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Charlie Palmer, Au.D.

Russellville School District is a unique place. Yes, it is a school district, and there are about 250 of those in the state but still, it is different. How is it different? That is the purpose of this publication; to illustrate how the RSD approach is uniquely structured to provide the children in this community the skills, traits, and abilities they will need in order to be successful in the world in which they will live.

At RSD, we believe that test scores are just a part of the picture that make up a successful student experience. Many districts hang their hat on standardized test scores. The truth is, many students are going to score “proficient” on standardized tests simply due to the fact that they come from situations where education is stressed and their home life is good. A school district could simply stop at the point of the student becoming proficient, and feel like they had done their job. In actuality, those students who are inherently proficient or advanced have needs well beyond their standardized test scores.

At RSD, we believe that students should be met where they are and moved up. Students must have a foundation that will help make them successful. We believe that it takes special programs that offer opportunities beyond mastering basic skills. The district must provide opportunities for growth and encourage students to begin to think about what they will become “when they grow up,” and work to instill in them a sense of positive self-worth, patriotism, and civic responsibility. They have to be shown the pathway to reach their career goals, and the district has to provide the opportunities for them to obtain them. Thanks to great community support, we have the means to provide those opportunities that most districts cannot provide. And we do provide them.

You will see this approach in action in this publication. You will see student needs being met, students being challenged, and a wide-ranging educational program that is producing doctors, attorneys, engineers, teachers, carpenters, welders, and so on.

Russellville School District is definitely different. Helping our students reach their goals is not just an idea at RSD, it is the expectation.

Yours in education,

Randall W. Williams

Randall W. Williams

Superintendent

Russellville School District



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**We Proudly Support
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**Class
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Success starts early

People spend every day of their lives learning something, even if they are not in school. At Russellville School District, we want to take every available opportunity to help a child grow. This is why RSD is proud to offer a Preschool Program to students beginning at age three. Students in the RSD Preschool Program are able to become adjusted to public school at an early age.

The curriculum in the RSD Preschool Program is aligned to RSD K-12 curriculum which gives students the opportunity to explore a variety of materials and grow to love learning in a school community at an early age. Students who enroll in a high quality Preschool Program like ours have the greatest chance of succeeding in school.

Kathleen McCartney, PhD, dean of Harvard Graduate School of Education, agrees.

“There’s increasing evidence that children gain a lot from going to preschool,” McCartney said. “At preschool, they become exposed to numbers, letters, and shapes. And, more importantly, they learn how to socialize — get along with other children, share, and contribute to circle time.”

Students in our Preschool Program have the opportunity to explore science, language, math concepts, literacy/writing, art, music, movement, and drama. They get to complete fun, hands-on activities that teach them valuable lessons. Students also get to choose among a variety of activities that encourage language development and reasoning.

For Hope Statham, Lead Preschool Teacher and Building Lead at Sequoyah Elementary, the program is a blessing.



“The RSD Preschool Program sets the path for children to succeed academically and socially throughout their educational careers.”

“The Russellville School District Preschool Program stands out in the community for many reasons,” Statham said. “Each preschool classroom is an amazing place where nurturing support is provided in a unique, stimulating environment, especially suited to the social and cognitive needs of children 3-to-5 years old. The RSD Preschool Program sets the path for children to succeed academically and socially throughout their educational careers.”

Students enrolled in the Preschool Program have the same school year and school day as the rest of the district, which prepares them for the next 13 years of school. All classrooms are located on five RSD elementary campuses with a full-time registered nurse and safe room on-site. Special needs services and the school district child nutrition program are also available to all preschool children. All of the preschool classes are taught by teachers fully licensed in Early Childhood Education, with assistants in the room that are also licensed or highly qualified. RSD is proud to offer a maximum student to staff ratio of no more than 10-to-1 in the Preschool Program to provide the most engaged learning environment possible.

RSD believes in preparing students for their future, and the Preschool Program is a great way to begin. We are proud of this program and the wonderful opportunities offered to students so early in their learning careers.



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Building a family



Each year, schools across the country get a new batch of teachers. For some of these teachers it is the first time they will be leading a classroom on their own, and for others they are moving into a new school, grade, or position. No matter what field you are in, a new job can be a daunting experience. That is why Russellville School District began the New Teacher Academy.

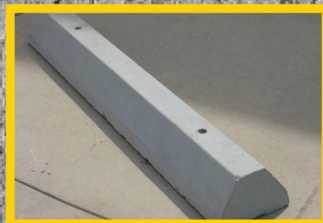
“We started the New Teacher Academy six years ago to not only provide support for our new teachers coming into the District, but to also welcome them into the RSD family,” said Alene Bynum assistant superintendent of curriculum and instruction.

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New Teacher Academy is a mentoring program that aims to support newly hired teachers and provides essential professional development, team building, and mentoring to the new teachers throughout their first year at RSD. Each summer, the newly hired teachers spend three days being introduced to the District. The teachers meet administration and their mentors, learn about District policies and procedures, and participate in team building activities.

Mentoring is a huge part of the program. For brand new teachers, they have a mentor in their building that works with and checks-in with them throughout the year.



The first year of teaching can be overwhelming for some new teachers, so we want them to feel like they have someone in their corner throughout the year.





Experienced teachers are also paired with a teacher in their building who they can ask questions or bounce ideas off of. “The first year of teaching can be overwhelming for some new teachers, so we want them to feel like they have someone in their corner throughout the year,” said Bynum.

The new teachers also participate in milestone professional development days throughout the year. These days allow the administration to check in with the new teachers and gives the new teachers opportunities to ask questions and gain feedback.



The New Teacher Academy program concludes with a luncheon at the Center for The Arts. “The luncheon is a celebration for finishing their first year,” said Bynum. During the luncheon, the teachers listen to a guest speaker in the education field, and are presented with a glass apple that commemorates their accomplishment of finishing their first year in the District.



NEW TEACHER ACADEMY IS A MENTORING PROGRAM THAT AIMS TO SUPPORT NEWLY HIRED TEACHERS AND PROVIDES ESSENTIAL PROFESSIONAL DEVELOPMENT, TEAM BUILDING, AND MENTORING TO THE NEW TEACHERS THROUGHOUT THEIR FIRST YEAR AT RSD.

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Not your ordinary curriculum



When you think about what students are learning in elementary school your mind usually goes to learning addition and subtraction, ABC's, and to read and write.

At Russellville School District, those fundamentals have and always will be taught, but you might not know that our students are also learning coding, reading complex text, and engineering.

Over the past three years, RSD has made a commitment to providing District-wide curriculum at the elementary level in math, literacy, and science. Eureka Math was the first curriculum adopted by the District in 2015. Eureka Math provides students with practical skills and engages them in higher order thinking by teaching them the Base-Ten System, math facts, practical application, multi-step problem solving, collaboration, critical thinking and explanation, and multiple approaches to solving problems.

Eureka Math also has online parent overviews that explain what the student is being taught in the classroom, and gives examples and tips that parents can use at home to help their child.

For fifth-grade math teacher Pam Grimes, the new math curriculum is a balanced approach that is helping students gain a deeper understanding of math principles. "This is our third year to use Eureka Math. Each year, the students come to fifth grade with more understanding of place value, fractions, and operations. They are equipped with a variety of strategies to use when solving problems. Our math team agrees that this rigorous program gives the students a strong foundation to build upon for future math learning."

The next curriculum the District worked on obtaining was a literacy curriculum and The Houghton Mifflin Harcourt Journeys reading program was selected for kindergarten through fourth grades this fall. A committee of elementary teachers helped to select this curriculum and selected it because it meets the diverse needs of all of our students. The program includes the key elements of reading instruction, and is based on current research and best instructional practices advocated by classroom teachers, administrators, teacher educators, and policymakers.

"The Journeys program supports students by providing them with the literacy skills they need to succeed in college and the workplace: close reading comprehension skills, critical thinking skills, and oral and written communication skills," said Chris Barnes, Elementary Curriculum Director. "We are excited to have this resource in our District."



“

Each year, the students come to fifth grade with more understanding of place value, fractions, and operations. They are equipped with a variety of strategies to use when solving problems. Our math team agrees that this rigorous program gives the students a strong foundation to build upon for future math learning.”



This spring, students in kindergarten through fifth grades will begin the new Project Lead the Way (PLTW) Launch program for their science curriculum. The program encourages students to adopt a design-thinking mindset through activities, projects, and problems that build upon each other and relate to the world around them.

Students will engage in hands-on activities in computer science, engineering, and biomedical science, while learning to become collaborative problem solvers.

Last year, the program was piloted by Sequoyah Elementary, and the teachers saw great results. "PLTW is teaching my students to become real problem solvers," said Gina Eason, fourth grade teacher. "They are learning to model, evaluate and explain their thinking, and then revise their thinking when something doesn't work. They look forward to Project Lead the Way every day, and are quickly becoming our future engineers."

At RSD, we want to prepare all of our students for the world they will one day live in. This means that we will continue to focus on the core subjects while also teaching them to be critical thinkers, problem solvers, and prepared for an ever-changing future.



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CAREER PATHWAYS

Your success is our goal

One of the most common questions students are asked is, “What do you want to be when you grow up?” For some, that answer is easy, but for others it’s a question they never really figure out. At Russellville School District, discovering our students’ plan and helping them achieve that plan became our mantra, especially at Russellville High School and Russellville Junior High School.

For the past three years, RSD has focused on college and career opportunities for our students, and at RJHS and RHS the concentration has been to help our students develop their future career path. At



RJHS, students begin taking assessments that show what career cluster they are interested in based on the 16 Career Clusters in the National Career Clusters Framework. Students can then take classes at RHS that match these career clusters or match one of the three career pathways that are also available at RJHS and/or RHS.

For Principal Sheila Jacobs, it is about helping students discover their strengths, talents, and passion. “We believe it is important that students be provided the opportunities to explore their career interests and develop a viable plan for transitioning from high school into college and/or the workforce.

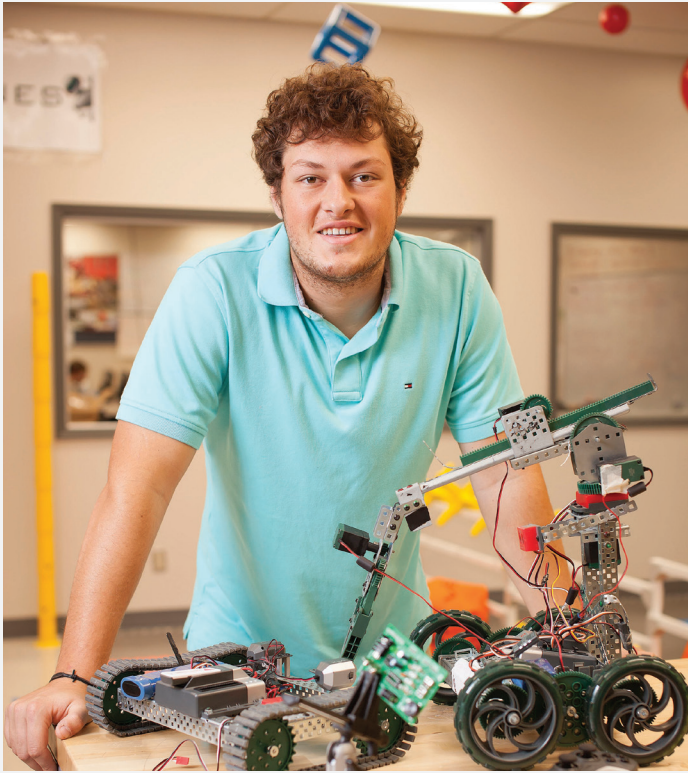


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- Computer Engineering/Computer Information Systems
- Construction Technology
- Criminal Justice/Law Enforcement
- Culinary Arts
- Automation Science Technologies
- Health Science/Health Information Technology
- Welding Technology
- Cosmetology

Whether a student is interested in the fine arts, biomedical, accounting, engineering, or any other field, it is our goal to help him/her learn as much as possible about their interests and develop a plan for their future. We are excited about the career pathways we offer at RHS, and it is our goal to continue providing time and resources for our students to explore and learn.”

The three pathways, Project Lead the Way (PLTW), Business, and Career/Technical Education (CTE), allow students to take electives with a focus in these areas throughout the 9th-12th grades. (See box below to see a list of classes in each pathway.)

These classes also give the students an opportunity to discover possible careers they might be interested in.

“The biomedical program made me realize what career I actually wanted once I graduated,” said senior Patricia Means. “I knew for sure that I wanted to go into the medical field based on my experience in the biomedical program, but I hadn’t figured out a specific field of interest yet. However, in my junior year I took the 3rd year of the biomedical program, Medical Interventions, and a certain project on clinical trials stood out from all of the other assignments that I had taken that year. It was interesting that I was able to explore the wonders of drug research so early on and when I eventually presented a mock presentation of a clinical trial to a ‘medical board’ for approval, I found myself actually wanting this drug to pass through the board and go on to help people. That’s when I knew this is what I wanted to do. I want to research drugs and put them on the market to help as many people as possible.”

Another benefit is that students in the career pathways classes have the opportunity to receive college credit through Arkansas Tech University-Ozark campus and receive industry level certifications.

Students who might not fit into one of the three pathways also participate in career planning throughout the year during an advisory period every day called “FACE-Time” (Finance and Career Education Time).

Students are taught lessons that focus on college and career skills, such as applying for grants and scholarships and how to research colleges.



Students also work on their career development portfolio, where they develop their plan for their future.

For tenth grader Claire Fine, the class has been a way for her to learn about real life situations like understanding taxes, how to do a checking account, and thinking about her future.

“The advisory period has made me realize that college is closer than I thought, and I’ve been looking into different colleges because of it.”

This February, a College and Career Readiness night will take the place of the traditional Parent/Teacher conferences. This night will focus on individual needs of our students related to their college and career plans.

Students and parents will meet with their teacher to discuss the results from their interest inventory and will look at possible classes that they might want to consider for the next four years.

Growing our own teachers

“ “

We have gotten a behind-the-scenes look. I think a lot of us didn't realize what all went into teaching and all the planning, time, and hard work that goes into it.

When senior Aubrey Reed found out that Russellville High School would be introducing a new Teacher Cadet course to the curriculum, she jumped at the opportunity.

“I've always wanted to be a teacher,” said Reed. “Ever since kindergarten when they asked me what I wanted to be when I grew up, I always said I want to be a teacher.” The new Teacher Cadet course is available to RHS juniors and seniors who are interested in one day becoming a teacher.

The decision to look into this program came after the District began researching ways to recruit teachers. Sarah Stobaugh, assistant principal at RHS, began looking at other schools that were already implementing the program, and soon saw how this course would be a natural fit for RHS.

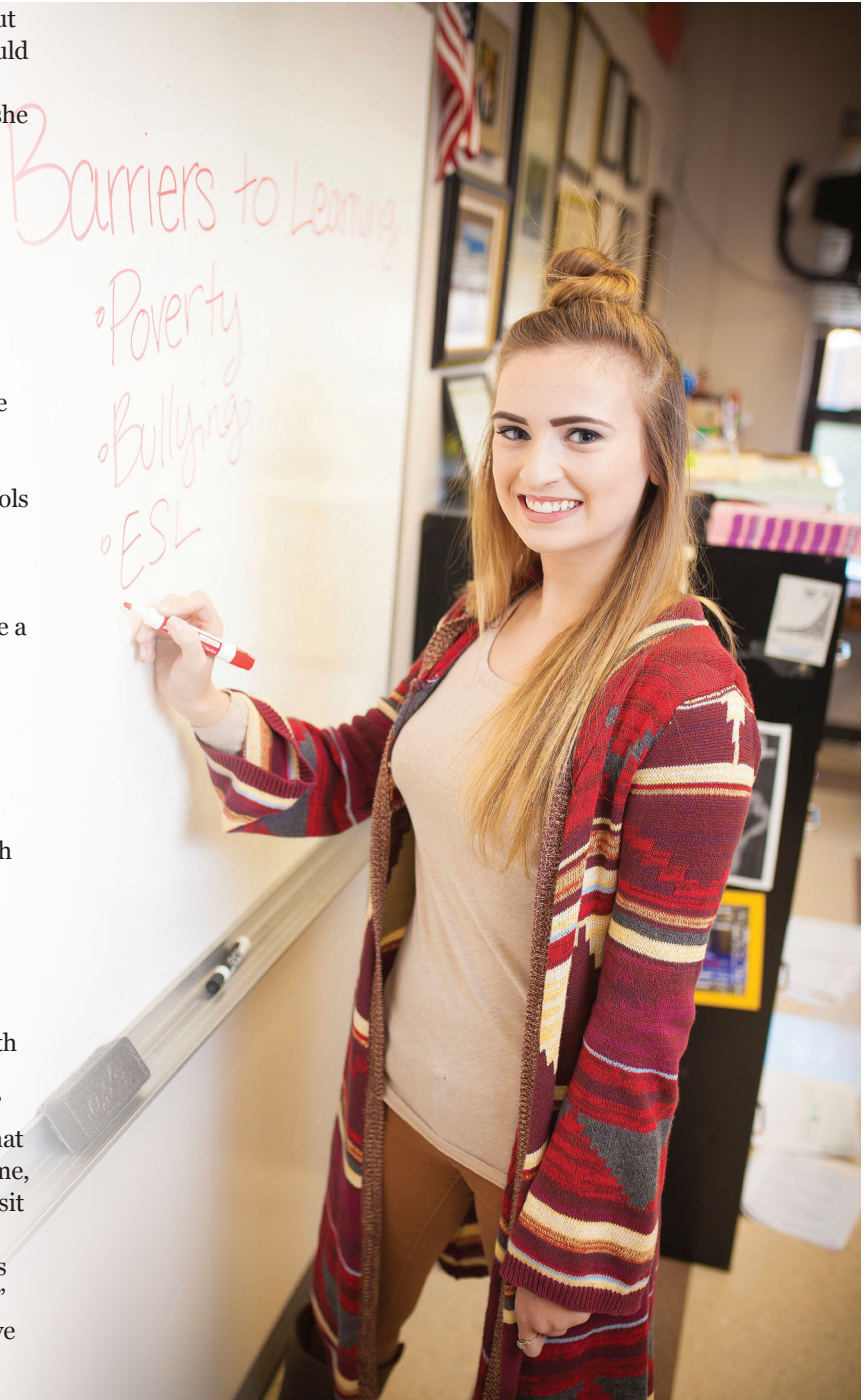
“We quickly saw that this program would be a success here,” said Stobaugh.

“It would fit into our focus on careers, we have a great partnership with Arkansas Tech, and 28 students showed an interest in the program.”

This fall, 11 students enrolled in the concurrent credit class offered at RHS through ATU. The students have spent this semester learning about lesson planning, different learning styles of students, and teaching methods. Next semester, the students will go out into the field to observe teachers and to teach a 20-minute class in Pre-K through ninth grades throughout RSD.

“We have gotten a behind-the-scenes look,” said Reed. “I think a lot of us didn't realize what all went into teaching and all the planning, time, and hard work that goes into it. Being able to sit on the other side of the desk and have to plan some lessons, research, and be able to address all different kinds of students is a lot of work!”

At the end of the class, the students will have been out in the field three times more than a student taking the same class at ATU.





For Paul Gray, who is teaching the course, this was an important part of the class.

“Over the years, I’ve had student interns where this is the first real time that they have interacted with students and where they are in charge, and it takes a few days for them to realize that this isn’t the right career for them. I think that it’s great that our students get to see this early if it is something they really want to do.”

As for Reed, this class is helping her decide which grade she might want to teach one day.

“Every grade that I’ve gone through I thought, ‘I really love this grade, I want to teach this grade.’ I really wanted to do secondary coming into this class, but the more I’ve observed, I think I want to go younger, so probably middle school now. After observing more, we will see how it all goes.”



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Creating opportunities: The arts

Russellville School District believes that students need the opportunity to find their niche. That is why we provide multiple courses in areas such as science, technology, engineering, and mathematics (STEM), the arts, college and career, and literacy.

One program that continues to receive awards and recognition is our art program. Our students in the theatre, band, choir, and visual arts programs showcase their talent on the stage, at sporting events, and in competitions every year. With the grateful support of our community, our students have an exceptional place to perform and display their abilities at the Center for The Art facility.

At the secondary level, students can take specific classes in theatre, band, choir, and visual arts. In the theatre program, students can take Performance I, II, III, and Stage Craft I, II, III. Students in the acting classes learn acting techniques such as dramatic acting, improvisation, directing and script analysis. In the stage craft classes, students work on the behind the scenes aspects to theatre such as costuming, set design and building, lighting design, and working with electricians.

“Our students are fortunate to be able to study and perform in one of the finest facilities in our state,” said Stephanie Schultze, theatre teacher at RHS. “Our theatre program offers students learning experience in theatre studies, which develop both critical and creative thinking skills and self-reliance.”



In addition to classroom instruction, students also participate in auditions and prepare for college interviews. Students can also participate in the International Thespian Honors Society, where they compete in state festivals, attend workshops, and participate in showcase opportunities.

Did we also mention that they do shows? Each year, the students do a fall play, a one act play, dessert theatre, and a spring musical. A great aspect of the show is the cross over between the arts programs. Each year, band members audition for a spot in the spring musical pit band and many of the choir students take on roles in the musical. Students run the show behind the scenes as well. From running lighting, to sound, to stage management and building, our students put on a quality show every time.

“Being involved in the Cyclone Theatre program has given me more opportunities than I could have imagined,” said Junior Kait Eastman. “I have been able to get hands on experience in the field that I intend to spend the rest of my life in. But besides that, I have made many amazing relationships and have made so many memories that I will keep with me for the rest of my life. I feel incredibly lucky to be a part of this brilliant team of talented people.”

The Russellville instrumental music and vocal music programs are both recognized and honored in the state each year. Students can participate in band, or concert or chamber choir classes. Additional classes include music appreciation, Advanced Placement (AP) music theory, and music technology.

Each year, the band and choir also compete in regional and state competitions and receive numerous awards. This year, the RHS band was awarded the National Band Association Program of Excellence Blue Ribbon Award for the Southwest Division and will be recognized for their award at the NBA’s General Assembly in Chicago in December.

Dewayne Dove, RHS Band Director, is thankful for good students, a supportive community, and a hardworking band staff. “Our students, past and present, are the reason for the

Blue Ribbon award. We have been fortunate to have had some very good bands over the years. Our students work hard and have a passion for music.”

Last year, the RHS band and choir also had 13 students to accept music scholarship offers to colleges throughout the state. On top of classes and competitions, the band and choir hold yearly concerts, and participate in parades and events such as Homecoming, Veterans Day, and sporting events.

The visual arts are another area where our students can excel. RHS offers classes such as AP studio art, art history, and Art I, II. Last year, students competed in the Arkansas Art Educators Western Regional Art Competition, where they won numerous first, second, and third place awards. The students also came home with five Best of Show awards and their art was displayed at the state level show in Little Rock.

Art is an important part of the elementary curriculum as well. Students attend weekly art and music classes and also have the opportunity to participate in musicals, and programs throughout the year. Some elementary schools also have designated club time for choir, music, and dance.

When students find the area that they can excel in they are more likely to be successful in school, and that is why we believe that opportunities in the arts are key to the overall success of our students.



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Club Time



When London Elementary Principal Krista Malin began looking for a new way to provide learning support and enrichment for all of her students, she didn't realize the success she would find with Club Time.

Every afternoon, students in first through fourth grades participate in Club Time. For three days out of the week, students are in their classrooms working at their own academic pace. Students who need support are able to work in small groups with their teacher, and others are able to move onto more challenging coursework.

For the other two days of the week, students participate in a club that they have selected based on their interest. Students in first grade can participate in dance, garden, robotics, puppet, and tiger squad clubs, and students in second through fourth grades can participate in coding, chess, dribblers, choir, garden, robotics, art, and tiger tamers clubs. All clubs are taught by non-classroom teachers and one parent volunteer.

THE GOALS OF CLUB TIME ARE FOR STUDENTS TO BUILD RELATIONSHIPS WITH OTHER STUDENTS OUTSIDE THEIR CLASSROOM, CONNECT STUDENTS WITH ANOTHER ADULT IN THE BUILDING, PROMOTE ATTENDANCE AND FOR STUDENTS TO LEAVE ON A POSITIVE NOTE.





“The kids absolutely love it,” said first grade teacher Angie Ellington. “It is the one thing that they talk about first thing in the morning, and when they come back from Club Time they want to tell the whole class what they did in their club.”

The goals of Club Time are for students to build relationships with other students outside their classroom, connect students with another adult in the building, promote attendance and for students to leave on a positive note.

However, Club Time isn’t just fun and games. Academic enrichment is also built into the club. In the puppet club, students are doing reader’s theatre and practicing their reading skills. Students in the art club send their art pieces and letters to soldiers and nursing home residences. Students in the Tiger Tamers club learn what it means to be a leader by doing morning announcements, helping around the school, and by practicing conflict resolution.

For fourth-grader Nate Smith, being in Tiger Tamers Leadership Club is a way to be an example to the other students in his school. “Tiger Tamers is teaching us to be leaders, not bosses. Other students will see us being leaders, then they will want to be leaders, then the whole school will want to be leaders.”

In January, the students will get to change to another club that they selected at the beginning of the year. “I can’t wait to see where we are next year and to see the benefits of what they are learning this year carry over to next year,” said Malin.



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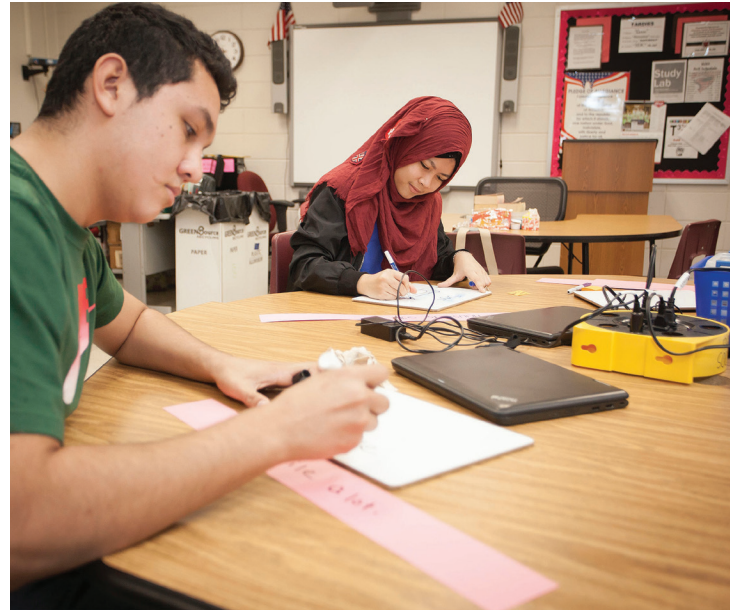
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RHS Language Academy

Starting a new school can be a difficult transition for any student, but starting a new school and not knowing the language can be an even bigger challenge. That is why English as a Second Language (ESL) Coordinator Danielle Stewart began looking for a way to assist our students acquiring English.

Stewart began researching other schools with Language Academies and quickly discovered a similar program could be achieved at Russellville High School. The Language Academy is a cohort of students that receive their ESL services at the same time they are receiving their mainstream content, such as algebra, US history, English, and biology. The Academy is broken into two groups, Language Academy I and Language Academy II.

Language Academy I is a program that is specifically designed for the needs of newcomers to the United States.



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During this first year, the students will receive intensive English while not losing credit toward graduation. The Language Academy I students spend all day together, except for two classes, where they are learning reading, writing, and speaking skills while integrating cultural norms.

“Since the Language Academy I is only for one year, we wanted the students to be able to slowly adapt to mainstream classes by providing classes outside of the Academy classroom,” said Stewart. “When our Language Academy students move into the mainstream classes we want them to be familiar with them, but also have the language, culture and social skills to feel confident in that environment all day.”

Academy teachers and staff also meet once every two weeks with the students’ parents to help them engage in the social and academic environment of Russellville School District. In Language Academy II, the students come to RHS with credits or need to receive additional assistance in reading and writing.

For Language Academy I student, Kevin Sanchez, the academy has been a huge benefit.

“At first, when I started school here, it was very frustrating because I couldn’t communicate effectively and it was hard to understand what everyone was saying. But it has gotten better since I started the Academy.”

Another advantage of the Academy is that all of the staff are ESL endorsed, or have recently attended the ESL Academy, where they learned differentiation and instructional strategies geared toward English Language Learner (ELL) students.

“Our teachers are the backbone of this Academy,” said Stewart. “If they didn’t come up with great lessons, these classes would not work. Preparing and teaching these classes are more time consuming. They have also really connected with our students and make the classes feel like a family.”

For students like Sanchez, this environment has allowed him to enjoy his classes more.

“My favorite class is history, because I want to know what happened in the past in this country so that I can understand where we came from and learn from it.”



Pictured is the RHS Saferoom/Cheerleading practice area.

Healthy and Safe Schools



At Russellville School District, we believe that the health and safety of our students play a vital role in their academic success. That is why we have Registered Nurses at every school and are adding to our safety initiatives every year.

One key role in every building is the school nurse, and Nurse Coordinator Annie Schanink believes that our Registered Nurses do a great job providing comprehensive care to students and staff every day.

“Russellville School District believes healthy children learn better. Having a Registered Nurse at each school sets RSD apart from other school districts in regards to nursing care. These 10 Registered Nurses provide diabetic care, first aid and emergency care, CPR training for staff, annual health screenings for students, administer medications, and attend field trips to provide nursing care. Our nurses are strong student advocates, who work diligently to keep students in class where they can learn.”

On top of these duties, our nurses are responsible for the development, implementation, and evaluation of our Coordinated School Health Program (CSH).

The CSH Program consists of eight interactive components: nutrition services, physical education, health education, health services, counseling and support services, healthy school environment, health promotion for staff, and family and community involvement.

Another important area that the District has focused on is safety. At RSD, we truly believe that our schools are one of the safest places that our students can be. We also believe it is our job to provide proactive safety initiatives inside and outside all of our schools.

The District is currently in the process of adding ULockIt Barricade Devices to every door in each of the schools. This extra layer of security will allow teachers and staff the ability to barricade their doors in the event of a lockdown.

Additionally, a school safety coordinator, school resource officers at the high school and junior high,

“

Russellville School District believes healthy children learn better. Having a Registered Nurse at each school sets RSD apart from other school districts in regards to nursing care.

and a county officer that assists our county schools, offer increased security to parents and students as well as learning opportunities for the students in the area of law enforcement, anti-bullying, and drug education.

Safety is also enhanced by the presence of a tornado safe shelter located on each campus that will withstand an F5 tornado. The safe rooms are also used on a daily basis as physical education areas, auxiliary gyms, and as a practice area for cheerleading and dance teams.

Our goal is to provide an environment that is healthy, where our students, staff, and parents feel safe, and where our students and staff can concentrate on the learning taking place in the classroom.

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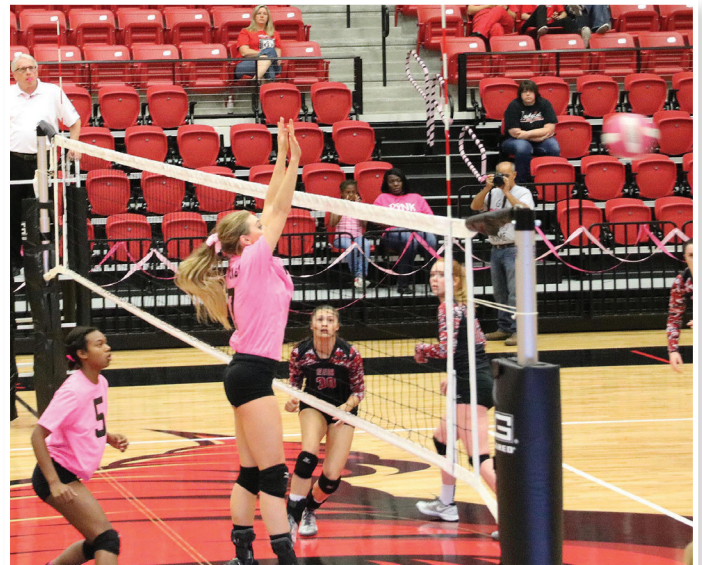
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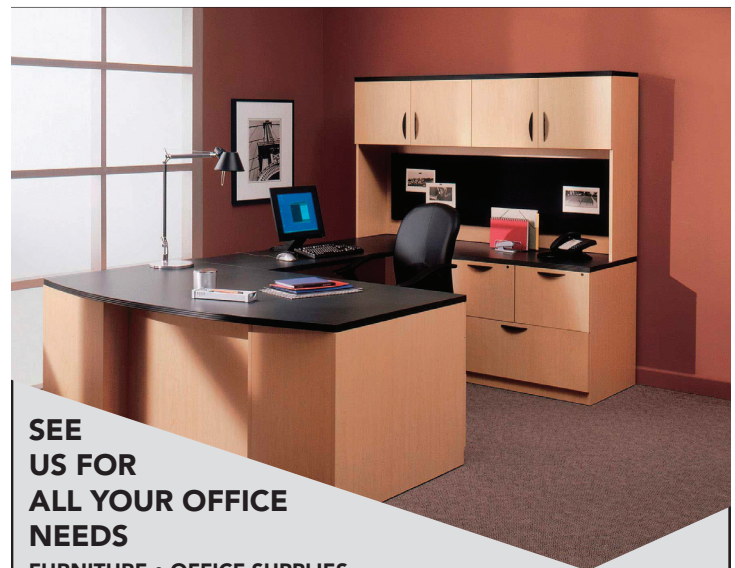


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From left to right "Amanda Crow, Scott Babb, Jennifer Spradlin, Scott Hill, and Kathryn Kastner"



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UPCOMING EVENTS

The Center for the Arts

DECEMBER

- 6 – RSD All Choirs Christmas Concert @ 7 pm
- 8 – RMS Band Christmas Concert @ 7 pm
- 9-10 – RHS Choir Feast of Carols @ 7 pm
- 11 – RHS Choir Dessert Carols @ 2 pm
- 13 – RJHS Band Concert @ 7 pm

JANUARY

- 21 – RussVegas Coaches Karaoke and Silent Auction @ 7 pm
- 29-31 – Cyclone Dessert Theatre @ 6 pm

FEBRUARY

- 27 – RHS Band Mid-Winter Concert @ 7 pm
- 28 – RJHS Band Mid-Winter Concert @ 7 pm

MARCH

- 2 – RSD All Choirs Mid-Winter Concert @ 7 pm
- 16-18 – Whirlwind Theatre presents "The Lion King Jr" @ 7 pm
- 30-31 – Music for All Festival

APRIL

- 20-23 – Cyclone Theatre presents "Willy Wonka and the Chocolate Factory" @ 7 pm

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Dr. Nathan Henderson also has deep family roots in our area. Upon earning
his undergraduate degree at ATU, he completed medical school at the
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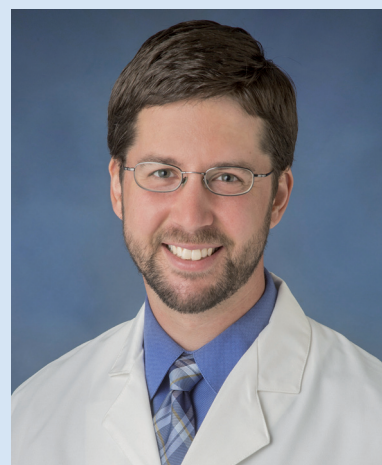
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