programs expand.

C) Managing day-to-day charter school operations

Since GHS is seeking a conversion charter for the entire high school, much of the day-to-day operations will remain the same. Adjustments may need to be made in some areas as student enrollment in specific programs fluctuates. A district employee will provide program supervision, including the responsibility of building and maintaining relationships with industry partners and coordinating internships for students in their desired career areas. Career guidance will also be an essential component for all students. Individual education plans will be developed, designed to allow students to move fluidly between college preparatory courses and specific skills or trade classes, if so desired.

D) Developing and controlling the school calendar

The district currently prepares one calendar for the four schools operating in the Gentry School District. The expectation would be for this process to continue with the understanding that some flexibility may be needed as students participate in apprenticeships outside the traditional school calendar.

E) Other areas of autonomy to be afforded to the charter:

GHSCC seeks to deliver an education designed to prepare students for successful transition to opportunities beyond high school, whether college or career. As the needs of business and industry change, so may the needs of GHSCC in preparing students.

10. Describe the school improvement plan by addressing the following:

- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

GHSCC will solicit input from both a school improvement team and an advisory council in the developing of a school improvement plan. The school improvement team will consist of teaching leaders, administration, students and parents and will be tasked with developing and evaluating the plan. School administration, teachers, employees, and instructors will be responsible for the plan implementation. Positions on the advisory council will include educators, parents, students, and representation from business and industry. Performance criteria for core classes will be determined by ADE and will be evaluated annually along with the goals set out in Section C4 of this application.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

Based on the research conducted by the Center on Education Policy (CEP), students are more motivated to learn when academics are framed as a means to achieve a certain goal as a gateway to something else. In keeping with this belief, one priority of GHSCC is to help students clarify their goals for the future and assist students and their parents in developing an individual educational plan to reach that goal. By establishing a goal, as well as a plan to obtain the goal, students will be able to see the relevance in the coursework required through their individual education plan, thus improving student learning and educational outcomes.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

GHSCC will utilize Standards, as directed by the Arkansas Department of Education (ADE), for all core courses and will follow frameworks established for vocational courses offered through the Arkansas Department of Career Education. Curriculum maps will be established using the appropriate standards and students will be assessed for mastery. Utilizing the Teacher Excellence and Support System (TESS), as established by ADE, administrators will evaluate teachers through personal observation and review of student data.

12. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity or separate LEA. As such, in addition to new GHSCC staff members, staff members of GHS will be available as staff members of GHSCC and continue to serve in their previous capacity. A comprehensive guidance program will continue to provide required and needed services to students at GHSCC.

B) Health services;

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity or separate LEA. Once approved, the new GHSCC nurse and health services of GHSCC will continue to serve students as they do currently under the traditional high school.

C) Media center;

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity or separate LEA. As such, the media center will continue to serve in its existing capacity.

D) Special education;

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity or separate LEA. As such, no changes in special education services will exist, only to state that additional opportunities will exist for students to prepare for "career readiness".

E) Transportation;

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity or separate LEA. As such, in addition to new GHSCC staff members, staff members of GHS will be available as staff members of GHSCC and continue to serve in their previous capacity. The same level of transportation services provided to other district students will continue to be provided for GHSCC.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity or separate LEA. As such, in addition to new GHSCC staff members, staff members of GHS will be available as staff members of GHSCC and continue to serve in their previous capacity. Alternative education opportunities will still be available for qualified students.

G) English Language Learner (ELL) instruction

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity

or separate LEA. As such, in addition to new GHSCC staff members, staff members of GHS will be available as staff members of GHSCC and continue to serve in their previous capacity. A program designed for English language learners will still serve these students. Additional opportunities will be made available for these students to participate in career readiness and vocational courses.

H) Gifted and Talented Program.

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity or separate LEA. As such, in addition to new GHSCC staff members, staff members of GHS will be available as staff members of GHSCC and continue to serve in their previous capacity. The Gifted and Talented program will continue to exist in its current capacity.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

Arkansas Code Annotated 6-23-202 (4) specifies that an approved conversion public charter school will agree to “provide a yearly report to parents, the community, the local school district board of directors, and the state board that indicates the progress made by the conversion public charter school in meeting the performance objectives during the previous year.” The Gentry School District has an established history of having separate, individual campus reports held in conjunction with the district's Annual Report to The Public. GSHCC will participate in that cycle. Additionally GHSCC will publish on its website periodic progress reports indicating to what level the established performance objectives are being met. These on-line reports will include both qualitative and quantitative data.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

Once approved the GHS will become GHSCC and will continue to serve all students in grades 9-12. Students will have opportunities to select “pathways” to aid in preparing them for college or career post-secondary experiences.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

Yes

No

15. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Currently no one is employed in the Gentry School District who has had prior involvement in the operations of a charter school.

16. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

The vision of applying for a conversion charter school was first presented to the the Gentry Board of Education in the fall of 2014. After several discussions and a formula presentation the Gentry School Board officially

supported the pursuit of a district conversion charter for the high school. To substantiate their support further, the board reinstated the assistant superintendent position, which had been vacated and remain unfilled for several years, charged to provide direct oversight in the application and implementation process, once approved. In addition to a building administrator, instructors, and counselors, the assistant superintendent will remain involved in implementation and evaluation process of GHSCC. All employees of GHSCC, administrators, teachers and counselors will possess appropriate credentials for the position in which they are employed to fill. The school administrator, i.e. principal will effectively manage the facility and serve as the instructional leader for GHSCC. He/she will evaluate the instructors, staff and programs identifying and recommending to district staff, any professional development needs. A comprehensive counseling program will be an integral part of GHSCC as individual education planning will serve as the foundation in student decisions pertaining to college and career pathways. Finally, instructors at GHSCC will be expected to communicate accurately and effectively in their assigned content area, maintaining a professional rapport with students and utilizing research based instructional strategies. Additionally, it will be important for instructors to obtain feedback from parents, business and industry and other appropriate entities to enhance student learning.

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17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

Upon approval of GHSCC, the facilities currently utilized for the existing high school will continue to be used. In

1999 the district built a new agriculture facility which provides space for both a classroom and industrial shop. The previous agriculture shop and classroom had been designated for district storage and an In-School-Suspension facility (ISS). The ISS classroom has been relocated and district storage is being relocated in preparation for future lab space, upon GHSCC is approved.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

There are no alcohol sales within 1,000 feet of the proposed GHSCC facility.

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Participation in the National School Lunch program will continue as GHSCC will be located in the same facilities

as GHS.

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

As GHSCC seeks to individualize student education plans, parents will be given the opportunity to attend college and career information sessions throughout the school year and work individually with teachers and counselors in developing an education plan for their child. Community members, as well as business and industry, will be encouraged to participate in activities designed to prepare students for success during high school and beyond. Activities providing opportunities for speakers from the community and industry partners, as well as internship or apprenticeship, will be incorporated.

Surveys will be used to evaluate the program and will be made available to all stakeholders.

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Gentry School District's receipt of a conversion charter for its high school will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Gentry School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the GHSCC will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

Regularly scheduled meetings will take place to ensure continued success in GHSCC. These meetings will include: parents, teachers, administrators, business and industry, as well as representative from post-secondary institutions. GHSCC will also seek guidance and input from the Gentry Career and Technical Advisory Board as programs adjust to the needs identified in the most current labor market data.

23. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

| Topic | Statute/ADE Rule/Standard to be Waived | Rationale | Tool to be Used to Measure Impact on Achievement | Level of Achievement that will Show Positive Impact |
|--------------------|---|---|--|---|
| Oral Communication | 9.03.4.1 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts | Course content and design of the Career Readiness class supports the embedding of Oral Communication frameworks to prepare students for college, career and the communication skills necessary in these arenas for success. All standards and frameworks required for the Oral Communications course will be taught in the Career Readiness course. | | |

| Topic | Statute/ADE Rule/Standard to be Waived | Rationale | Tool to be Used to Measure Impact on Achievement | Level of Achievement that will Show Positive Impact |
|----------|--|--|--|---|
| Teachers | 6-15-1004 Qualified teachers in every public school classroom 6-17-301 Employment of certified personnel 6-17-309 Licensure-Waiver 6-17-401 Teacher's license requirement 6-17-902 Definitions ("Teacher") 6-17-908 Teacher's salary fund - Authorized disbursements 6-17-919 Warrants void without valid license and contract 15.03 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts ADE Rules Governing Educator Licensure | <p>In an effort to prepare students to be both college and career ready, the district requests the ability to employ instructors, with specialized skills and abilities, to teach career education classes, on a limited basis. This request is driven by the difficulty of obtaining licensed employees in certain trade and vocational career offerings.</p> | | |

| Topic | Statute/ADE Rule/Standard to be Waived | Rationale | Tool to be Used to Measure Impact on Achievement | Level of Achievement that will Show Positive Impact |
|---------------------------|---|---|--|---|
| School day and attendance | <p>6-16-102 School Day 6-18-210 Definitions. (Planned Instructional Time) 6-18-211/ 4.00 of ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine through Twelve</p> | <p>The district seeks to allow the opportunity to individualize instruction for all students. A student possessing the ability to complete required coursework in less than 6 hours a day could have the option to enroll in a specialized educational program outside the school district, participate in an apprenticeship program designed to aid in career readiness, or seek employment to assist in future educational expenses. Conversely, students unable to achieve mastery within a six hour day could benefit from an extended educational day. Additionally, the present state and national emphasis on utilizing technology for instruction might create scenarios where a student might benefit from blended instruction at atypical school hours.</p> | | |
| Unit of credi | <p>14.03 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts</p> | <p>Opportunities for digital course delivery designed for self-paced learning could find students mastering course content in less than 120 clock hours. If mastery is determined, students would advance on to next course in their individual education plan. This waiver request is in relation to "seat-time", not graduation requirements. All applicable course frameworks and standards will be fully adhered to and taught.</p> | | |

| Topic | Statute/ADE Rule/Standard to be Waived | Rationale | Tool to be Used to Measure Impact on Achievement | Level of Achievement that will Show Positive Impact |
|---------------|--|--|--|---|
| Grading Scale | 6-15-902(a) Grading scale- Exemptions 12.02 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts | The expansions of Career, Trades, and Vocational offerings may require the addition of nongraded, in the sense of the traditional grading scale, student performance evaluative strategies. This waiver request is intended for only those non-core (vocational) courses that lend themselves to alternative descriptors of "mastery". | | |

3/17/15

High School Info Session on Consolidation Charter Sign In

Guest - W -

Andrew White

Jennifer Pierce

Kathy Pipkin

Wayne Pitt

John L. Jenkins

Patricia Lanford

Paul H. Allen

Martha A. Hawkins

David Shelby

Karen Wessen

Jillie Zipes

Lana Riley

Malyde Russell

Jessie Mason

Beth Ann

Linda Brown

Thyllis Berry

Debra

Greg Sarratt

John Smith

Aeri Metz

Janis Zolner

Cornie McHenry

D. Millson

Brian Little

4-2-15
Parent Meeting

Scott McCollum
Denisha McCollum
Linda Ehle
Amanda Gore
Leora Green
Ranbir Baljere
Dana Philpott
Sandy Smith
Barbara Westbrook
Tina Brinkley
Terri Weathers
Mark Weathers
Cindy Vetter
Jennifer Kiang
Janis Zelka
Dana Hackenbury
Xue Lee
Michelle Wade
Herchi Benjamin
Wayne Cheney
Kim Welt
James McLellan
Terri Guntharp
Megan Eastey
Pam Anderson
Jerah Jech
Elizabeth Sotis

Meet with Business & Industry to solicit interest & support
 Reach out to NWACC, other community colleges, NTI & ERZ for partnerships

Interests in EAST Lab
 Tour of Lincoln's Lab

Reviewed GHS vocational course offerings
 "Programs of Study"

Agriculture
 1. Power, Structural, & Technical Systems
 2. Animal Systems
 3. Plant Systems

Business
 1. Digital communications

Family & Community Services
 1. Family & Consumer Sciences

Business & Industry in our community and surrounding areas

- Industrial Maintenance
- Healthcare
- Logistics
- Sales
- IT*

- **Business**
 2. Banking Services: (Banking & Finance Principals / Consumer Lending)
 3. Marketing Management: (Entrepreneurship I & II)
- **Family & Community Services**
 2. Education & Training (Orientation to Teaching)
- **NEW Pathway – Health Science**
 1. Medical Professions

* Expectation of required Computer Programming Class for FY16

The following is a brief summary of a Parent Night Presentation by Judy Winslett. Ms. Winslett was asked to speak concerning plans for a Conversion Charter Application and for added vocational offerings at GHS beginning next year.

Mr. Harper welcomed parents and turned the mic over to GHS Counselor, Kathy Pipkin. Ms. Pipkin discussed New Digital Learning class offerings for Freshman and Sophomore students for 2015-16. She discussed requirements for Smart Core a math class beyond Algebra II and the required Chemistry or Physics.

Ms. Winslett spoke concerning Additional Career and Technical Education Program Offerings for 2015-16 and other Career Training Opportunities for 2016-2017.

Ms. Winslett gave a brief overview of expanded opportunities for GHS students over the last 17 years.

In 1998 Gentry partnered with the Northwest Arkansas Community College (NWACC) to offer college classes for concurrent credit. Presently students can take up to 25 college hours during his/her student career at Gentry Public Schools at a reduced tuition price. This allows the student to save approximately \$73.50 per credit hour and graduate high school with almost one year of college completed.

Advanced Placement (AP) – Ms. Winslett explained that these are high school offerings with framework requirements governed by College Board. The course requirements are more rigorous. Students take College Board assessment after completion of the coursework. Scoring is based on a 1-5 scale. If they score a 3, 4, or 5, they may be eligible for college credit depending on the requirement of their particular college or university of choice. Ms. Winslett gave credit to staff involved in the teaching of these AP classes saying “they do a good job taking care of college bound students.”

Ms. Winslett announced that in 2013 98 students 35 chose college post-graduation. This is similar to ratios in years past. This began some discussions regarding what the other 63 students do and how their education is preparing them for a life and career after high school.

Ms. Winslett reported that Gentry was in the process of applying for a Conversion Charter School and explained what that meant.

Open Enrollment – separate from the GHS population.

Conversion Charter – allows a district to ask for relief of certain rules and regulations normally demanded by the state. She noted that they would ask for relief from “seat time” in order to allow vocational students to do internships with industry partners.

Ms. Winslett noted that McKee Foods, Inc. is the district’s largest employer. She said that she and others met with them to ask “what do we need to do as educators to make graduates more employable?” The need for improved “soft skills” was noted to be a priority.

Five areas of Industry and Business in the surrounding area:

- Industrial Maintenance
- Healthcare
- Logistics
- Sales
- Technology

Ms. Winslett explained that they were excited to research and plan for the application of a Conversion Charter but that process would have change “waiting in the wings” until the 2016-17 school year. She said that non-college bound students need increased vocational options now. The following are being considered for implementation next year in 2015-16:

Expanded Business Offerings:

Banking and Finance

Consumer Lending

Family and Consumer Science Expanded Offerings:

Orientation to Teaching – Ms. Winslett noted that currently there are a high number of teachers in the district over 50. This course would possibly encourage students to consider the teaching profession. They would be able to go into classrooms and work with younger students helping and observing the teacher.

Medical Professions –

Coding

CNA

Ms. Winslett explained Kuder Interest Inventory that was recently administered to all high school students. An additional survey was sent to all high school students, seeking input in their interest in course offerings for the upcoming school year. Students are encouraged to make their interest known, especially if they are interested in the Medical Professions offerings. She noted that the ability to provide these courses in Gentry Public Schools will depend on numbers of interested and serious students. She noted that if Gentry did not have the numbers to begin their own program this coming year and that Gravette Public Schools had indicated that Gentry could send students to their district for the courses as well as HVAC which they currently offer.

These courses will involve coursework and clinicals and students who complete will test for certification as Certified Nursing Assistants. After certification they will be able to find employment in a variety of settings such as nursing homes, hospitals and as Personal Care Assistants.

Ms. Winslett encouraged parents to call Ms. Pipkin if they had any questions. She also invited the assembly to the Town Hall Meeting on April 16, 2015. She noted that at the Town Hall Meeting they could also receive information regarding the recent Accreditation Visit and the team's encouragement to revisit the district's mission statement as well as upcoming building projects and possible scenarios as well as a more in depth look at the conversion charter application process. The application process has begun and the next phase, community input, is the second step in the process.

East Lab

\$115,000 for computer equipment.

The funds can be requested for lower grades as well. The plan is to start with GHS and reapply for more.

What we do now with student with students who have taken Microsoft Office Practice Test, Excel, Word, \$75 pay to take when pass we reimburse. They get a certificate

Parents were told that if they had a student interested in taking a certification test or practice test to contact Ms. Pipkin.

Question: Is it possible for a student to take too many college hours through the school partnerships and offerings to not be considered a Freshman for Scholarship? Lost \$

GENTRY ELEMENTARY SCHOOLS

PRIMARY SCHOOL & INTERMEDIATE SCHOOL

TOWN HALL MEETING

4-13 6:00 PM

TESTING 4-27 - 29

3RD & 5TH GRADES



STVC, INC

April

Gentry Primary School
...a strong foundation for lifelong learning
1295 Pioneer Lane
Office - 736-2380
Nurse - 736-2382
Fax - 736-0316

ITBS Testing will be the week of April 6 - 10. Please make sure students attend school and arrive **ON TIME!**

test

Children need plenty of rest and a good breakfast to start the day off right! Testing starts early each morning. It is important students be in their seats by 8:00 each day.



Upcoming Events:

- April 6-10 - ITBS Testing 
- April 6 - Report Cards
- April 10 - Honor Assembly (8:40)
- April 17 - Character Ed Assembly (9:25)
- May 1 - Color Run
- May 4-8 - Teacher Appreciation Week
- May 8 - Track and Field
- May 28 - Last day of school

Town Hall Meeting
Presentation by Dr. Barrett
-Revisit the District's Mission Statement
-Explore possibilities for future building projects
-Gather input on Conversion Charter School Initiative
April 13 at 6:00
 The meeting will be held at the **City Court Room**
****Please join us for this important community discussion****



School will be in session on Good Friday, April 3rd.



Gentry Primary School Kindergarten Registration 2015-2016

The following documents are required by Arkansas State Law. Age requirement is five (5) years old on/before August 1, 2015.

- 1) Proof of your child's age
- 2) Social Security Card/number OR a state assigned waiver number
- 3) Up-to-date Immunization record
- 4) Physical dated within two (2) years of August 17, 2015.

Kindergarten Screening
Monday, August 3rd
and
Tuesday, August 4th

STUDENTS MUST BE ENROLLED BEFORE THEY CAN BE SCREENED!

The purpose of the screening is to identify the prospective students' strength and weaknesses. Children will be evaluated on letter, number and color recognition, ability to follow directions and social interaction. This allows the staff to create balanced classrooms and provide a good learning environment for students.



Gentry Intermediate School

...a strong foundation for life-long learning.

302 West 2nd Street

736-2252 fax 736-5308

Nurse Debbie - 736-3060

Denise Waters ~ Principal

dwaters@gentrypioneers.com

Website—gentrypioneers.com

Town Hall Meeting

April 13 at 6:00 pm

Gentry City Council chambers on main street

Dr. Barrett will be sharing his plans for the Intermediate school and get input from the community on the possible building plans. Also on the agenda for the meeting is discussion of a charter school within the Gentry School District. All are invited to attend.



April 27-29
3rd & 5th Grade
PARCC Testing

5th Grade
Science
Benchmark
Testing

Word of the Month

Perseverance

“If you can’t fly, then run,
if you can’t run, then walk,
if you can’t walk, then crawl,
but whatever you do,
you have to keep moving
forward.”

~Marin Luther King Jr.

Check the
lost and
found for
items your
child may be
missing.

Spring Pictures

Please remember to send payment for your spring pictures to the school. Please return any picture sheets that you do not want to purchase to school.

Looking Ahead...

MAY 4-6 PARCC TESTING FOR 4TH GRADE

MAY 5 - FOX, BARNES, HILLIS

3rd Grade Field Trip
to Shiloh Museum

MAY 6 - STEWART, HARRISON

MAY 8 TRACK & FIELD DAY

MAY 11 5TH GRADE MOVING UP/ PARK DAY

MAY 12 4TH GRADE FIELD TRIP

MAY 13 5TH GRADE SDC TRIP

MAY 14 4TH GRADE PARK DAY

MAY 15 3RD GRADE PARK DAY

MAY 16 GHS GRADUATION

MAY 28 LAST DAY OF SCHOOL



WELCOME TO GENTRY PUBLIC SCHOOLS



THE MISSION
OF GENTRY
PUBLIC
SCHOOLS

is to work with the community in providing safe and successful educational experiences for each student.

CALENDARS

[2014-2015 Calendar](#)

[District Calendar with Sports](#)

[District Calendar without Sports](#)

IMPORTANT LINKS

[eSchool - Home Access Center](#)

[Limited Bus Service](#)

[Home](#)

[My Classes & Shortcuts](#)



See Why We're Proud to be Home

[April 13, 2015 --Town Hall Meeting](#)

[Bus Routes and Limited Service Routes](#)

[GHS Team Wins National Title](#)



Gentry, AR

54 °F / 13 °C

Overcast

at 04:42 PM



[Click for Forecast](#)

[EMPLOYMENT](#)

The Gentry School Board's regular meeting occurs the third Monday of each month and is held at the Central Office Building 201 South Giles Avenue. The meeting begins at 7:00 p.m. The public is invited to attend.



Gentry Pioneers Randy C. Home



Gentry Pioneers

Friends Following Message

Timeline About Friends 258 Mutual Photos More

- Became friends with Sally Bates and 9 other people
- 258 mutual friends including Angie Dennis and Melissa Little
- Also lives in Gentry, Arkansas
- From Gentry, Arkansas

Post Photo / Video

Randy C. Barrett photo Gentry Pioneers

GENTRY SCHOOL BOARD AGENDA

To: Board Members, Et al.
From: Dr. Randy C. Barrett, Superintendent
Date: Monday, April 6, 2015
Re: Regular meeting to be held Monday, April 13, 2015, at 6:00 p.m. in the City of Gentry Courtroom FY15 MEETING 14

1. Call to Order
2. Moment of Silence
3. "Town Hall" Meeting
 - a. Gentry Intermediate School Facilities Considerations
 - b. Gentry High School Charter School Initiative Thoughts
 - c. Revisit School Board's Shared Core Beliefs, Mission, Vision Statements
4. Public Questions, Answers, and Comments Regarding Above Topics
5. Adjourn

FRIENDS 129



Randy C. Barrett

Just a reminder you're invited!
Town Hall meeting tonight at 6:00 pm April 13 2015 at Gentry City Courtroom

drb

Like Comment Share

PHOTOS 100



Town Hall Meeting

Pursuing a District Conversion Charter

April 13, 2015

Public Charter Schools in Arkansas

| | |
|--|---|
| <ul style="list-style-type: none"> ☞ Open Enrollment Charter ☞ Currently 18 ☞ Draw students from across district boundaries ☞ Performance-based contract for an initial 5 year period ☞ Funded as traditional public school with possibility of additional funds ☞ Operated by: a <ul style="list-style-type: none"> ☞ governmental entity ☞ an institution of higher learning ☞ a tax-exempt non-sectarian organization | <ul style="list-style-type: none"> ☞ District Conversion Charter ☞ Currently 22 ☞ Draw students from within the school district's boundaries ☞ Performance-based contract for an initial 5 year period ☞ Requires the district's board of directors approval ☞ Funded as traditional public school with possibility of additional funds ☞ Operated by local district |
|--|---|

Intent behind Charter Schools

- ☞ Improve student learning
- ☞ Increase learning opportunities for **all** students
- ☞ Encourage the use of different and innovative teaching methods
- ☞ Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- ☞ Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- ☞ Hold the schools accountable for meeting measurable student achievement standards

Concurrent College Classes offered at GHS 2014-15

- ☞ English Composition I
- ☞ English Composition II
- ☞ History of the American People to 1877
- ☞ History of the American People Since 1877
- ☞ College Algebra
- ☞ Finite Math
- ☞ Public Speech
- ☞ General Psychology

**Additional Concurrent College Classes
offerings at GHS**
On-line delivery from NWACC
2015-16

| | |
|--|--|
| <p style="text-align: center;">Fall 2015</p> <ul style="list-style-type: none"> ☞ Art Appreciation ☞ Intro to Computer Information Systems ☞ Intro to Hospitality ☞ Medical Terminology ☞ Personal Health and Safety | <p style="text-align: center;">Spring 2016</p> <ul style="list-style-type: none"> ☞ American Government ☞ Intro to Computer Information Systems ☞ Hospitality Marketing ☞ Medical Terminology ☞ Personal Health and Safety ☞ Intro to Occupational Safety & Health Administration |
|--|--|

**GHS Digital Course Offerings
through Virtual Arkansas**

| | |
|---|---|
| <p style="text-align: center;">2014-15</p> <ul style="list-style-type: none"> ☞ ACT PREP ☞ Career Ready 101 ☞ Personal Finance ☞ Intro to Hospitality ☞ Travel Destinations ☞ Sports & Entertainment Marketing ☞ International Travel ☞ Intro to Travel and Tourism ☞ Fashion Merchandising | <p style="text-align: center;">NEW 2015-16</p> <ul style="list-style-type: none"> ☞ Essentials of Computer Programming ☞ Marketing ☞ Programming I ☞ Programming II ☞ Web Page Design I |
|---|---|

**GHS Vocational Course Offerings
2014-15**

| | |
|---|---|
| <ul style="list-style-type: none"> ☞ Survey of Agricultural Systems ☞ Agricultural Mechanics ☞ Intro to Horticulture ☞ Greenhouse Management ☞ Agricultural Metals ☞ Animal Science I/II ☞ Agricultural Structures | <ul style="list-style-type: none"> ☞ Clothing Management/Housing ☞ Family & Consumer Science ☞ Parenting/Child Development ☞ Food & Nutrition/Wellness ☞ Computer Business Applications ☞ Accounting ☞ Advertising ☞ Business Law ☞ Digital Communications I/II/III/IV |
|---|---|

**GHS Vocational Course Offerings
NEW 2015-16**

| | |
|--|--|
| <p style="text-align: center;">Business</p> <ul style="list-style-type: none"> ☞ Entrepreneurship I/II ☞ Banking & Finance Principles ☞ Banking & Finance Consumer Lending <p style="text-align: center;">Family & Consumer Science</p> <ul style="list-style-type: none"> ☞ Orientation to Teaching I | <p style="text-align: center;">Health Sciences</p> <ul style="list-style-type: none"> ☞ Intro to Medical Professions ☞ Medical Terminology ☞ Pathology (available 2016-17) ☞ Medical Math (available 2016-17) |
|--|--|

GHS Graduation Data 2013



- ☞ GHS graduated 98 students
- ☞ GHS College Going Rate - 35 (ADHE July 2014)
- ☞ 63 GHS graduates did not attend an Arkansas college or university

Additional Opportunities through District Conversion Charter



- ☞ Build partnerships with Business & Industry
- ☞ Students to have internships with Business & Industry
- ☞ Expand course offerings outside traditional high school courses
- ☞ Students to graduate with industry certificates
- ☞ Possible area of interest:
 - ☞ Healthcare
 - ☞ Industrial Maintenance
 - ☞ Sales
 - ☞ Logistics
 - ☞ Information Technology
 - ☞ Diesel Mechanics



**Pursuing a District
Conversion Charter**

—  —

August 11, 2015

Intent behind Charter Schools

—  —

- ☞ Improve student learning
- ☞ Increase learning opportunities for **all** students
- ☞ Encourage the use of different and innovative teaching methods
- ☞ Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- ☞ Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- ☞ Hold the schools accountable for meeting measurable student achievement standards

GHS Graduation Data 2011-13

—  —

- ☞ 2011-13 Senior Exit Surveys - indicated 60% planning to attend college
- ☞ 2012-14 AHE Reports on the College-Going Rate of Public School Graduates - 34-44% actually attended an Arkansas college or university after graduation
- ☞ Why?
 - ☞ Is it cost prohibitive?
 - ☞ Would they all attend if they had a job, with sufficient wages, to aid in support while attending college?
 - ☞ Do they reach graduation with no career direction?
 - ☞ Would additional career education programs for parents help?
- ☞ Need: Industry certificate programs
Apprenticeships with Business & Industry partners

**Opportunities through
District Conversion Charter**

—  —

- ☞ Build partnerships with Business & Industry
- ☞ Students to have internships with Business & Industry
- ☞ Expand course offerings outside traditional high school courses
- ☞ Students to graduate with industry certificates
- ☞ Possible area of interest:
 - ☞ Healthcare
 - ☞ Industrial Maintenance
 - ☞ Sales
 - ☞ Logistics
 - ☞ Information Technology
 - ☞ Diesel Mechanics

Presented in -
 "Back to School" session with
 all faculty on August 11th

**Concurrent College Classes
offered at GHS
2014-15**

❧

- ❧ English Composition I
- ❧ English Composition II
- ❧ History of the American People to 1877
- ❧ History of the American People Since 1877
- ❧ College Algebra
- ❧ Finite Math
- ❧ Public Speech
- ❧ General Psychology

**Additional Concurrent College Classes
offerings at GHS**
On-line delivery from NWACC
2015-16

❧

| | |
|---|---|
| <p>Fall 2015</p> <ul style="list-style-type: none"> ❧ Art Appreciation ❧ Intro to Computer Information Systems ❧ Intro to Hospitality ❧ Medical Terminology ❧ Personal Health and Safety ❧ Certified Nursing Assistant | <p>Spring 2016</p> <ul style="list-style-type: none"> ❧ American Government ❧ Intro to Computer Information Systems ❧ Hospitality Marketing ❧ Medical Terminology ❧ Personal Health and Safety ❧ Intro to Occupational Safety & Health Administration ❧ Personal Care Assistant |
|---|---|

**GHS Digital Course Offerings
through Virtual Arkansas**

❧

| | |
|---|--|
| <p>2014-15</p> <ul style="list-style-type: none"> ❧ ACT PREP ❧ Career Ready 101 ❧ Personal Finance ❧ Intro to Hospitality ❧ Travel Destinations ❧ Sports & Entertainment Marketing ❧ International Travel ❧ Intro to Travel and Tourism ❧ Fashion Merchandising | <p>NEW 2015-16</p> <ul style="list-style-type: none"> ❧ Essentials of Computer Programming (ACT 187 "New coding law") ❧ Marketing ❧ Programming I ❧ Programming II ❧ Web Page Design I |
|---|--|

**GHS Vocational Course Offerings
2014-15**

❧

| | |
|---|---|
| <ul style="list-style-type: none"> ❧ Survey of Agricultural Systems ❧ Agricultural Mechanics ❧ Intro to Horticulture ❧ Greenhouse Management ❧ Agricultural Metals ❧ Animal Science I/II ❧ Agricultural Structures | <ul style="list-style-type: none"> ❧ Clothing Management/Housing ❧ Family & Consumer Science ❧ Parenting/Child Development ❧ Food & Nutrition/Wellness ❧ Computer Business Applications ❧ Accounting ❧ Advertising ❧ Business Law ❧ Digital Communications I/II/III/IV |
|---|---|

**GHS Vocational Course Offerings
NEW 2015-16**

Business

- ☞ Entrepreneurship I/II
- ☞ Banking & Finance Principles
- ☞ Banking & Finance Teller Operations

Health Sciences

- ☞ Intro to Medical Professions
- ☞ Medical Terminology
- ☞ Pathology (available 2016-17)
- ☞ Medical Math (available 2016-17)

Family & Consumer Science

- ☞ Orientation to Teaching I

EAST initiative
Environmental and Spatial Technology, Inc.

- ☞ Began in 1996 and has expanded to over 200 schools in 5 states
Arkansas, Iowa, Louisiana, Oklahoma, Pennsylvania
- ☞ Provides year-round training for students: face-to-face and digital
- ☞ Provides annual PD for facilitators to guide students as they identify community problems and seek solutions
- ☞ Project Based Service-learning oriented program
- ☞ High end technology - in excess of \$100,000.00
- ☞ Allows students to gain insight into their own abilities
 - Acquire and use information
 - Solve problems
 - Develop valuable experiences



Westside Eagle Observer

Vol. 6, Issue 4

Serving Gravette, Decatur, Gentry and Western Benton County

2 Sections, 16 Pages, 50 Cents

Public meeting set on proposed charter school

By Randy Moll
rmoll@nwadg.com

GENTRY — A public meeting will be held at the Gentry High School auditorium at 6 p.m. on Tuesday, Sept. 1, to discuss a public school conversion charter application the district plans to file next month. The school district is applying for a conversion charter school on the high school campus in an effort to better prepare students to enter the workforce upon graduation.

The public meeting is a mandatory application requirement for the state charter application process but also an opportunity for parents and residents of the Gentry School District to learn more about the proposed charter school application and how it will affect local students. A question and answer session will follow the school district's presentation.

Depending on student and parent interest, the charter school at Gentry High School will be considering programs leading to industry certification in the medical and information technology areas — the school district, in cooperation with Northwest Arkansas Community College, is already beginning to provide medical training by offering a certified nurse aide training course on the school campus this semester. A focus on programs associated with the transportation industry, such as diesel mechanics, will also be a high priority, according to Judy Winslett, assistant superintendent of schools and coordinator of the conversion charter school effort.

"In the spring, prior to registration for the upcoming fall classes, GHS held an information session for students about regional career options and labor market data," Winslett

"I feel like our school district is on the cusp of another move forward in what our district can do to better help students prepare for their place in the world."

— Judy Winslett,
Assistant superintendent,
Gentry School District

said. "Following the session, 202 students completed a survey indicating their career interest and post-secondary educational intents. Sixty-five percent of the students responding to the survey were interested in careers which would not require completion of a four-year college program," she said.

"I feel like our school district is on the cusp of another move forward in what our district can do to better help students prepare for their place in the world," Winslett said. "I am constantly amazed at the level of support citizens and business leaders of the Gentry school district demonstrate."

Some start-up funding for a charter school in Gentry may come from the state, but much of the support will need to come from local businesses and industry which have a shared interest in preparing high school graduates to fill needed job posts.

"When the Conversion Charter initiative first began in Arkansas, there were limited applications for the startup funds, so grants from the Arkansas Department of Education were fairly significant," Winslett said. "As might be expected, that revenue stream is diminishing. Today's charters seek grants and look to local business and industry for

See CHARTER Page A3



Photo by Randy Moll

It was back to school for students in Gentry, Decatur and Gravette on Monday, with students arriving by bus, car and on foot. Students (above) are getting off the school bus at Gentry Primary School.

Schools are back in session

Staff Reports

WESTSIDE — It was back to school on Monday at public schools in Gentry, Gravette and Decatur. Many children arrived at the schools by bus, some walked and even more were brought on the first day by parents.

For the most part, the opening day came and went without a hitch. And, by today, children and teachers were well on their way to being back in the routine.

Once again, drivers are urged to use caution with children walking and crossing streets and highways on the way to and from school. With school buses

on the road, drivers should be alert for buses stopped to load and unload students.

Passing a stopped bus with its stop sign extended and lights flashing can result in stiff fines and the loss of a driver's license, and most buses are equipped with video cameras to record the violations and protect students.

CHARTER

Continued from Page A1

financial assistance. With the thrust to produce job applicants with better skills, business and industry investment in charters is akin to providing professional development for future workers," she explained.

The conversion charter school application deadline is Wednesday, Sept. 9. Following the application, the school district will present its case for being allowed to establish a charter school in connection with the high

“For a person like me, who was born in the 1950s in rural Arkansas, the idea of our Gentry graduates competing in a regional, state, national or world job marketplace is humbling.”

— Randy Barrett, Gentry superintendent of schools.

school at a hearing before the Arkansas Charter Authorizing Panel, on Nov. 18 or 19. If the district's application is approved by the panel and Arkansas State Board of Education, the new Gentry charter school will open in August of 2016.

"The Gentry conversion charter school will equip students for the future by developing

skills (and) by working with local businesses to prepare students to enter the workforce or pursue secondary education opportunities," said Brae Harper, principal at Gentry High School.

"For a person like me, who was born in the 1950s in rural Arkansas, the idea of our Gentry graduates competing in a regional, state, national

or world job marketplace is humbling," said Randy Barrett, Gentry superintendent of schools. "I think the school district has for many years done a good job preparing our students for college. I think this recent venture towards a conversion charter school will allow us to place an equal emphasis on career education. The goal for college and the goal for careers is for the student to gain marketable skills in his or her chosen field and then get a job in that field. This is no better job — there are just different ways to prepare to get one," Barrett said.

Look who's turning 65!



Come help

Jim Jessen

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Saturday, Aug. 22 2-4 PM at

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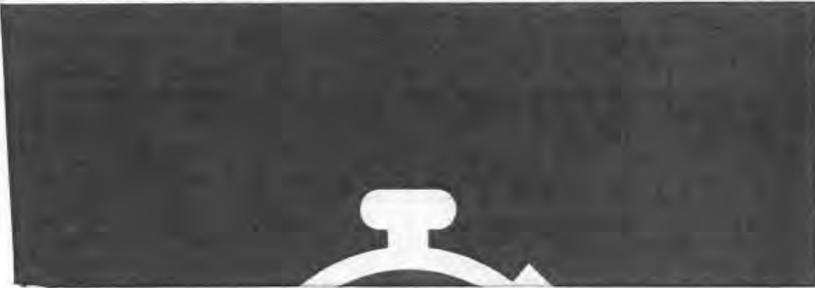
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I, Karen Caler, solemnly swear that I am the Legal Clerk for the Northwest Arkansas Newspapers, LLC, and I do solemnly swear that the attached advertisement was published in the following weekly paper(s):

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- Washington County Enterprise-Leader
- Bella Vista Weekly Vista
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- Siloam Sunday (Section of Arkansas Democrat Gazette)
- Westside Eagle Observer
- La Prensa Libre
- Fayetteville Free Weekly

GENTRY PUBLIC SCHOOLS

A public meeting will be held at the Gentry High School

Date(s) of Publication: AUGUST 12, 19, 26, 2015

Publication Charge: \$ 69.12

Karen Caler
Karen Caler

Sworn to and subscribed before me

This 31 day of August, 2015.

Susan Pineda
Notary Public



A public meeting will be held at the Gentry High School auditorium on Tuesday, September 1, 2015, at 6:00 p.m. to discuss the public school conversion charter application. A question and answer session will follow the presentation. This public meeting is a mandatory application requirement for the state charter process.

Ad #73303135 Published August 12, 19, and 26, 2015 in the Westside Eagle Observer.

Technical Skilled Trades 546

HVAC MECHANIC

On-Call, Full-HVAC Mechanic, Fayetteville, AR
Federal O&M Contractor seeking HVAC mechanic for facilities maintenance support within Gov. facility. Positions "On-Call, As Needed" approx 120 hrs a yr. Must demonstrate 3 years recent experience in commercial & industrial mechanical services in Facility Management. Must be self-motivated, conscientious, hard-working and honest. Must be able to pass security background check. Employer has drug policy.

Email (preferred) to: lpsj-2015-01@emsnrc.com, or Fax resume to 208-263-7300

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NW Arkansas 1080

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LEGAL NOTICES

Legal Notices 1201

A public meeting will be held at the Gentry High School auditorium on Tuesday, September 1, 2015, at 6:00 p.m. to discuss the public school conversion charter application. A question and answer session will follow the presentation. This public meeting is a mandatory application requirement for the state charter process.
Ag #73303135 Published August 12, 19, and 26, 2015 in the Westside Eagle Observer

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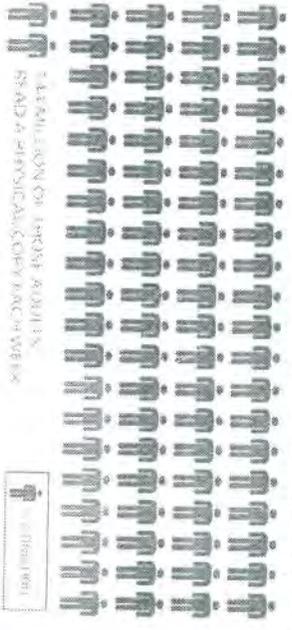
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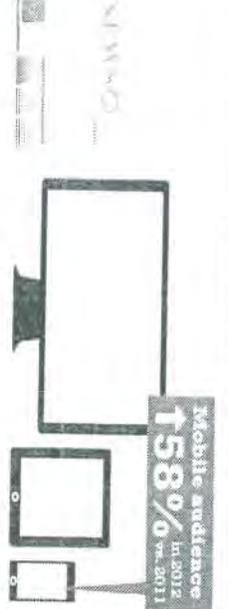


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AVERAGE ENGAGEMENT INDEX

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| TELEVISION | : 92 |



Please join us for a Town Hall Meeting on Tuesday evening, September 1, 2015 beginning at 6 pm in the GHS Auditorium. Information about the Act 1240 Waiver Petition and the proposed Conversion Charter School Application will be discussed.



Please join us for a Town Hall Meeting on Tuesday evening, September 1, 2015 beginning at 6 pm in the GHS Auditorium. Information about the Act 1240 Waiver Petition and the proposed Conversion Charter School Application will be discussed.

Sent home in backpacks - K-5



- Sept. 1.....Conversion Charter Meeting- 6:00 p.m. in auditorium
- Sept. 7.....Labor Day - No School
- Sept. 9.....Academic Booster Club Meeting 3:30 GHHS Library
- Sept. 11.....Deadline for FBILA dues and Fall Conference
- Sept. 12.....GOLF Tournament Fundraiser (Sponsored by BBall)
- Sept. 15-16.....Early Release & P/T Conferences
- Sept. 21.....NHS Induction Ceremony 7:00 GHHS Auditorium
- Set. 22.....School Pictures
- Oct. 2.....Homecoming
- Oct. 13.....Flu Shots

Visit GHHS on the web at
www.gentrypioneers.com

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Academic Booster Club
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Gentry, Arkansas 72734

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Dr. and Mrs. Randy Barrett



SEPTEMBER 2015

Conversion Charter Meeting

There will be a Conversion Charter Meeting on Tuesday, September 1st at 6:00 p.m. in the high school auditorium. Everyone is encouraged to attend. Information will be given on the possibility of Gentry High School becoming a Charter School.

School Pictures

School pictures for high school students will be on Tuesday, September 22nd.

Parent-Teacher Conferences

School will be released at 1:30 on September 15th and 16th for Parent-Teacher Conferences. Conferences will run from 2-6 on Tuesday, September 15th and from 2-4 on Wednesday, September 16th.

Yearbook and Sr. Ad Information

All senior ads are due by October 15th. There are senior packages available. Please pick up a flyer in the office for more details. Please bring your senior ad information and payment to Mr. Lanford in room 202. Yearbooks are on sale now. Click on the banner on the District webpage (www.gentrypioneers.com) and use school code 109664716 or you may pick up a form from the English teachers. All books are \$40 but prices go up after October 15th to \$45. The last day to pre-order a book is December 15th. Any books sold in the spring are \$55 and quantities will be very limited.

The yearbook staff needs your summer pictures. Please email them to Mr. Lanford at plunford@gentrypioneers.com or bring them by room 202. The deadline is October 2nd.

FBILA

FBILA dues are \$10 this year. The fall conference will be held at Springdale on Tuesday, October 6th. Conference fee is \$15 which includes a t-shirt. The deadline to pay for the conference is Friday, September 11th. Students can make their checks payable to GHHS FBILA in the amount of \$25 to pay for both their dues and the fall conference. For more information please contact Joni Wilson the FBILA sponsor.

Homecoming

Homecoming will be on Friday, October 2nd against the Berryville Bobcats. The theme is Hawaiian- "Aie Out the Bobcats" Rehearsal will be on Wednesday, September 30th at 11:30 a.m. Mail pictures will be in the auditorium on Friday, October 2nd beginning at 8:30 a.m. The homecoming pep rally will be at 10:30 a.m. at the football stadium. The parade lineup will be at the high school at 12:30 p.m. and the parade will start at 1:00 p.m. from the high school. Parade route will go around by the primary, out to Pioneer Lane, in front of the middle and high school, out to the highway, around the intermediate school and admin office, and will turn east on Main Street ending at the railroad tracks. If you want to participate in the parade, please call the high school office at 736-2667 or email Ashbia Ramsey at aramsey@gentrypioneers.com. The homecoming festivities begin Friday night at 6:30 p.m. and kick-off is at 7:00 p.m. Classes and clubs submitting spirit sheets should have them turned in before Friday, October 2nd at 3:15 p.m.

GENTRY PUBLIC SCHOOLS

The mission of Gentry Public Schools is to work with the community in providing safe and successful educational experiences for each student.

- Home
- Schools
- Athletics
- Departments
- Links
- Employment
- Contact Us
- Community
- State Required Information

****A public meeting will be held on Tuesday, September 1, 2015 at 6 PM in the Gentry High School Auditorium. The agenda will include discussions on the Conversion Charter Application and Act 1240 Waiver request. All are welcome and encouraged to attend. **** [\[DOWN LOAD AGENDA\]](#)

Calendars

[2015-2016 Calendar](#)

[District Calendar with Sports](#)

[District Calendar without Sports](#)

Important Links

[eSchool - Home Access Center](#)

[Limited Bus Service Routes](#)



Mandy Shelley - Teacher of the Year



The Gentry School Board's regular meeting occurs the third Monday of each month and is held at the Central Office Building 201

Pre-meeting “Open House”—CNA classroom at Intermediate Campus 5:00 -5:30 PM



GENTRY SCHOOL BOARD AGENDA

To: Board Members, Et al.
From: Dr. Randy C. Barrett, Superintendent
Date: Friday, August 28, 2015
Re: Regular meeting to be held Tuesday, September 1, 2015, **immediately following the Conversion Charter/Act 1240 Public Meeting in the GHS Auditorium** FY 16 MEETING 2

1. Call to Order
2. Consider Act 1240 Waiver Resolution  Dropbox
3. Consider Conversion Charter Resolution
4. Adjourn

REMINDERS



Annual School Election for 2015 - September 15, 2015
Next Regular Meeting is scheduled for September 21, 2015



Gentry Public Schools



201 South Giles Avenue
Gentry, Arkansas 72734

Telephone: 479-736-2253 Fax: 479-736-2245 e-Mail: drbarrett@gentrypioneers.com

August 31, 2015

Dear Staff:

Please accept this as a personal invitation to attend tomorrow afternoon's "Town Hall" meeting in the GHS Auditorium. The purpose of this meeting is to communicate to the public the district's strategies in seeking to expand career opportunities for graduating seniors.

Why is expanding vocational opportunities important? It's important because a majority of our graduates either do not enroll in a 4-year postsecondary institution or do not finish with a Bachelor's degree.

It's important because the ultimate end of public education, be it high school, a trade school, a two year college, or a four year university, is to obtain a satisfying, worthwhile, and fairly compensated job on a career path of the person's choosing.

In my opinion we have done a good job preparing those who want to attend a four year postsecondary institution upon graduation; but we have not done an equally good job with those who do not. Hence, our current plans to seek Conversion Charter status for Gentry High School.

Receiving Conversion Charter status would allow the district additional flexibility in grading scales, length of instruction day, "seat time" for students, licensure requirements, employment practices, and the such. Additionally, Act 1240 of 2015 of the 90th Legislative session has allowed public school districts in certain conditions to request the same waivers as existing Open Enrollment Charter School. It is my intent that our district seek four Act 1240 waivers, a copy of which follows. I note these that these four are also included in the Conversion Charter application now being drafted.

Again, I personally invite you to attend this informative presentation. There will be a Q&A session at the end. I want you to feel free to ask any clarifying questions about the waiver and charter processes and their common intent you might have. There never has been a secret in our district's desire to give our students the best opportunity possible within the constraints that exist.

If you are not the type to ask questions in public, please e-mail me, or better yet, come by and visit with me face-to-face before or after tomorrow night's presentation.

Sincerely,

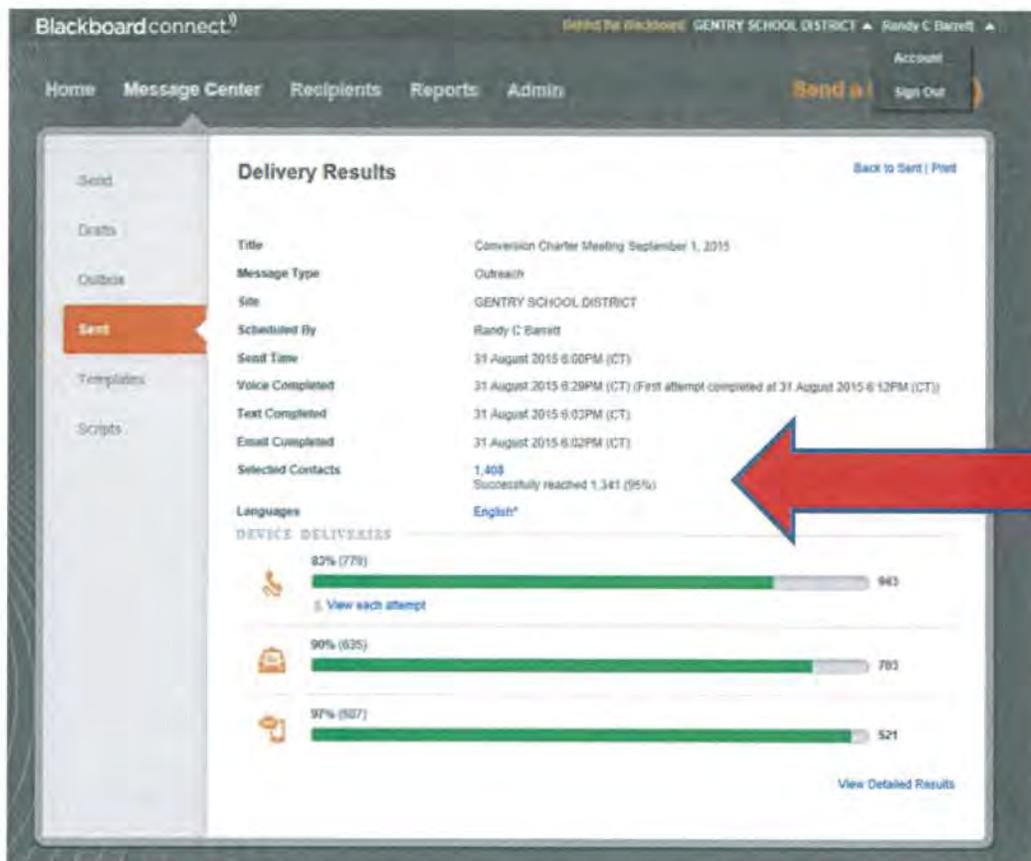
Randy C. Barrett, Ed.D.
Superintendent, Gentry Public School District

The mission of the Gentry School District is to work with the community in providing safe and successful experiences for each student.

Below is the script for *Blackboardconnect* phone call to remind parents of the September 1, 2015 public meeting. Note 1341 calls successfully received.

“I want to offer you a personal invitation to attend our Conversion Charter meeting tomorrow evening, September 1, 2015, at 6:00 PM at the high school auditorium. There will be a time for questions and answers about this process and we encourage you to come and be part.”

“Second, Ms. Waters has asked that I remind Intermediate school parent’s that school day pictures are tomorrow. She said, ‘Don’t forget your smiles!’”





Gentry Public Schools
Town Hall Meeting
Conversion Charter Initiative
September 1, 2015, 6 P.M.
Gentry High School Auditorium

Welcome

Dr. Randy Barrett, Superintendent

Presentation

Dr. Randy Barrett, Superintendent

Brae Harper, Gentry High School Principal

Judy Winslett, Assistant Superintendent

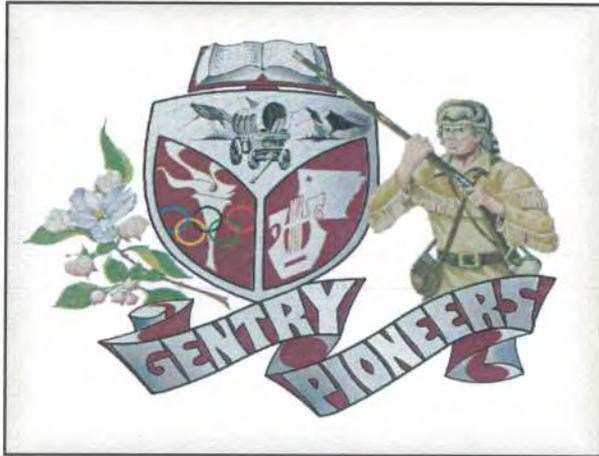
Questions and Answers

Gentry High School Conversion Charter (GHSCC) Public Meeting
 September 1, 2015
 6 PM

| Printed Name | Signature | Email Address |
|----------------------|----------------------|---------------|
| BRAE HARPER | Brae Harper | |
| Terrie Metz | Terrie Metz | |
| Judy Winslett | Judy Winslett | |
| Cheryl Pickering | Cheryl Pickering | |
| Jay Chalk | Jay Chalk | |
| Jay Chalk | Jay Chalk | |
| Richard Page | Richard Page | |
| Mike Poore | Mike Poore | |
| Dani Cypert | Dani Cypert | |
| Austin Willison | Austin Willison | |
| Stacie Willison | Stacie Willison | |
| Martha A. Hawkins | Martha A. Hawkins | |
| RANDALL BOLINGER | Randall Bolinger | |
| Brian Little | Brian Little | |
| Clara Gomez | Clara Gomez | |
| Ken Smith | Ken Smith | |
| Bacca Newberry | Bacca Newberry | |
| Joni Wilson | Joni Wilson | |
| Phyllis Berry | Phyllis Berry | |
| James McLellan | James McLellan | |
| JENNIFER | Jennifer | |
| Sandy Dugger | Sandy Dugger | |

Gentry High School Conversion Charter (GHSCC) Public Meeting
 September 1, 2015
 6 PM

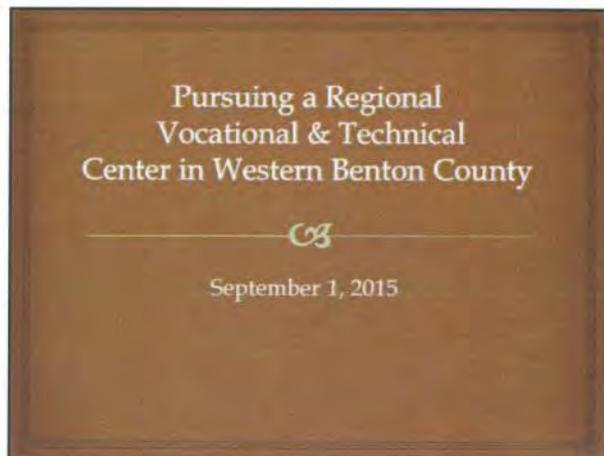
| Printed Name | Signature | Email Address |
|------------------|------------------|---------------|
| JAY OLIPHANT | Jay Oliphant | |
| LARRY COZENS | Larry Cozens | |
| Al Lunke | Al Lunke | |
| Clarence Keger | Clarence Keger | |
| MARK BROWN | Mark Brown | |
| GARY DENLUP | Gary Denlup | |
| Charles Whitaker | Charles Whitaker | |
| Judis Perkins | Judis Perkins | |
| Jennifer Pierce | Jennifer Pierce | |
| Sengson Kue | Sengson Kue | |
| Darla Wilson | Darla Wilson | |
| Coye Cripps | Coye Cripps | |
| Erica Jones | Erica Jones | |
| Naomi Wilson | Naomi Wilson | |
| Toni Sarrott | Toni Sarrott | |
| Janis Folker | Janis Folker | |
| Lest: e Morse | Lest: e Morse | |
| Cindy McMillan | Cindy McMillan | |
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| | | |



The Mission of the Gentry School District is to work with the community in providing safe and successful educational experiences for each student.

Pursuing Act 1240
Waivers
—
September 1, 2015

Pursuing a District
Conversion Charter
—
September 1, 2015



Act 1240 Waiver

(c)(1) The state board shall grant, in whole or in part, or deny, in whole or in part, a petition for a waiver submitted by a school district

(3) A waiver that is granted, in whole or in part, shall be valid for the duration that the waivers are valid for the open-enrollment charter school.

Our “end” goal in requesting a waiver is not to get a waiver(s).

Our ultimate goal is to expand learning opportunities for the students we serve.

Being granted the waivers is merely another tool in our toolbox of strategies. So is being granted a Conversion Charter.

Grading Scale

The district is also in the process of seeking a Conversion Charter for its high school. This conversion is necessitated by the district's research into the college graduation rate of its recent graduates. In short, the district has determined it needs to expand its Career, Trades, and Vocational offerings. This expansion may require the addition of non-graded, in the sense of the traditional grading scale, student performance evaluative strategies.

Length of Instructional Day

A student possessing the ability to complete required coursework in less than six hours a day could have the option to enroll in a specialized educational program outside the school district or seek employment to assist in future educational expenses. Conversely, students unable to achieve mastery within a six hour day could benefit from an extended educational day. Additionally, the present state and national emphasis on utilizing technology for instruction might create scenarios where a student might benefit from blended instruction at atypical school hours.

Teacher Licensure

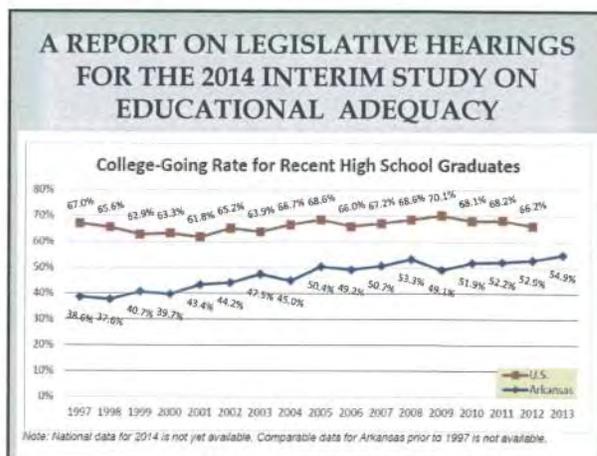
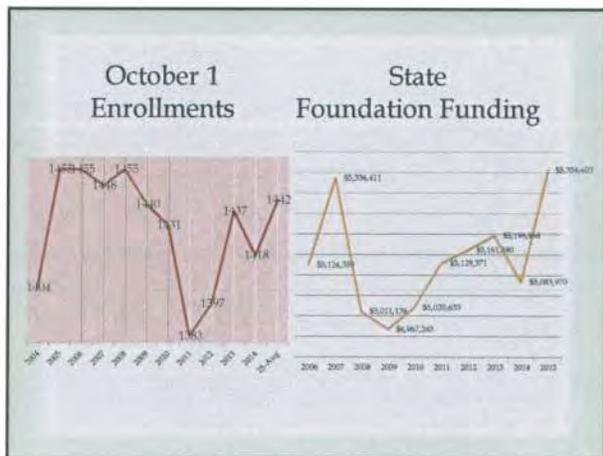
In an effort to prepare students to be both college and career ready, the district requests the ability to employ instructors, with specialized skills and abilities, to teach non-core classes. This request is driven by the difficulty of obtaining licensed employees in certain trade and vocational career offerings.

Teacher Fair Dismissal Act

The district's purpose in applying for a waiver of 6-17-1501 et seq., the Teacher Fair Dismissal Act, is only to request certain provisions of 6-17-1510 be waived, namely (d)(1) which specifies, "(d) (1) **The exclusive remedy for any nonprobationary teacher aggrieved by the decision made by the board of directors shall be an appeal therefrom to the circuit court of the county in which the school district is located, within seventy-five (75) days of the date of written notice of the action of the board of directors.**" The district requests only that nonprobationary teachers have the same conditions as probationary teachers as referenced earlier in the statute found in (a)(2), "The board of directors' decision with regard to nonrenewal of a probationary teacher shall be final." The district seeks this relief in light of the diminishing pool of qualified teaching applicants requiring that districts seek early to fill vacant positions. Having this waiver granted would afford all employees the same status of having final determination of their termination or nonrenewal decisions rest with the same body that offered the original contract of employment.

Two Major considerations precipitating Gentry's Request for the Above Waivers

- Our Conversion Charter Initiative
- District Fiduciary "Due Diligence"



College Bound

| Year | Gentry HS Graduates | Enrolled in AR College/University | % |
|------|---------------------|-----------------------------------|--------|
| 2011 | 102 | 39 | 38.24% |
| 2012 | 72 | 32 | 44.44% |
| 2013 | 98 | 35 | 35.71% |
| 2014 | 89 | 39 | 43.82% |
| 2015 | 97 | - | - |

How many Arkansans Have a Bachelor's Degree or higher?

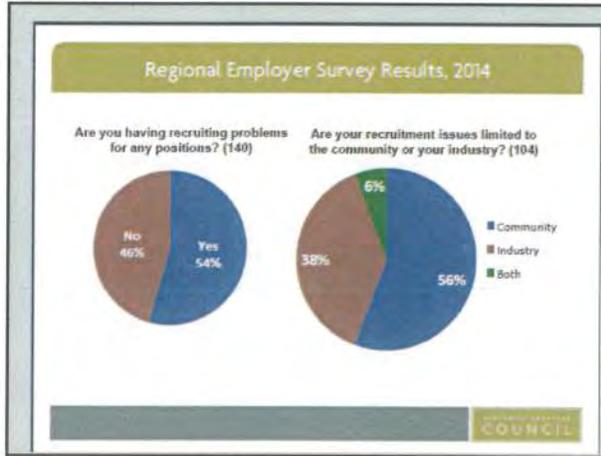
NCHEMS Information Center for Higher Education Policymaking and Analysis

State Profile Report [Edit State Profile Report](#)

Arkansas State Profile Download as: MS Excel [Download](#)

Year: 2012 [Share this report](#)

| Measure | Rank | State Value | U.S. Avg. | Lowest Value | Highest Value | Year | Source |
|---|------|-------------|-------------|--------------|---------------|------|---|
| Educational Attainment: Education Levels of the Population | | | | | | | |
| ACS Educational Attainment by Degree-Level and Age-Group (American Community Survey) - Percent of Adults 25 to 64 with a Bachelors Degree or Higher | 45 | 22.64671636 | 30.71840692 | 19.86450252 | 42.55708412 | 2012 | U.S. Census Bureau, 2012 American Community Survey One-Year Public Use Microdata Sample |



| Business Sector | 2014 Jobs | 2013 Jobs | 2014-2013 Change | 2014 2013 Change | Annual Growth | 2014 Job Growth |
|---|-----------|-----------|------------------|------------------|---------------|-----------------|
| Management Occupations | 9,859 | 9,128 | 731 | 8% | 7% | \$21.22 |
| Business and Financial Operations Occupations | 7,822 | 8,198 | -376 | -5% | 1% | \$14.81 |
| Computer and Mathematical Occupations | 4,156 | 4,919 | -763 | -15% | 3% | \$24.47 |
| Architecture and Engineering Occupations | 1,188 | 1,182 | 6 | 0% | 2% | \$22.22 |
| Education, Training and Library Occupations | 1,162 | 1,127 | 35 | 3% | 1% | \$22.27 |
| Healthcare Practitioners and Technical Occupations | 1,840 | 1,411 | 429 | 30% | 2% | \$22.13 |
| Healthcare Support Occupations | 1,862 | 2,194 | -332 | -15% | 1% | \$22.22 |
| Food Preparation and Serving Related Occupations | 1,888 | 1,174 | 714 | 61% | 4% | \$22.27 |
| Production Occupations | 8,466 | 9,942 | -1,476 | -15% | 1% | \$22.22 |
| Building and Grounds Cleaning and Maintenance Occupations | 1,529 | 1,711 | -182 | -11% | 1% | \$22.22 |
| Personal Care and Service Occupations | 1,728 | 1,424 | 304 | 21% | 1% | \$22.22 |
| Sales and Related Occupations | 11,880 | 11,717 | 163 | 1% | 1% | \$22.22 |
| Office and Administrative Support Occupations | 11,182 | 12,389 | -1,207 | -10% | 1% | \$22.22 |
| Construction and Extraction Occupations | 4,122 | 3,971 | 151 | 4% | 1% | \$22.22 |
| Installation, Maintenance, and Repair Occupations | 4,171 | 4,043 | 128 | 3% | 1% | \$22.22 |
| Production Occupations | 7,273 | 8,021 | -748 | -9% | 1% | \$22.22 |
| Transportation and Material Moving Occupations | 10,211 | 10,514 | -303 | -3% | 1% | \$22.22 |

Copied from Gravette Public School District Conversion Charter Presentation of August 27, 2015.

Gentry High School

Current Courses and Programs

- ### Concurrent College Classes offered at GHS 2014-15
- ☞ English Composition I
 - ☞ English Composition II
 - ☞ History of the American People to 1877
 - ☞ History of the American People Since 1877
 - ☞ College Algebra
 - ☞ Finite Math
 - ☞ Public Speech
 - ☞ General Psychology

**Additional Concurrent College Classes
offerings at GHS**
On-line delivery from NWACC
2015-16

| | |
|---|---|
| <p style="text-align: center;">Fall 2015</p> <ul style="list-style-type: none"> ☞ Art Appreciation ☞ Intro to Computer Information Systems ☞ Intro to Hospitality ☞ Medical Terminology ☞ Personal Health and Safety ☞ Certified Nursing Assistant | <p style="text-align: center;">Spring 2016</p> <ul style="list-style-type: none"> ☞ American Government ☞ Intro to Computer Information Systems ☞ Hospitality Marketing ☞ Medical Terminology ☞ Personal Health and Safety ☞ Intro to Occupational Safety & Health Administration ☞ Personal Care Assistant |
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**GHS Digital Course Offerings
through Virtual Arkansas**

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| <p style="text-align: center;">2014-15</p> <ul style="list-style-type: none"> ☞ ACT PREP ☞ Career Readiness ☞ Personal Finance ☞ Intro to Hospitality ☞ Travel Destinations ☞ Sports & Entertainment Marketing ☞ International Travel ☞ Intro to Travel and Tourism ☞ Fashion Merchandising | <p style="text-align: center;">NEW 2015-16</p> <ul style="list-style-type: none"> ☞ Essentials of Computer Programming (ACT 187 "New coding law") ☞ Marketing ☞ Programming I ☞ Programming II ☞ Web Page Design I |
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**GHS Vocational Course Offerings
2014-15**

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| <ul style="list-style-type: none"> ☞ Survey of Agricultural Systems ☞ Agricultural Mechanics ☞ Intro to Horticulture ☞ Greenhouse Management ☞ Agricultural Metals ☞ Animal Science I/II ☞ Agricultural Structures | <ul style="list-style-type: none"> ☞ Clothing Management/Housing ☞ Family & Consumer Science ☞ Parenting/Child Development ☞ Food & Nutrition/Wellness ☞ Computer Business Applications ☞ Accounting ☞ Advertising ☞ Business Law ☞ Digital Communications I/II/III/IV |
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**GHS Vocational Course Offerings
NEW 2015-16**

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| <p style="text-align: center;">Business</p> <ul style="list-style-type: none"> ☞ Entrepreneurship I/II ☞ Banking & Finance Principles ☞ Banking & Finance Teller Operations <p style="text-align: center;">Family & Consumer Science</p> <ul style="list-style-type: none"> ☞ Orientation to Teaching I | <p style="text-align: center;">Health Sciences</p> <ul style="list-style-type: none"> ☞ Intro to Medical Professions ☞ Medical Terminology ☞ Pathology (available 2016-17) ☞ Medical Math (available 2016-17) |
|---|--|

EAST initiative

Environmental and Spatial Technology, Inc.

- ☞ Began in 1996 and has expanded to over 200 schools in 5 states
Arkansas, Iowa, Louisiana, Oklahoma, Pennsylvania
- ☞ Provides year-round training for students: face-to-face and digital
- ☞ Provides annual PD for facilitators to guide students as they identify community problems and seek solutions
- ☞ Project Based Service-learning oriented program
- ☞ High end technology - in excess of \$100,000.00
- ☞ Allows students to gain insight into their own abilities
 - Acquire and use information
 - Solve problems
 - Develop valuable experiences



Gentry High School Conversion Charter

A Look Into the Future

Intent behind Charter Schools

- ☞ Improve student learning
- ☞ Increase learning opportunities for **all** students
- ☞ Encourage the use of different and innovative teaching methods
- ☞ Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- ☞ Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- ☞ Hold the schools accountable for meeting measurable student achievement standards

Opportunities through District Conversion Charter

- ☞ Build partnerships with Business & Industry
- ☞ Students to have internships with Business & Industry
- ☞ Expand course offerings outside traditional high school courses
- ☞ Students to graduate with industry certificates
- ☞ Possible area of interest:
 - ☞ Healthcare
 - ☞ Transportation
 - ☞ Diesel Mechanics
 - ☞ Logistics
 - ☞ Information Technology
 - ☞ Sales and Marketing

Health Sciences

C3

GHS Career & Technical Courses

- CA Intro to Medical Professions
- CA Medical Terminology

Northwest Arkansas Community College

- CA Certified Nursing Assistant
- CA Personal Care Assistant
- CA Pathology (available 2016-17)
- CA Medical Math (available 2016-17)





Transportation Industry

C3

Diesel Mechanic Program

Potential course offerings if approved:

- Business Communications
- Technical Math
- Preventative Maintenance
- Electrical Systems
- Tractor/Trailer Brakes
- Diesel Engines
- Truck/Trailer Hydraulics
- Welding





Logistics



**Associate of Applied Science Degree
Logistics Option**

- General Education Concurrent Courses from NWACC here on GHS campus

**Technical Certificate
Logistics Management**

- Possible Courses:
 - Supply Chain Management
 - Transportation Management
 - Inventory Management
 - International Logistics
 - Entrepreneurship

Information Technology IT

C3

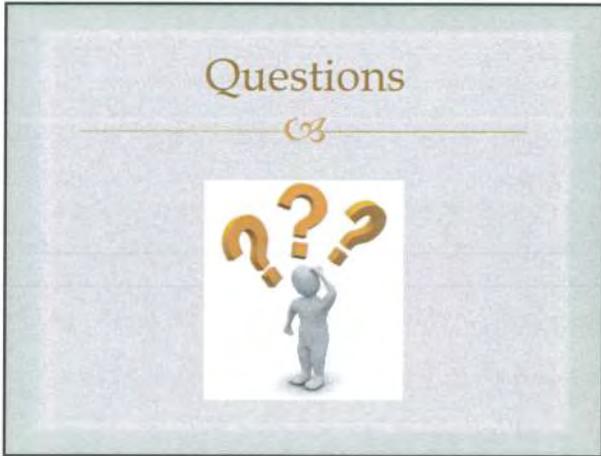
General Education Courses to be applied to college degrees in:

- Networking
- Programming
- Information Management

Leading to career opportunities in

- IT consultant
- Cloud architect
- Health IT specialist
- Mobile application developer
- Web designer or developer
- Games developer
- Information security specialist
- IT sales professional
- Multimedia specialist





Gentry Public Schools



Dr. Randy C. Barrett, Superintendent
201 South Giles Avenue
Gentry, Arkansas 72734

Telephone: 479-736-2253 Fax: 479-736-2245

September 1, 2015

Town Hall Meeting Concerning Conversion Charter Application and Act 1240 Waiver Application.

Dr. Barrett welcomed a group of approximately 56 people to the second scheduled “Town Hall” meeting on September 1, 2015. He asked anyone who was not a district employee to please stand. He thanked them for coming, noting that they were “honored guests” and thanked them for their attendance, their interest, and their support.

Dr. Barrett explained that the purpose of the meeting was to discuss and update the community and staff regarding the Conversion Charter application process for Gentry High School and to discuss the district’s applying for educational waivers, should the school board approve. Approval by the ADE to grant these waivers could open doors for new and improved course offerings as well as free up some funding for new and exciting ideas.

Dr. Barrett explained that the district’s pursuit of a Conversion Charter for the high school should be no surprise to anyone as this has been a topic of discussion at board meetings for several months, as well as the first “Town Hall” gathering in April. He noted that articles had been written in the local paper, and social media had also been used to share the district’s vision with the community. Dr. Barrett noted that several of the surrounding area administrators had joined the meeting this evening in support of the vision as they were leading their districts in similar pursuits. He also noted that over and above each superintendent’s dream for expanded vocational offerings and choices for non-college bound students in his own district, the group had a collective long-term vision for a future vocational center to serve regional students. He thanked the group who included, but may not have been strictly limited to, Dr. Richard Paige, Superintendent of Gravette Public Schools, Mr. Mike Poore, Superintendent of Bentonville Public Schools, and Mr. Jeff Gravette, Superintendent of Decatur Public Schools. Ms. Cheryl Pickering, CTE Director at NWAESC, was also present and recognized.

Dr. Barrett explained that what might not be well known was the district’s plan to request waivers for certain ADE regulations as allowed by the newly adopted Act 1240 Waiver Information. He explained that the law allowed a district who had at least one student enrolled in an Open Enrollment Charter School to apply for the same waivers that Charter School had been granted. Dr. Barrett explained that the district had a student enrolled in the Arkansas Virtual Academy (ARVA). The district would, with the board’s approval, request waivers for 18 regulations comparable to the 23 ARVA receives.

Dr. Barrett assured the group that the district was not applying for these waivers just for the sake of applying to “see what would happen”. He stated “We have a vision. These efforts are all about the vision we have for our students.” He explained that the 18 waiver requests fell into four categorical groupings as listed below:

Grading Scale (blended grading)

These waivers would allow the district to provide a more appropriate assessment and grading of certain skills.

Length of Instructional Day (specialized educational program)

These waivers would provide for more specialized educational programs based on student need.

Teacher Licensure (specialized skills and abilities)

These waivers would allow the district to hire non-ADE licensed instructors for certain courses where the instructors were industry certified for specialty areas such as Diesel Mechanics, or HVAC repair.

Teacher Fair Dismissal Act

These waivers would provide for the local school board to be the “final word” in dismissals of employees instead of a court of law. Dr. Barrett assured the group, some of which were certified staff members, this was not about stripping fair dismissal rights and jeopardizing certified staff jobs. He noted that the local board was a body made up of honest individuals who could be trusted to make wise and fair judgements.

Dr. Barrett explained the factors which helped drive the conversion charter plans and ultimately increased his interest in requesting the Act 1240 waivers. They were as follows:

College Rate

College Graduation Rate

High School Graduation Rate

High School to Work Rate

Mr. Harper discussed the high school’s current college preparation course offerings and concurrent credit opportunities. He also discussed vocational course offerings available this current school year as compared to a year ago.

He spoke briefly about the EAST Initiative and their plans and hopes for the District Conversion Charter both short-term and long-range.

Ms. Winslett gave a brief PowerPoint presentation (see attached) and the floor was opened to questions, comments and concerns from the audience.

Community/Staff Questions and Comments

Mr. Al Lemke - Thanked the regional administrators for coming. Mr. Lemke expressed that he liked the idea of a cooperative career center/technical school and hoped to see this come to fruition. He further noted that in the meantime he liked the idea of the regional schools sharing their program slots for CNA, HVAC, and any other opportunities.

Ms. Martha Hawkins – noted that one of the waiver requests concerned increased class sizes. Dr. Barrett explained it is not about increasing class sizes and cutting teaching staff. He explained how currently one student over in a grade level could precipitate the need to hire another classroom teacher when a waiver could make it possible for a teacher to agree to take on the extra student and receive extra compensation. Dr. Barrett stated that even with waivers he would never recommend anything that was not a sound educational practice or that would be detrimental to the quality of education students would receive. He said “Even if I was so foolish, the school board would never allow it.” He said the waiver was not about “stacking classes for an increased bottom line figure”.

Coach Daniel Ramsey - asked “If you are doing away with certified teachers for increased class size and to allow non-certified teachers to fill positions where is the quality in education?” Dr. Barrett explained that they were not talking about cutting positions or course offerings and programs. The waivers and the Conversion Charter status was about increasing offerings for non-college bound students. He noted that the college bound students would not be losing any of their opportunities and the district would still encourage post-secondary education. The changes were to also give an equal opportunity for life-long success to non-college bound, school to work, and undecided students.

Dr. Page and Mr. Poore agreed with Dr. Barrett and explained that the vocational instructors who would be brought in would be certified but that there were two types of certifications; ADE certified subject area teachers and CTE or industry/state certified instructors. The Arkansas Career Education (ACE) certified instructors do not cross over into the ADE certified areas. Dr. Page stated “This will not be robbing current teachers of positions. These jobs never existed in traditional education. This plan doesn't take away anything; it adds to your district and increases opportunities for all students and your community.” Dr. Barrett agreed noting that local businesses are excited about the prospect of students who will be applying for jobs with them after high school coming better prepared and partially trained for careers. He said, “It is not only Gentry but a regional push to help prepare all students for success after graduation as evidenced by the administrators from Gravette, Decatur and Bentonville who are here tonight.”

Ms. Darla Wilson – asked about funding, space and sustainability of these programs. Judy Winslett explained she had been talking with business, community and educational leaders about funding and personnel support and there were some federal funding sources available. She said that she was greatly encouraged and excited by the excitement and support from the local business community. Local businesses need educated applicants and prospects and the community thrives when there are increased job opportunities for local graduates.

With no more questions from the audience, Dr. Barrett assured them this was not “the end of the conversation” and said “new endeavors take time. “There is time to ask questions you may think of later. Call me, stop by or feel free to e-mail me.” Dr. Barrett explained there really is no negative side to the Conversion Charter Application; it is only a “leveling of the playing field” for non-college bound students. He noted that it was also not intended to be a return of the 1960’s “tracking” system where students were “pigeon holed” as either college bound or technical. He said that

students would be able to take advantage of all the opportunities. He said “It is giving kids options, and information and letting them experience and decide what interests them.”



Gentry Public Schools



Dr. Randy C. Barrett, Superintendent
201 South Giles Avenue
Gentry, Arkansas 72734

Telephone: 479-736-2253 **Fax:** 479-736-2245

The following pages are excerpts from Gentry Public Schools board meeting minutes where the conversion charter initiative was discussed.

corrections. Mr. Bollinger noted that his last name spelled incorrectly throughout the minutes. Coye Cripps moved to accept the minutes with the corrections and Gary Dunlap seconded. The vote carried 7-0.

Consideration of Financial Reports

Randall Bolinger, moved to accept the financial report as presented. Clarence Kreger seconded and the vote carried 7-0.

Consider Various tuition/Purchased Service Agreements

None

Student Transfer Requests

None

Arkansas School Recognition Program

Mr. Cozens reported that his school had achieved the top 20% in the state again. He noted that he and his staff had set a goal for the top 10% but with Common Core and other major changes that success had not been achieved. He noted that he felt confident that his staff was highly motivated to reach a new level of achievement and would strive to that end this year.

Charter School Overview - Future Considerations

Ms. Judy Winslett presented information concerning future considerations for a Charter School within the district's boundaries.

She noted that originally they had been considering a Pre-K program but decided it was not really the best consideration for the district at this time. She noted that the town limits already possess a Head Start Program and ABC Preschool.

Ms. Winslett noted that upon further study a Conversion Charter High School (a charter school under the umbrella of the district) with an iSchool Component and a "Technical" (Manufacturing and Business) component would better serve the district's students and community needs. She noted that such a Conversion Charter would provide the 4 core subjects via computer (iSchool)

and the technical component would provide hands instruction, preparing students to move directly into employment with a future local industry.

Ms. Winslett explained how the a similar Conversion Charter is working at Pea Ridge and expressed excitement at what she saw in progress. She noted that this type of educational community a sort of "Shoulder Tap Society" can be cultivated with local business leaders to give excelling students a chance to be "recruited" for good jobs following graduation.

Ms. Winslett explained how class embedding - (oral communications included with English) combines credits and opens minutes for the technical studies. She said "I think a dream plan would be a vocational center on the Hwy 59 strip eventually."

Clarence Kreger asked "what would we do for facilities?" To which Ms. Winslett stated "facilities would only be one hurdle. We would have to have the right director, facilities, start-up grant funding/community business donations and support. She said the old Agri building at the GHS could be useable converted space for such a project but after the initial grant funding the district has to be able to support and maintain the program. She explained how such a program would employ both certified teachers and certificated instructors. Core subjects would still taught by certified teachers.

Ms. Winslett noted that she felt there was more out there than what the district was currently doing to assist and support the segment of students not bound for college. She asked if the board was interested in continuing the research. Jim Barnes stated "we would be doing our students a disservice if we do not research and pursue this opportunity"

Coye Cripps moved that the board grant approval for further research and application for a Conversion Charter with Technical emphasis. Clarence Kreger seconded and the vote carried 7-0.

Dani Cypert noted that she would like to tour the Pea Ridge Charter School. Ms. Winslett assured her this would be no problem as an invitation had already been extended by the Pea Ridge School District. Randall Bolinger noted that Siloam Springs Public Schools had received approval for a Charter School and recommended the Gentry Board follow the Siloam Springs example where board members from Siloam traveled to the State Board Meeting when their school's Charter Application was presented for consideration. He noted that they were not called on to comment but merely were there for moral support. All agreed.

AdvacEd Summary Report -

Dr. Barrett said there was still no official report and the item will be held over for January

Transition Thoughts - Consumer and Technical Education - Judy Winslett

Regarding further exploration of a Conversion Charter, Ms. Winslett shared a flow chart she developed as a place to start and a direction to follow.

Addressing the Board, Ms. Winslett noted "after considering the business and industries in the Gentry area and other opportunities for employment in the Northwest Arkansas region, the following list of possible offerings of vocational programs was compiled: Industrial, Health Care, Maintenance, Sales, Logistics, and IT."

Ms. Winslett noted that the application process for a Conversion Charter, even if approved, would not have a program in place by FY 16 but she was excited about the possibilities for future students as well as eager to begin providing for the current students in the meantime. She noted that she had asked herself "what can we do immediately?"

Current Programs of Study offered at GHS include: Agriculture, Business, Family and Community Services. Ms. Winslett noted that she felt they could incorporate "Banking" by simply adding an additional course; "Consumer Lending". She noted that they could add an additional Program of Study under Family and Community Services; "Orientation to Teaching". This course is designed to provide students with the knowledge that will help prepare them as future teachers.

Ms. Winslett also explained that under a new pathway, "Therapeutic Services", a Health Informatics Program of Study can be implemented with the addition of the following courses: Medical Office Management, Medical Terminology, and Introduction to Health Informatics. These courses could be implemented by making some minor adjustments to the master schedule. She explained that the District would have to be able to offer the courses in August with no funding guaranteed. She said that that they might be forced to "beg and borrow" from the campuses and be "creative" until funding is received. Application for start-up grants to the Arkansas Department of Career Education cannot be submitted until October 1, 2015. As additional information Ms. Winslett noted that she had also been reviewing ADE information regarding School Based Health Centers. Parents provide approval for students to go to a campus based clinic. A designated school employee will take the child to the clinic to see the Physician or Physician's Assistant and parents can pick up prescribed medication after school. Parents do not lose time from their jobs and students receive quality health care they might not get otherwise. Insurance and Private Pay options are offered and the service would be available to staff and their families as well as students.

Dr. Barrett explained that if the District applied for and received a School Based Health Grant it would provide for five years. After that the program would be expected to be self-supportive and District the District would rent the space to the clinic.

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Dr. Barrett explained that if the District applied for and received a School Based Health Grant it would provide for five years. After that the program would be expected to be self-supportive and District the District would rent the space to the clinic.

Dr. Barrett said, "we want to 'maximize' space in order to be considered for Partnership Funding." Ms. Waters was asked what her Principal's Advisory Committee thought about the restructuring plan. She noted they had not seen this option involving a 4th grade building and were concerned with the original thought of 4th grade being moved into the middle school where the grades would span from 4th to 8th grade. She said she thought they would be fine with this solution.

Town Hall Meeting Discussion - Judy Winslett

Ms. Winslett began with "as we move deeper into the Conversion Charter research and discussion we will need input from the community. She noted that a Town Hall Meeting would afford the district the chance to discuss the AdvancED visit and recommendations, share building project scenarios and discuss the ideas for a Conversion Charter and interim vocational opportunities. One meeting could be used to cover several topics. She said, "If the board agrees, April 6, 2015 or April 13, 2015, both on Monday night, are viable options according to the district calendar. After looking at personal calendars the group agreed either date was fine. Ms. Winslett will contact City Hall and see if either date will allow for the use of the court room. Jason Barrett noted that the council meets on first Monday of the month which would take April 6, 2015 off the table. Ms. Winslett will see if there is anything on the schedule for the court room for April 13, 2015.

Conversion Charter School Initiative - Judy Winslett

Ms. Winslett reported that she and Dr. Barrett had met with McKee Foods Inc., representatives on Tuesday, February 10, 2015. She felt it was a "good and insightful first meeting." She said that she approached them with the question "what are you looking for in an employee?" which spurred a lot of discussion.

She further reported that she and Mr. Brae Harper met with NWACC concerning support and partnership for a CNA program.

On Friday, February 20, 2015, Cheryl Pickering, from NWAESC will speak to students regarding the current job market and NWACC will provide someone to speak to students concerning their vocational programs. The first session is set to address Seniors only and Decatur is going to send their seniors as well to participate. After that from 9:00 am to 11:00 a.m. a little different presentation is planned for the underclassmen. After that McKee will bring in a mechanic to discuss diesel mechanics as a career with interested students. Decatur and Gravette may coop with us in that. Ms. Winslett reported that she was ready to push out an electronic survey after those presentations and was eager for student and parent feedback.

Consider Future Building Construction – Scenario 4 Expanded

Dr. Barrett presented a preliminary cost analysis noting it was feasible. He reported that he had visited with Michael Spaeth who is now managing his own firm and provided the drawings free gratis. The project would consist of four classrooms and a PE room. Dr. Barrett would seek government funds to “spec” the PE room for a safe room but he noted this plan was not included in this cost analysis. The project would also provide 12 classrooms at GMS, leaving room for growth. \$5.6 million estimate. Dr. Barrett noted that no matter what scenario the board chooses something is going to have to be done to alleviate the traffic situation on Pioneer Lane. There was some discussion as to what the city is doing with street expansion on Swepeco Road, how long that project will last and what the district might be able to do to allow for “rear exit” traffic flow.

Dr. Barrett noted he would like to seek guidance from the board and recommended taking these plans to share at the Town Hall Meeting next month. He noted that it would be a chance to “get a feel” from the community. A great majority would like to have a new high school in a not so distant future but we all agree need there is a need to do something with GIS in the short-term. The Superintendent’s Advisory Council has endorsed Scenario 4 as a good plan.

Jim Barnes asked about the next debt refunding opportunity. Dr. Barrett explained there is a bond pay-off in 2018 but refunding is probably maxed for a while. Mr. Barnes supported talking to the community at the Town Hall meeting concerning the building scenarios. The other board members agreed.

Dr. Barrett noted that Scenario 4 ties in with the plans for a Conversion Charter. If Conversion Charter application is approved, rather than a new high school the future plan might keep the existing GHS for core classes and build a Vocational Building.

Consider Various Tuition/Purchased Service Agreements

None

Board “Homework”- Sample Evidence for Supt’s Evaluation System

The group discussed “homework” they were doing in preparation for a training session. Dr. Barrett explained that the new evaluation system would be similar in some area as to what the board has currently been doing but there would also be some major changes to how the board evaluates Dr. Barrett’s performance. He noted that their expectations and his evidences will tie directly to specific standards.

them to take any immediate action but hoped they would read and consider his complaint.

Review of April 13, 2015, "Town Hall" Meeting

Dr. Barrett said "I would like to echo what Mr. Lemke said earlier. I believe it was an excellent meeting. 42 people attended. It seemed to be an equal blend of staff and patrons. The next part of the plan is to construct a survey for more information gathering. I hope the board will be able to make some decision at the May meeting as to how to proceed with GIS. There were at least a few who wanted to build a high school but felt the cost would be too high at this time. The minutes captured most of the comments and questions. There seemed to be strong evidence of support for the charter school application plans. I did not hear any real suggestions for changes or rewording of the mission statement. The next such meeting may be moved to the auditorium and we will make a stronger push for more community participation. The venue was adequate but if we could encourage more to attend we would need more space."

The A-F State Report Card - Judy

Ms. Winslett directed the board to the drop box for the documents she was referencing in her discussion. She explained the State Report Card information recently published. She gave detailed information concerning testing results as well as addressing the list below:

- Path of understanding, (memory lane)
- Sample calculation of school or district performance AMOS(growth rate) to begin in FY 12 (math and literacy)
- Review of the form used to discern the school's letter grade.
- Designations -Exemplary, Achieving, Needs Improvement, Needs Improvement Focus, Needs Improvement Priority.
- Assessments, rewards, facilities, technology, programs, scholarship Money Awarded.
- OEP - information "The Small 10" Demographics and characteristics
- Overall Percentage Proficient on State Assessments 2013-14
Graduation Rate (92%)
- At Risk Student Performance

Ms. Winslett told the board "we stack up pretty well."

Dr. Barrett said that he wanted to remind everyone that test scores is only one assessment of many that determines the overall performance of a district. He stated, "I like to think overall we are a notch above average. Parents will equate this letter grade to the ones their students receive



September 9, 2015

Ms. Judy Winslett
Assistant Superintendent
Gentry Public Schools
201 S. Giles Ave.
Gentry, AR 72734

Ms. Winslett,

Please accept this letter as support for the Gentry High School Conversion School Charter.

In my position as mayor of the City of Gentry, I receive feedback and comments from local and regional business owners and managers expressing their concern for the ever changing economic landscape and the demands it places on our youth as they prepare to enter the workforce. As you are aware, not all students go on to a higher level of education beyond high school and are tasked with "finding their place in society" and contributing to their communities. Whether it is after receiving their high school diploma, higher education or vocational training, the ultimate goal is for the student to enter this demanding workforce and become successful and happy in life.

As the demand for skilled and qualified workers increases, many positions will either remain unfilled or will not be created until the applicant pool increases. I believe the proposal for the Gentry High School Conversion Charter to create new learning programs for its students, such as nursing, diesel mechanics and soft skills, to name a few, will better prepare our youth to not only enter this demanding workforce, "find their place in society", contribute to their community, but to also become successful and happy in life.

You have my complete and unwavering support for your efforts. If I can be of any further assistance, please do not hesitate to contact me anytime.

Respectfully,

Kevin D. Johnston
Mayor
City of Gentry



McKee Foods Corporation
and Affiliates

555 McKee Drive
Gentry, AR 72734
Phone 479-736-2601

September 8, 2015

Gentry High School Conversion Charter
ATTN: Judy Winslett, Assistant Superintendent
Gentry Public Schools
201 South Giles
Gentry, AR 72734

Dear Ms. Winslett,

It is my pleasure to write a letter in support of the Gentry High School Conversion Charter.

As a large food manufacturer in the area, McKee Foods Corporation recognizes the importance of a program that will strengthen the skills of our future workforce. This program will help students develop skills, technical knowledge and real-world experience for high-skill and high-demand jobs and careers.

McKee Foods is committed to partnering with the Conversion Charter and potentially hiring apprentices to offer real-world education and hands-on training. We also realize the value of developing our existing workforce and supporting their continuing education for career advancement.

McKee Foods fully supports the efforts of Gentry High School as they seek funding for their Conversion Charter. Any program that will prepare students with industry-recognized credentials and skills will lead to family-sustaining jobs and careers ultimately benefitting the communities in Northwest Arkansas.

Sincerely,

A handwritten signature in blue ink that reads "Melissa Smith". The signature is fluid and cursive, with the first name "Melissa" written in a larger, more prominent script than the last name "Smith".

Melissa Smith
Human Resources Manager
Gentry, Arkansas Operations



Gentry Public School District

2016-17 School Calendar



Important Dates And Information

First Semester Dates

| |
|---|
| July 4 - Independence Day |
| August 1-10 Professional Staff Development |
| August 15 First Student Day |
| September 5 Labor Day Holiday-(No School) |
| September 13- Parent Teacher Conferences 2:00 p.m. to 6:00 p.m. (Early Out Student Day) |
| September 14- Parent Teacher Conferences 2:00 p.m. to 4:00 p.m. (Early Out Student Day) |
| October 10- Columbus Day-Fall Break (No School) |
| October 14- End First Attendance Quarter 43 Days |
| November 23-25 Thanksgiving Holiday |
| December 20th End of Second Attendance Quarter- 44 days |
| December 21, 2016 through January 3, 2017 Christmas/New Year's Holiday |

Second Semester Dates

| |
|---|
| January 4, 2017 First Day of Second Semester/Third Quarter |
| February 1 Parent Teacher Conferences- 2:00 p.m. to 6:00 P.M. (Early Out Student Day) |
| February 8 Parent Teacher Conferences 2:00 p.m. to 4:00 P.M. (Early Out Student Day) |
| February 20- President's Day (No School) |
| Friday, March 10th End of Third Attendance Quarter 47 Days |
| March 20-21 Spring Break |
| April 14, 2017 Good Friday |
| May 19th End of Fourth Attendance Quarter 44 days |
| May 29, 2017 Memorial Day |
| May 31 Above Ending Date + 7 Additional Days |

Information

Note 1: Seven "Snow Days" are "added to the end of the calendar".

Note 2: Make up days for inclement weather will be taken in this order: February 20th, the seven days added to end, Memorial Day, Spring Break. Any additional days missed will be added to end of calendar.

Note 3: Ending Quarter attendance dates may be adjusted to comply with ADE regulations.

Note 4: Dates for other school events will be announced on the school website on the monthly events calendar.

Note 5: Opportunities may exist for staff to earn PD days during approved summer or after-school PD sessions. After school sessions will be in a minimum of 30 minute blocks of time. Such approved sessions may be substituted for selected PD days scheduled for August 1-August 10, 2016.

Note 6: The Professional Development Cycle for Fiscal Year 17 begins after the last 190 day teacher contract day for FY 16, but no earlier than June 1.

| JULY | | | | | | |
|------|----|----|----|----|----|-----|
| S | M | T | W | T | F | S |
| | | | | | | 1 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| AUGUST | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| SEPTEMBER | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| OCTOBER | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| NOVEMBER | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| DECEMBER | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| JANUARY | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| FEBRUARY | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |

| MARCH | | | | | | |
|-------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| APRIL | | | | | | |
|-------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

| MAY | | | | | | |
|-----|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| JUNE | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | ★ |

The mission of the Gentry School District is to work with the community in providing safe and successful experiences for each student.

The Gentry Board of Education meets the third Monday of each month. Citizens of the district are invited to attend these public meetings.

Draft



Morning Bell

7:49

1st hour

7:54 – 8:41

Breakfast

8:41 – 8:48

2nd hour

8:49 – 9:36

3rd hour

9:39 - 10:26

4th hour

10:29 - 11:16

5th hour

11:19 - 12:06

LUNCH

12:06 - 12:37

6th hour

12:42 - 1:29

7th hour

1:32 - 2:19

8th hour

2:22 - 3:09

**2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Randy C. Barrett

Signature of Superintendent of School District

Randy C. Barrett

Printed Name

9-8-15

Date