

Gentry School District
Career and Technical Education Handbook



2024-2025

Gentry School District

201 S. Giles St.

Gentry, AR 72734

Building the Workforce of the Future

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Gentry School District Mission Statement

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

College and Career Readiness Core Beliefs

1. There is a valuable, achievable career pathway for all students.
2. Every student deserves someone who believes and invests in them to achieve a career.
3. Cross cultural competency and soft skills are essential to career readiness.

Statement of Non-discrimination for Career and Technical Education Programs

The Gentry School District Career and Technical Education department offers a comprehensive program that is designed to prepare students to be successful whether they choose to pursue higher education, technical or trade school, or to enter the workforce after completing their high school education. Course offerings and content are continuously monitored to ensure that programs are current with today's technology and are relevant to the requirements of today's employers. Courses are offered at Gentry High School and Gentry Middle School. Admission to these programs is based on interest, aptitude, age appropriateness, and class size available.

In its efforts to promote nondiscrimination, Gentry School District does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 5043 of the Rehabilitation Act of 1973, as amended. The following district staff member has been designated to coordinate compliance with these legal requirements:

Brae Harper

Federal Programs Coordinator

201 S. Giles St.

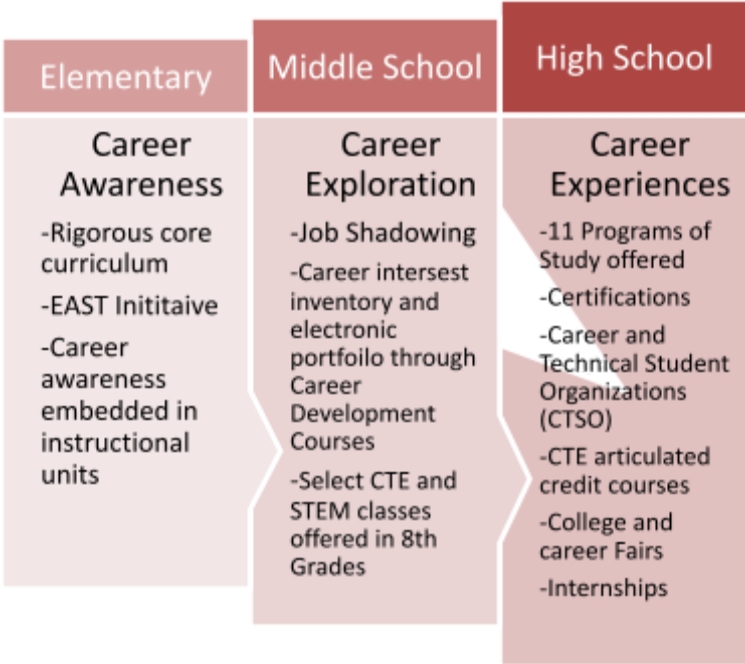
Gentry, AR 72734

479-736-2253

CTE Program Overview

The Gentry School District Career & Technical Education (CTE) program provides students with a coherent sequence of rigorous content aligned with challenging academic standards and relevant technical knowledge and skills in preparation for postsecondary education and careers. Gentry School District’s CTE program is aligned with the national Career Cluster Initiative (www.careerclusters.org) and the Arkansas Department of Career Education (ACE).

Career-related programming is available grades K-12. Our district’s program offers coherent sequences in numerous career pathways, representing many of the federally-defined career clusters. CTE focuses on enhanced learning experiences for all students beginning with career awareness in elementary with EAST classes and STEM lessons and continuing with career exploration in the middle school with Career Development, job shadowing, and EAST Initiative. Students at the high school level receive career experiences.



Career Fields

Gentry School District’s Career & Technical Education program follows the ACE model, which implements the U.S. Department of Education’s 16 Career Clusters. The 16 federally-defined Career Clusters group occupations and broad industries based on commonalities. These clusters provide a way to organize and sequence coursework based on a student’s interests and career goals. Career Fields further break down and group careers *within* a Career Cluster based on commonalities.

Gentry School District offers training and opportunities in many career pathways, spanning numerous career clusters.

Program of Study	Career Cluster	Career Pathway
Agricultural Power, Structural and Technical Systems	Agriculture, Food and Natural Resources	Agricultural Power, Structural and Technical Systems
Animal Systems	Agriculture, Food and Natural Resources	Animal Systems
Computer Science: Programming	Information Technology	Programming/Software Development
Computer Science: Robotics	Information Technology	Programming/Software Development
Education and Training	Education and Training	Teaching and Training
Entrepreneurship	Marketing Sales and Service	Marketing Management
Marketing Management	Marketing	Marketing Business Enterprise
Medical Professions	Health Science	Therapeutic Services
Medium/Heavy Truck Technology	Transportation, Distribution, and Logistics	Mobile Equipment and Maintenance Repair
Natural Resources/ Environmental Service Systems	Agriculture, Food and Natural Resources	Natural Resources/ Environmental Service Systems
Nutrition Science and Dietetics	Human Services	Family and Community Services
Plant Systems	Agriculture, Food and Natural Resources	Plant Systems
Sports Medicine	Health Science	Therapeutic Services

CTE Course List 2024-25

The following is a list of the high school courses for Career & Technical Education. For more information on these courses please reference the Arkansas Department of Career Education programs listing at [ADE Division of Career and Technical Education Occupational Areas](#).

Courses Offered at the Middle School Level	
Course Name	Grade Level Offered
Family and Consumer Sciences Investigation	7, 8
Career Development	8
Introduction to World Agriculture Science	7,8
Introduction to Business Communication & Technology	8
Information & Communications Technology	8

Courses Offered at the High School Level		
Course Name	Credit Earned	Program of Study
Survey of Agricultural Systems	1	Foundation for all Agri
Animal Science	1	Animal Systems
Plant Science	1	Plant Systems
Greenhouse Management (Offered 24-25)	1	Plant Systems
Advanced Plant Science (Offered 23-24)	1	Plant Systems
Natural Resource Management (Not offered any longer)	1	Natural Resources
Veterinary Science	1	Animal Systems
Forestry & Wildlife Ecosystems	1	Natural Resources/Environmental Service Systems
Agricultural Mechanics	1	Agricultural Power, Structural and Technical Systems
Agricultural Metals	1	Agricultural Power, Structural and Technical Systems
Agricultural Structural Systems	1	Agricultural Power, Structural and Technical Systems
Survey of Business	1	Foundation Business course
Marketing Business Enterprise	1	Marketing Management
Small Business Operations	1	Marketing Management
Digital Marketing	1	
Computer Science: Programming/Coding Year 1	1	Computer Science: Programming
Computer Science: Programming/Coding Year 2	1	Computer Science: Programming

Computer Science: Robotics Year 1	1	Computer Science: Robotics
Computer Science: Robotics Year 2	1	Computer Science: Robotics
Computer Science: Independent Study		Computer Science: Robotics Computer Science: Programming
College and Career Readiness	1	
Foundations of Health Care	1	Foundation class for Health care
Medical Terminology	1	Medical professions
Anatomy and Physiology	1	Medical professions/ Sports Medicine
Foundations of Sports Medicine	1	Sports Medicine
Sports Medicine Injury Assessment	1	Sports Medicine
Certified Nurse Assistant (CNA)	1	concurrent credit (NWACC)
Patient Care Assistant (PCA+)	1	concurrent credit (NWACC)
Family and Consumer Science	1	Foundation class for FACS
Foundations of Teaching	1	Education and Training (NWACC Concurrent Credit)
Education Technology	1	Education and Training (NWACC Concurrent Credit)
Lifespan Development (Not offered)	1	Nutrition Science and Dietetics
Food Safety and Nutrition	1	Nutrition Science and Dietetics
Life Fitness and Nutrition	1	Nutrition Science and Dietetics
Medium/Heavy Electrical Systems	1	Medium/Heavy Truck Technology
Medium/Heavy Steering & Suspension	1	Medium/ Heavy Truck Technology
First Responder	1	
Fire Science	1	
JAG	1	
JAG LAB	1	

CTE Curriculum and Resources

The What

Curriculum frameworks for CTE courses can be found at <https://dcte.ade.arkansas.gov/> See Appendix for CTE project planning sheet.

The How: Begin with the End in Mind

Identify the depth and complexity of the frameworks for your course(s).

- Plan assessments prior to instruction.
- Integrate Career & Technical Student Organizations (CTSO's) and Industry Certifications into projects and activities.
- Actively seek field and/or career experiences for students related to your Career Cluster.
- Utilize the CPCRAC to build partnerships with business and industry.

Non-Negotiables

- Teaching 100% of the curriculum frameworks for your course and information required for college and career readiness preparation and certification testing
- Sixty professional development hours annually
- Differentiating Instruction according to the needs of a diverse student population
- Providing opportunities for students to develop and practice the technical and academic skills needed for a career through a healthy operating CTSO
- Recruiting for your Career Pathway and building business partnerships
- Working with the CTE Coordinator and your building principal to review your program annually



Career and Technical Student Organizations (CTSO)

What are Career and Technical Student Organizations (CTSOs)?

Career and Technical Student Organizations, commonly referred to as CTSOs, are youth organizations designed to support students in career and technical education (CTE) programs. Career and technical education helps prepare high school graduates for the next step, whether it is postsecondary education or entry into the workforce. Rigorous academic content tied to technical subject matter, as well as internships and other cooperative work experiences, are hallmarks of CTE programs. Through these co-curricular programs of study, students get a head start on their career preparation, whether their goal is to become a teacher, doctor, automotive technician, or computer programmer.

CTSOs are considered an integral part of CTE. They help students develop the technical and leadership skills that will enable them to succeed in their career paths. Members of the 11 organizations that have been designated by the federal government that operate as part of a co-curricular CTE program are eligible for federal funding under the Carl D. Perkins Vocational and Technical Education Act of 2006. **In the state of Arkansas, teacher stipends and student expenses for CTSOs are not allowable Perkins expenditures.**

****It is a state requirement that all programs of study operate a CTSO in good standing every year. To keep your CTSO in good standing, dues must be paid to the organization prior to May 31 of each year. Failure to appropriately maintain a CTSO in good standing will result in probationary status and possible loss of your program. The responsibility of maintaining a proper CTSO is that of the program teacher(s) designated by the building principal.***

The following are the CTSOs currently operating in Gentry School District:

Future Business Leaders of America (FBLA)

[Arkansas FBLA website](#)

FBLA is a national vocational student organization for students in high schools and middle schools who are interested in business or business education careers. Over 13,000 students in more than 300 high school chapters and over 4,000 students in 120 middle level chapters participate in Arkansas FBLA. Benefits of membership are leadership skills, business competencies, community responsibilities, and self-confidence.

FBLA provides the business leaders of tomorrow with the necessary skills to successfully compete in the job market, pursue postsecondary education, or manage personal skills. Members learn how to lead and participate in group discussions by engaging in practical problem solving and decision-making activities. FBLA members learn the value of competition through directed competitive events.

Examples of Chapter Activities:

Professional

Professional activities provide members with a business connection for their future. Guest speakers, panel discussions, visits to business and industry, and shadowing experiences are used as instructional projects for a chapter's program of work.

Leadership

Participation in FBLA activities as a member, committee chairperson, or officer provides experiences that contribute to the development of a positive self-image and a feeling of accomplishment.

Community

Chapter activities that make a contribution to the community provide members with the opportunity to develop civic pride and responsibility. Members also meet influential business and community leaders, learn the steps necessary to complete a project, and work with business and government officials.

Service

The main purpose of service projects is to help others and these activities can be tailor-made for the school and community.

Family, Career and Community Leaders of America (FCCLA)

Arkansas website: [Arkansas FCCLA](#)

FCCLA offers students the opportunity to expand their leadership potential and develop skills for balancing work and family life, such as planning, goal setting, problem solving, decision making, and interpersonal communication. Chapter projects focus on a variety of youth concerns, such as parenting, family relationships, substance abuse, peer pressure, environmental issues, nutrition and fitness, Inter-generational communication, and career education.

Health Occupations Students of America (HOSA)

National website: www.hosa.org

Arkansas HOSA's aim is to present students with the abundant health care opportunities of today, while equipping them with the knowledge and skills needed for medical-related occupations of tomorrow and assuring a continual growth in Arkansas' medical occupations.

SkillsUSA

National SkillsUSA website: www.skillsusa.org

The mission of SkillsUSA is to develop leadership skills and workplace competencies needed in a constantly changing global workplace. SkillsUSA emphasizes respect for the dignity of work, high standards in trade ethics, superior workmanship, quality, and safety.

Forms for getting started with Skills USA, parent letters, steps to register for state competitions and general information can be found at <https://www.skillsusa.org>

Arkansas Future Farmers of America Association

www.arkansasffa.org

The Arkansas FFA Association was chartered in 1928, the same year as the National FFA Organization. Arkansas FFA functions within the constitution of the National FFA Organization, but has also created individual leadership structures, awards, programs and competitions.

Arkansas FFA State Officers lead the membership of the state association and are elected by state FFA convention delegates. Local FFA Chapters are chartered through the state associations.

MISSION, MOTTO, CREED

Arkansas FFA is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

State FFA Constitution and Bylaws:

<https://www.arkansasffa.org/docs/Arkansas%20FFA%20Constitution%20and%20Bylaws%20-%20Revised%20June%202016.pdf>

National Organization: www.ffa.org



GSD Advisory Committees and Community Involvement

Advisory Committees

A CTE program advisory committee is a group of individuals whose experience and abilities represent a cross section of a particular occupational area. The primary purpose of the CTE program advisory committee is to assist educators in establishing, operating, and evaluating the CTE program – which serves the needs of the students, the community, and the business/industry partners – and to provide expertise and insight about current/future industry and technological changes.

The Gentry School District Career and Technical Education program welcomes the equal partnership of business, industry, economic development, government, parents, civic organizations, and anyone else with a vested interest in growing our future workforce. **Gentry School District CTE members will participate in at least two regional advisory councils per year as is required by the Department of Career and Technical Education.**

Many of the recommended activities for an effective advisory committee will fall into one of the following major areas:

Advisory committees are needed to advise. The advisory committee assesses specific areas of the CTE program and makes suggestions and recommendations for improvement, such as curriculum modifications, updates to facilities/budget/student competencies, purchase of new instructional materials and equipment, or adoption of a new safety policy.

Advisory committees are needed to assist. The advisory committee helps the instructor(s) and/or administrator carry out specific activities. These activities could include judging competitive skill events, setting up a scholarship program or working to identify and arrange meaningful structured learning experiences (SLEs) for students in the program.

Advisory committees are needed to advocate. The advisory committee promotes the CTE program throughout the community and strives to improve the relationships between CTE educators, business/industry partners, and/or the community. Promotion or marketing could include talking to legislators, speaking for career and technical education at board meetings, writing articles for local newspapers or obtaining media coverage for special events.

Northwest Arkansas Advisory Council (NWAAC)

This advisory committee was initiated in 2015 and consists of a partnership between the school districts of the Northwest Educational Service Cooperative and many business, industry, government, and economic development partners. This meeting is held annually.

Purpose of the Northwest Arkansas Advisory Council

Workforce Innovations and Opportunities ACT (WIOA) promotes alignment of workforce development with economic development with coordinated planning and service delivery strategies. States will develop a single unified strategic plan for core programs to prepare an educated and skilled workforce meeting the needs of employers. WIOA promotes work-based training-matching employers with skilled individuals.

The NWAAC will accomplish the following:

1. Establish platforms for follow-up between employers, postsecondary schools and secondary career training programs.

2. Demonstrate to employers the desire to meet their workforce needs by improving what we teach.
3. Identify and target in-demand and high growth occupational fields in the economic region.
4. Align secondary and postsecondary CTE program(s) for smooth career pathway transition.
5. Determine skills gaps due to undersupply of workforce training program completers in high demand fields.
6. Obtain recommendations for program course additions and changes.
7. Determine appropriate skills training for students.
8. Find grant opportunities for specific skills set training to improve placement and the economy.
9. Identify and promote dual and articulated credit.
10. Identify preferred or required industry certifications.
11. Determine stakeholders that should participate in future regional advisory councils.
12. Get current, relevant, and local labor market information in the hands of students, parents, counselors and school administrators so they can make informed education and training decisions.
13. Find employers willing to participate in career awareness activities for students with job shadowing, speaking in the classroom, career fairs, industry tours for interested students, mentorships for serious students, and internships for work-based learning.
14. Find employers willing to share equipment or tools with students for hands-on learning.
15. Evaluate current program placement effectiveness and set goals to meet pathway expectations in postsecondary and employment.
16. Collaborate to promote attention in high demand occupational areas with low student awareness or interest.

Program Advisory Committees

In addition to the NWAAC, smaller advisory councils should be organized by program of study for the purpose of conducting focused discussions, advice, and planning for that program of study. Members of a local advisory committee will include but are not limited to the following:

- appropriate administration including the Assistant Superintendent
- CTE Department Chair
- teacher(s)
- business/industry representatives
- associated community partners
- student(s)

**Please note: An agenda, sign in sheet, and minutes of the meeting will be kept and submitted to Mrs. Toland within one week of the meeting for documentation purposes. (See Appendix for sample agenda.)

Community Involvement

It is imperative that we work together to grow our workforce. Alone we accomplish nothing. The Gentry School District has identified six areas of focus to assist in accomplishing this:

1. Invest in and promote higher education and certifications
2. Increase CTE Program awareness across the district and in our community
3. Improve our advisory committee events
4. Implement job shadowing and internship opportunities
5. Increase our partnership base
6. Increase core and CTE cross-curricular connections and opportunities

Local Resources for Increasing Community Involvement in Your Program of Study

Christie Toland, Assistant Superintendent	736-2253	ctoland@gentrypioneers.com
Jacque Smith , Parent Engagement Facilitator	736-2667	jsmith@gentrypioneers.com
Brae Harper, Perkins CTE Coordinator	736-2253	bharper@gentrypioneers.com

Examples of Ways to Increase Community Involvement

1. Student field experiences
2. Teacher field experiences
3. School visits and/or video by industry representative
4. Skype, Google Hangouts, and other digital methods
5. Teacher externships
6. Student internships
7. Advisory councils

Please note: Community involvement and establishing partnerships extends beyond receiving money or items from a partner. Our goal is to establish equal and mutually beneficial partnerships with our business and industry partners and all stakeholders.



PROGRAM EVALUATION AND DATA REPORTING

The Assistant Superintendent is responsible for collaboratively designing, reviewing, and evaluating programs of study in his/her district or cooperative area as well as reporting data to the Arkansas Department of Workforce Education for the purpose of meeting the Department's Strategic Plan Goals and Objectives.

As a result of the collaborative nature of this responsibility, the Assistant Superintendent will need specific data reported to him/her in a timely manner in order to meet the deadlines set forth by the Arkansas Department of Career Education. This is a professional responsibility of all CTE Department employees.

Program Review and Design

Individual program reviews will be conducted in the Spring semester of each year for all programs by the Assistant Superintendent. Regular program review and evaluation is essential to maintaining effective and current programs. Advisory committees may be organized for the purpose of program review and/or design to determine technological applications/change and community need in terms of program offerings and need for improvement.

Why do we evaluate/review programs?

1. To support new funding initiatives
2. To improve instruction and to get accurate measurement of accomplishments
3. To enhance partnerships and public relations
4. To ensure the effectiveness and relevance of our programs of study

The following reflective questions will be used for a program review:

1. What are the goals of the program? Is the program accomplishing its goals? How does it know?
2. Is the program currently on probation? If so, what steps have been taken to place the program back in good standing? Do circumstances exist that may cause a program to be modified or discontinued?
3. Have new initiatives or programs been launched or considered in the past year? Are they being considered in the future? How will new initiatives or programs be launched in the future?
4. Do constituents share the impressions of staff concerning the health and relevance of the program?
5. Are there important goals the program is not measuring and consequently is not considering adequately in planning?
6. If the program fails to meet its goals, does it have information to help it make improvements?
7. If the program is accomplishing its goals, does it have information to set new goals and remain on the cutting edge?

Data and information that will be used in a program review/evaluation can include but is not limited to the following sources:

1. Career Interest Inventory and skill assessments
2. CTE EOC assessments
3. Student enrollment
4. Completers
5. Pass/fail rate
6. Graduation rate
7. Placement data
8. Local, regional, and national employment trend data
9. Certifications, internships, and apprenticeships achieved
10. Projects completed or in progress
11. Community partnerships/involvement

Data Reporting

The following data will be collected and submitted at various times during the school year. **(See Calendar of Events for specific deadlines.)**

***Interest Inventory and Skills Assessment**

- **CTE Teacher:** Administer the assessments to all students prior to the Friday after Labor Day. Save the summary report provided by the CTE Secretary in your Technical Assistance Visit folder in your Google Drive.

Assistant Superintendent: Analyze, distribute, and publicize a summary of results of the assessments to applicable teachers, administrators, counselors, and stakeholders.

Completers

CTE Teacher: Compile data electronically and send to the CTE Secretary prior to the deadline published in the Calendar of Events.

CTE EOC Testing Documentation and Reports

CTE Teacher: Complete and submit a copy of required paperwork (ethics acknowledgement, accommodations forms, etc.) provided by the Data and Testing Coordinator and/or CTE Coordinator during the annual testing training. A hard copy will need to be kept in your testing folder in case of monitoring and an electronic copy in your electronic TAV folder for submission to ACE.

Assistant Superintendent: Collect and store documentation and reports from data site for future TAV monitoring.

Certifications

CTE Teacher: Compile the names and years of students who earn certifications and submit to the CTE Secretary prior to the deadline published in the Calendar of Events.

***Any cost for a certification test will be the responsibility of the student. The cost may be covered by Perkins, if requested and approved in advance and the student successfully completes the certification.**

Placement

CTE Teacher: Compile the names of students who earn certifications and submit to the CTE Secretary prior to the deadline published in the Calendar of Events.

CTE Secretary: Enter names and information provided by CTE Teachers into the Perkins Portal prior to the deadline published by ACE.



Policies

The policies listed below as CTE policies are the policies adopted by the Gentry School District Board of Education. A copy of these policies can be found in each school building office, the Superintendent and Assistant Superintendent's office for review. They can also be found online at www.gentrypioneers.com

Cash Management

INTRASCHOOL FUNDS

Policy GAMD

Revised 12-20-01

School employees are advised that they assume complete responsibility for funds in their care. Teachers should deposit funds daily with the Principal or person designated by him/her. A receipt will be furnished for all funds deposited with the Principal or his/her designee. The following procedures, while not all inclusive, are mandated as minimum board requirements for the management of intraschool funds:

1. All currency, coins, checks, and/or all other monetary medium, hereafter called money is to be received, receipted, and should be deposited on a daily basis.
2. All money collected by teachers shall be brought to the school secretary by the end of the work day and receipted that same day. No money is to be left in the classroom at the end of the school day.
3. Wire transaction deposits shall be receipted on the day that notice of deposit is received and/or verified by the bank.
4. When money is received, the person submitting the money and the secretary shall agree to the amount given prior to a receipt being written.
5. When a receipt has been written, the money becomes the responsibility of the person signing the receipt.
6. No alterations to receipts will be made without reporting the reason for the alteration to the principal. The supervisor and person who originally signed the receipt shall initial by the alteration. A written explanation as to the reason for the alteration shall be attached to the receipt.
7. All money on hand shall be placed in a locked fire-rated cabinet until the deposit is made. Only the principal and/or assistant principal and school secretary shall have access to the cabinet key and access to the cabinet.
8. No purchase, using school funds, will be made with cash unless made from the petty cash fund as governed by A.C.A. 6-20-409 or other applicable code(s). At all times the paid invoices in the petty cash fund and the sum of the money within the fund shall equal the fiscal year beginning amount of the fund balance.
9. All activity purchases must have prior approval of the principal at the campus where the activity exists.
10. All purchases with which district funds will be expended must be made by purchase order and have prior approval of the principal and superintendent before the money is obligated.
11. Money collected at nighttime activities shall be the responsibility of the activity sponsor. The athletic director shall be responsible for the safekeeping of funds collected at nighttime or weekend events. The athletic director may designate another school employee to complete the collection process but retains the responsibility for the money. It is suggested that arrangements be made with the bank that holds the activity account to allow nighttime drop-off until the money can be properly receipted the next business day.
12. All irregularities are to be reported immediately to the superintendent.
13. Any deviation in the above procedure shall be grounds for disciplinary action up to a recommendation of termination of contract.

Conflict of Interest

Gentry School District employees are required to submit ethics acknowledgement paperwork each year.

Procurement

BID SOLICITATION

Policy DJEDA

Revised 2-17-92, 1-20-97,
5-20-02, 5-17-04, 1-17-11
March 13, 2017

The Gentry Public School Board of Education, or its designated purchasing agent, will solicit bids, either written or by telephone, for all purchases of commodities in which the purchase price is estimated to equal or exceed ten thousand (10,000) dollars. With Board approval, some items may be purchased without bid using the Arkansas State Purchasing Contract or other pre-bid items from Purchasing Associations that have been approved by the state and of which the district is a member.

Purchasing practices are regulated by State Code. Because of this, changes made to state law are hereby incorporated into this policy as of the date the law is changed and become effective at that time without any action required by the school board.

Quotations, received by telephone, will be recorded on a bid tabulation form which will be filed with the voucher that authorizes payment for the commodity. No less than three quotes shall be obtained by the purchasing official designated by the school board. The purchasing official may reject all bids and may purchase the commodity by negotiating a contract. If the purchasing official, after rejecting all bids, determines that the purchase should be made by negotiation, then each responsible bidder who submitted a bid shall be notified of the determination and shall be given a reasonable opportunity to negotiate.

In soliciting bids for the purchase of a commodity, the designated purchasing official shall not impose qualifications or specifications that unreasonably restrict competition for the purchase of a commodity; nor shall the purchasing official include the name or identity of any specific vendor within the specifications.

The hereinafter listed commodities may be purchased without soliciting bids:

1. Commodities in instances of an unforeseen and unavoidable emergency. No such emergency purchase shall be approved by the Superintendent unless a statement in writing shall be attached to the purchase order describing the emergency necessitating the purchase of such commodity without competitive bidding.
2. Commodities only from the Federal Government.
3. Utility services, the rates for which are subject to regulation by the State agency or a federal regulatory agency.
4. Used equipment and machinery.

The following criteria shall be used if the superintendent or purchasing agent has determined that an item is available only from one source. The justification for a sole source will include:

1. Why the service or product is needed;
2. The method(s) used to determine that a lack of responsible or responsive competition exists for the service or product;
3. How it was determined that the proposed provider possesses exclusive capabilities;
4. Why the product or service is unique;
5. Whether there are patent or proprietary rights which make the required service or product unavailable from other sources;

6. What the district would do if the provider/service product were no longer available
7. Any program considerations which make the use of a "sole source" critical to the successful completion of the district's mission.

If the purchase is for capital improvement and the estimated cost is:
\$20,000 - \$24,999

- The project must be advertised at least one time in a newspaper of general circulation in the county or in a trade journal reaching the construction industry. Bids are to be received in a sealed envelope and must remain sealed until the date and time given as the deadline for the receipt of bids. Bids cannot be awarded until seven days after the first time the project was advertised in the newspaper. (A.C.A. 22-9-203)
- A 5% bid bond or certified check in the amount of 5% of the bid shall accompany all submitted bids. (A.C.A.22-9-203)
- Successful bidder shall provide a performance bond for 100% of contracted amount. (A.C.A.22-9-203)
- Contractors must hold a valid Arkansas State Contractor's License (A.C.A.17-22-101)

\$25,000 - \$49,999:

- All of the above.
- An Arkansas licensed engineer must design all aspects of the project that involve engineering. (A.C.A. § 22-9-101)

\$50,000 - \$74,999:

- All of the above with the exception that bids must be advertised two times (1 time per week) and bids cannot be awarded until fourteen days after the first time the project was advertised in the newspaper. [Ex: The ad is run on Monday, the 1st; again on Monday, the 8th; and bids are opened and awarded on Monday, the 15th.] (A.C.A. § 22-9-203)

\$75,000 - \$99,999:

- 2. All of the above.
- The bid documents shall contain statements that encourage the participation of small, minority, and women business enterprises, (A.C.A. § 22-9-203)

\$100,000+ :

- All of the above.
- An Arkansas licensed architect must design the project. (A.C.A. § 17-14-302)

At the bid opening, the Board of Education shall name an "apparent low bidder" whose status reflects either the lowest bid amount or other factors which deem that bidder's bid to be most advantageous to the school district. If the "apparent low bidder" status does not coincide with the lowest bid amount, the Board of Education shall issue reasons why the lowest bid amount is not the most advantageous to the district. Such reasons shall be incorporated into the written minutes of the meeting.

After naming an apparent low bidder the Board of Education shall direct the Superintendent of Schools to verify that the bid complies with all bid specifications and requirements, and if so, formally award the bid to the apparent low bidder. No bid shall be awarded, except in emergency situations, sooner than the sixth (6th) day after an apparent low bidder has been named.

Ref. Ark. Act 639 of 1983, A.C.A. 6-21-301 ~ 305, A.C.A. 18-44-503, A.C.A. 22-9-203, et al

Property

Personal Property

Items purchased by the teacher with his/her own funds to be used as teaching aids in the classroom shall be considered as his/her personal property. These items should be labeled as personal property.

Donated Property

Items which have been purchased by any individual or group, including parent support groups, become the permanent property of the district.

Inventory of Fixed Assets and Equipment Policy DJEDAA

Go to

<https://www.gentrypioneers.com/state-required-information/required/School%20Board/School%20Board%20Policies/FY24%20Board%20of%20Education%20Policies.pdf> to view the full policy

Use of District Computers Computer Network and Internet Acceptable Use Policy EH

Go to

<https://www.gentrypioneers.com/state-required-information/required/School%20Board/School%20Board%20Policies/FY24%20Board%20of%20Education%20Policies.pdf> to view the full policy

Information Technology Policy

Go to

<https://www.gentrypioneers.com/state-required-information/required/School%20Board/School%20Board%20Policies/FY24%20Board%20of%20Education%20Policies.pdf> to view the full policy.



Procedures

Equipment

1. Items purchased for your program of study costing more than \$1000 are considered equipment and will need a building level white inventory tag. Items purchased costing more than \$2500 will need a blue district level inventory tag. Any equipment considered Technology, will also have a red inventory sticker.
2. All equipment must be permanently labeled with year purchased, program, white building inventory tag, blue district inventory tag and/or red technology inventory tag.
3. All equipment is kept on record in APSCN with the district and state offices.
4. Any changes in room numbers, teachers, location, or condition of equipment must be reported through email to Mr. Harper and **Megan Smith** as soon as the change is known.
5. Inventory will be taken on all equipment once each year, during May. (See Inventory Procedures for details.)
6. Teachers are responsible for the location, usage, care, and condition of their equipment.
See Appendix for Equipment documentation and record keeping form.

Field Experiences

1. District transportation policies and procedures will be followed when requesting, approving, and scheduling field trips for CTE students and staff. Call the Transportation Department with specific questions. 736-2022
2. Availability of busses and shuttle schedules will impact travel plans. Plan ahead and collaborate with transportation early in the process. **A field experience must not interfere with pick up or dismissal times.**
3. A field trip request form must be filled out and submitted to the school office for entry at https://docs.google.com/a/gentrypioneers.com/forms/d/e/1FAIpQLSddnHVajzxmHJtcRqJfR45f5W3S-2yc2CWQjBWZMRvK_i58Cw/viewform **at least two weeks prior to the planned field experience.**
4. Approval or denial of request by the principal and Jason Barrett, Director of Facilities and Transportation will follow.
5. A parent field trip permission form must be completed and on file for each student who will participate in the planned activity. (See Appendix Forms)
6. If any of the costs of the activity will be paid for with Perkins funds, a Prior Approval form along with a copy of the original field trip request form must be submitted to **Jannie Casebeer** for approval **at least two weeks prior to the activity.**
7. **At least one sponsor/coach/teacher must be on each bus.** Sponsors are to assist the driver with managing the students and are required to maintain a safe, orderly atmosphere on the bus.
8. A seating chart must be prepared in advance and given to your building principal and **Megan Smith** **prior to travel date** and the driver at the time of boarding.

Please note: Perkins funds will not cover student costs for travel or their activities.

See Appendix for Field Experience Request and Parent Permission forms.

Inventory

Classroom Inventory:

Inventory in your classroom should be performed once a year – in May. This inventory should be turned in to **Megan Smith** by the last day of May. The inventory should be completed in the shared Google Doc for your program and should include (but not limited to) the following:

- Computers
- Monitors
- Printers
- Scanners
- Laptops/tablets
- ipads/chromebooks
- Cameras
- Equipment

This includes items purchased with Perkins Grant funds as well as items on your minimum requirement list. The minimum requirement list for each program can be found in the *Career and Technical Education Program Operational Guide* at www.arcareereducation.org or contact Mr. Harper for more information.

Repairs:

Step 1:

Depending on the type of equipment in need of repair submit a technology workorder(support@gentrypioneers.com) or a maintenance work order at <https://login.myschoolbuilding.com/msb?acctNum=583760598&productID=MD> The Technology department and/or Maintenance department will determine if the equipment can be fixed in house.

Step 2:

Contact **Megan Smith**

Step 3:

If repair or replacement is needed, follow the purchasing procedures and submit a purchase requisition for repairs or replacement and submit to Mr. Harper and **Jannie Casebeer**.

Care of Equipment:

1. In your classroom, some method of equipment distribution and protection should be established. Tools and equipment should be color coded, etched, or otherwise clearly identified to minimize theft and vandalism. Tool and storage areas should be kept locked. This should be a part of a good classroom management system and students should be taught the value of the tools and equipment they are using.
2. District equipment and facilities are not to be used for personal projects. To do so, constitutes theft or misuse of public funds and can result in disciplinary action up to termination.
3. Periodic inventory should be done to discover any missing tools, equipment, materials, etc. All items must be accounted for. As new equipment is added, it should be added to inventory. It is the teacher's responsibility to keep up with all equipment in his/her laboratory. Stolen or missing equipment should be reported immediately to the principal, Mrs. Toland and Jannie Casbeer.
4. Under no circumstance may a teacher sell or otherwise dispose of equipment. Equipment that is no longer needed or operational should be discussed with the principal, Mr. Harper and **Megan Smith**. If the principal and Mr. Harper agree that the equipment should be disposed of or reassigned, the teacher will be notified and the appropriate paperwork will be completed to remove, reassign, or change the inventory in APSCN. Documentation that the equipment has been removed or reassigned should be maintained in the teacher's records.

CTE Equipment Inventory forms are kept electronically by **Megan Smith.**

Purchasing Procedures for CTE Funds and Activity Funds

Your building principal is responsible for the support of Career and Technical Education through his/her site budget. Any items that are not purchased with Perkins Grant funds will need to be requisitioned and purchased according to your building level purchasing procedures. This includes minimum equipment replacement or purchase requests, textbooks, supplemental materials, and general materials and supplies that are not covered with Perkins Grant funds. Any items or activities purchased with local activity funds will also adhere to building level procedures for requisition and purchasing. Purchases and activities for the CTE program will require approval from the Assistant Superintendent. For more information, contact **Jannie Casebeer** or your building principal.

Purchasing Procedures for Perkins Grant Funds

1. Teacher discusses the need with Mr. Harper and the building principal..
2. A Teacher Request for Perkins Project is filled out.
3. Teacher Request for Perkins Project must include the following:
 - address, department, and room number that the item(s) will need to be shipped to
 - vendor name, address, and fax number
 - copy of shopping cart if online vendor
 - copy of item(s) from catalog if ordering from one
 - item number, quantity desired, price of each item, and total cost
 - Don't forget to include tax and shipping!**Teacher Request for Perkins Project must be filled out completely or it will be returned.**
4. Upon completing the paperwork for Perkins Teacher project email a copy to Mr. Harper and Megan Smith for approval. If the request cannot be approved as submitted, the individual will be notified and next steps will be discussed
5. If approved for funding, **Megan Smith** will request the purchase order(s) and complete the ordering process.

PLEASE NOTE THAT THE PURCHASE ORDER REQUISITION DEADLINE FOR PERKINS GRANT FUNDS IS **MARCH 15 OF THAT AWARD YEAR. This includes requests for June professional development paid for with Perkins funding if any funding is available.**

PLEASE NOTE THAT THE PURCHASE ORDER REQUISITION DEADLINE FOR THE NEXT FISCAL YEAR PROFESSIONAL DEVELOPMENT AND TEACHER PROJECTS PAID FOR WITH PERKINS GRANT FUNDS IS **April 2.**

Safety Requirements

CTE teachers of students who participate in lab activities and work-based learning experiences are required to complete safety training annually. Teachers responsible for conducting a lab program are required to document the following:

- Evidence that ALL students passed a written safety test with a score of 100% prior to working in the lab.
- Evidence that students successfully demonstrated, in the presence of the teacher, the proper use of all power equipment.
- Evidence that there is a well-established safety procedure for the lab, including any emergency procedures, and that students are well-informed of the procedure.

Guidelines

1. Safety posters in English and Spanish should be displayed in all labs.
2. Proper guards must be utilized on all equipment. Any equipment that does not have a guard must be rendered inoperable.
3. Danger zones should be clearly marked.
4. Non-skid substances (or surfaces) should be placed in front of each machine.
5. The maximum number of students enrolled in each CTE class will be no greater than the number who can be provided safe and effective instruction commensurate with the standards of the applicable industry and no greater than the number of classroom or laboratory workstations.
6. The school nurse must be notified immediately when an accident occurs.

Protective Eye Devices in Public Schools

1. Eye protection is required by law and MUST be worn at all times when equipment is in use.
2. Safety glasses are provided either to each student, or assigned to each student and properly sterilized after each use. If glasses are provided to each student; one pair is provided, and if lost or broken by the student, must be replaced by the student.
3. If a student receives an eye injury, the principal and school nurse must be notified immediately.

Travel

District employees will from time to time have opportunities to engage in programs or activities which will lead to their professional growth, expansion of skills, or increased job competence. Some of these opportunities will be available at the District level or School level. Others require travel outside the Gentry School District. The costs associated with professional development, if paid by the employee after receiving prior approval from immediate supervisors, will be reimbursed according to established reimbursement procedures. The following procedures are district guidelines regarding reimbursement of expenses:

Mileage Reimbursement

When privately-owned motor vehicles are used for authorized travel on District business away from their "official station", the owner can claim reimbursement at the current mileage reimbursement rate for state employees. "Official station" is the geographic location or "address" where the employee normally reports for duty and/or spends the majority of his/her productive time. When multiple employees travel to the same location, they are encouraged to travel together. Employees are encouraged to use District vehicles through the Transportation Department.

Mileage reimbursement will be limited to professional development receiving prior authorization from immediate supervisors. Reimbursement requests are to be made after returning on the "District Travel Expense" found on the district website on the Departments Tab\ Administration\District Forms. A document of attendance is to be attached to the form. **Travel receipts, including meals, lodging, and mileage, must be turned into Megan Smith within 5 business days from the return of the trip.**

Meal Reimbursement

When school business requires travel meal reimbursement shall be based on actual expenses of meal and gratuity as documented by receipts from the institution at which the meal was obtained. The maximum "tip" allowed as part of the reimbursement shall be no more than 15% of the cost of the meal. The maximum reimbursement per day shall be (\$35) thirty-five dollars. No reimbursement shall be made without appropriate documentation. **Employees must submit detailed receipts, not credit card summary. (Note: Tips cannot be included on Perkins reimbursements and we must follow the meal breakdown for Perkins, but not to exceed the district allowance)**

Meal reimbursement for Perkins funded travel will only be reimbursed when travel requires overnight lodging.

Lodging

Lodging can be paid when it is outside a 100 mile radius and approved by your supervisor and the business office. Staff members are encouraged to share rooms with the same gender in order to reduce the overall cost to the district. The maximum amount allowed for lodging is limited to the regular federal per diem rates for travel within the continental United States (www.gsa.gov) for the locale visited, unless the lodging is located on-site for a convention or other professional development meetings. Receipt from lodging must be turned into Jannie Casebeer within 5 business days from the return of the trip.

*If an employee cannot attend an event, Mr. Harper, Jannie Casebeer and building principal must be notified, and it will be the employee's responsibility to cancel all reservations and registrations. If the employee fails to notify Mr. Harper, Jannie Casebeer and building principal and cancel, the employee will be personally responsible for all costs incurred.

See Appendix for Travel forms.

Professional Development

All professional development for CTE teachers must be approved by the direct supervisor and Mrs. Toland **prior to registration** for the event. Any professional development request to be paid from Perkins funding must be accompanied by a Perkins Prior Approval form. This form must be accompanied with the following information:

1. Title of event
2. Date and time of event
3. Name of person attending the event (each person attending must fill out a form)
4. Location of the event
5. Registration form
6. Call Sub teach and schedule a substitute, if approved and applicable

If lodging arrangements are necessary and approved, please contact **Megan Smith**. Do not make lodging and/or travel arrangements without contacting **Megan Smith** first.

Please refer to the district's Professional Development manual which can be found in the appendix of this manual for yearly professional development requirements and additional general information. If you have questions about professional development, please contact the Federal Program Coordinator, Brae Harper at bharper@gentrypioneers.com

See Appendix for forms.



PERSONNEL LIST

Gentry School District Career and Technical Education Personnel List

2024-25 School Year

Name	Location	Program of Study/Position
Christie Toland	Central Office	Asst. Superintendent
Brae Harper	Central Office	Federal Programs Coordinator
Justin Blanchard	GHS	Principal
Megan Smith	Central Office	Secretary
Kendra Crouse	GHS	Medical Professions
Kendra Crouse	GHS	Sports Medicine
Lonnie Moll	GHS	CNA/PCA+
Joni Wilson	GHS	Business
Loren Babcock	GHS	Computer Science
Tonya Sweeten	GMS	Business
Codey Mann	GHS	JAG
Amanda Dobbs	GHS	FACS
Christie Smith	GMS	FACS
Wendy Jackson	GHS	Agriculture
Janae Fairchild	GHS	Agriculture
	GHS	Med/Heavy Truck Technology
Vester Cripps	GHS	Fire Safety/First Responder



CALENDAR OF EVENTS

2024-25 School Year CTE Dates of Importance

July 1	Fiscal year begins for Perkins
August 30	Deadline for reporting certifications for May/June graduates
September 1	State Start-Up Application submission process opens for the upcoming academic year
September 10	Unverified Course Pull sent to Coordinators for review
September 25	CTE Coordinators/Single LEAs notified of POS flags
September 30	-Semi-Annual Expenditure Report due for the period January 1-June 30 -Last day to make an course code changes -Last day to make an changes to POS that were flagged
October 1-Dec 15	DCTE Program Approval visits
October 15	Last day to invoice subscriptions, software, and supplemental curriculum used August-June of current academic year
November 1	Deadline to submit state start-up applications for upcoming academic year
December 15	Prior year state start-up reimbursements due
January	Start-up information released and posted to DCTE website
January 31	Semi-Annual Expenditure Report due for the period of July 1-December 31
February 15	Deadline to invoice subscriptions, software, and supplemental curriculum used only January-June
March	DCTE provides mergeable Completer Certificate Template and Excel spreadsheet
Late April/Early May	-Annual DCTE/CTE Coordinators meeting -Annual presentation of CTE Coordinators Manual with Perkins Guidance -CLNA completed -Perkins request forms sent out for FY23 project requests
May	-Letters of Intent to Fund sent out to Coordinators -Placement information for Concentrators from the previous academic year sent to CTE Coordinators for review
May 1	Deadline to leave or join a consortia
May 1-15	-Perkins Portal opens for CTE Coordinators and Single LEAs to submit substantially approvable Perkins requests for the upcoming academic year. -Comprehensive Local Needs Assessments must be submitted to Dr. Lydia McDonald with Local Applications



Appendix A

District Forms



Appendix B

Perkins Forms



Appendix C

ADE Rules for Professional Development