



Board of Education
Thursday, January 24, 2008, 5:00 PM
Adams Leadership Center, Winborn Conference Room

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I. Call to Order, Steve Percival, President	I-1
II. Pledge of Allegiance, Leverett Elementary School	II-1
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<i>*Any item shall be removed from the consent items section at the request of one board member.</i>	
VII. Action Items	
A. Additions to Policy 4141.2 (Stipend Schedule) – Greg Mones	VII-A1
B. Budget Revisions – Lisa Morstad	VII-B1
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January 24, 2008

Roll Call

Steve Percival, President
Howard Hamilton, Vice President
Susan Heil, Secretary
John Delap, Member
Tim Hudson, Member
Tim Kring, Member
Becky Purcell, Member



January 24, 2008

Consent Agenda

- A. Reading of the Minutes
- B. Certified Staff Changes
- C. Support Staff Changes
- D. Student Transfers
- E. Financial Report



Fayetteville Board of Education

Minutes of the December 20, 2007 Regular Meeting

The meeting convened at 5:00PM in the Adams Leadership Center with President Steve Percival presiding. Encore from Fayetteville High School sang the National Anthem.

Roll Call

The roll was called and board members John Delap, Tim Kring, Howard Hamilton, Steve Percival, Susan Heil, Tim Hudson and Becky Purcell were present.

Recognition

Fayetteville High School student Haven Nutt received a Recognition of Outstanding Achievement Award for being selected as the hostess for the closing ceremonies of the Student Television Network's 2008 National Convention.

Tara Lechtenberger, counselor at Washington Elementary School, received an Above & Beyond Award from the Fayetteville Chamber of Commerce for her outstanding work with students.

Fayetteville High School head football coach Daryl Patton received a Recognition of Outstanding Achievement Award for being named the 2007 Coach of the Year.

Tara Elzer, counselor at Woodland Junior High, received a Recognition of Outstanding Achievement Award for being named one of five winners of the Marine Award for Courage, Honor and Commitment from the Arkansas Counselors Association.

This month's Best Practices video entitled "Relevance and Relationships" featuring Fayetteville High School teachers Linda Clay, Jim Frisby, and Bill Laney focused on providing teaching content that is relevant to students with real world application.

Consent Agenda

Howard Hamilton made a motion to accept the consent agenda. Tim Hudson seconded the motion, which passed by a 7-0 vote.

Bond Bids

The Board voted 7-0 to approve a resolution authorizing the issuance of \$7,000,000 in construction bonds with an interest rate of 4.069399% dated December 1, 2007. Dr. Lisa Morstad, chief financial officer, reported that the best bid was received from the firm of Sterne, Agee & Leach, Inc. Howard Hamilton made the motion, which was seconded by Becky Purcell.

The Board voted 7-0 to approve a resolution authorizing the issuance of \$950,000 in Qualified Zone Academy Bonds dated December 27, 2007. Dr. Morstad added that the best bid was received from Bank of America with a net interest rate of 1.23%. Howard Hamilton made the motion, which was seconded by Tim Kring.



December 20, 2007 Board Minutes

Page 2

Superintendent Position Profile

Steve Percival, board president, provided information regarding the charge and recommended profile criteria that were proposed by the Position Profile Committee. Mr. Percival asked that the board approve the criteria for use as the superintendent search process begins. Tim Kring made a motion to approve the recommendations of the committee with the deletion of bullets 4 and 5 under Definition #3. Susan Heil seconded the motion, which was approved by a 6-1 vote.

Addition to Policy 4141.2 (Stipend Schedule)

Greg Mones, director of human resources, presented the proposed changes in the stipend schedule. Mr. Mones added that the PPC has approved the stipend schedule that was included in the board packets. Since then, two changes have been made to the schedule. One is the change from \$2500 to \$2000 for the senior high assistant choir director and the addition of senior high assistant band director at \$2000. These changes will be taken to PPC for approval. All of the stipends are for duties performed outside of the regular school schedule except for the national teacher certification one-time payment. The Board will be asked to vote on the stipend schedule at the January board meeting.

Communication Plan Update

Ms. Susan Norton, chief information officer, presented the Fayetteville Public School Strategic Communications Action Plan. The framework for the plan was provided by the communications audit that was performed in January 2007. The three sections of the plan are role of the communications and technology department, communications audit, and 2007-08 communications plan. The four key objectives of the plan are to develop plans around key areas of communications, enhance communications with key audiences, enhance communication materials and vehicles for the district and enhance awareness and understanding of the communications and technology departments.

High School Select Committee II Update

Tim Hudson, board member, reported that he has asked several people to serve on the high school committee. In addition, he hopes that the committee will be able to meet in January 2008.

Adjournment

The meeting was adjourned at 6:10PM.

Stephen M. Percival, President

Susan W. Heil, Secretary



January 24, 2008

Consent Agenda
B. Certified Personnel

TO: Board of Education

FROM: Bobby New, Superintendent

I recommend approval of the following personnel actions:

Resignations

Name
Deborah Capp

Position & Assignment
Special Ed Teacher, Root/Asbell

Effective Date
1/6/08



January 24, 2008

Consent Agenda
C. Support Staff Changes

TO: Board of Education

FROM: Bobby C. New

I recommend approval of the following changes in support staff:

Provisional Employment

<i>Name</i>	<i>Position & Assignment</i>	<i>Pay Grade/ Rate</i>	<i>Replacement/ New Position</i>	<i>Period</i>
Ericka Cossey	Food Service Technician, Woodland	13	Replacement	07-08
Laurie Hicks	Cafeteria Monitor, McNair	15	Replacement	07-08

Resignations

<i>Name</i>	<i>Position & Assignment</i>	<i>Effective Date</i>
Jeff Whittenburg	Painter, Maintenance	12/21/07
Victoria Long	Human Resource Specialist, Administration	12/28/07
Justin Jennings	Special Ed Aide, FHS	12/20/07



January 24, 2008

Consent Agenda
D. Student Transfers

TO: Board of Education

FROM: Bobby C. New

I recommend approval of the following student transfer requests:

Incoming:

Rebecca Petrino requests that her children, Robert Petrino, grade 11, and Kathryn Petrino, grade 10, be transferred from the Rogers school District to the Fayetteville School District.

Michael McEachern requests that his child, Danielle Benedict, grade 10, be transferred from the Prairie Grove School District to the Fayetteville School District.

Kristin Allison request that her child, Sierra Martin, grade 6, be transferred from the Prairie Grove School District to the Fayetteville School District.

Outgoing:

Dee Anna Vice requests that her child, Julie Elizabeth Vice, grade 10, be transferred from the Fayetteville School District to the Springdale School District.

Felicia Myers requests that her child, Sydney Foster, grade 11, be transferred from the Fayetteville School District to the West Fork School District.

Derinda Creamer requests that her child, Nakota Creamer, grade 6, be transferred from the Fayetteville School District to the Elkins School District.

Nikeeta McCoy requests that her child, Shyanne Cassandra Tierce, grade 3, be transferred from the Fayetteville School District to the West Fork School District.

Jason Mitchell requests that his child, Colton Garrett Goodman, grade 12, be transferred from the Fayetteville School District to the Greenland School District.

Regina Trimm requests that her children, Tyler Trimm, grade 11, Jordan Trimm, grade 8, and Lauren Trimm, grade 8, be transferred from the Fayetteville School District to the Farmington School District.

**Executive Summary Financial Report
Fayetteville Public Schools
FY2007-08**

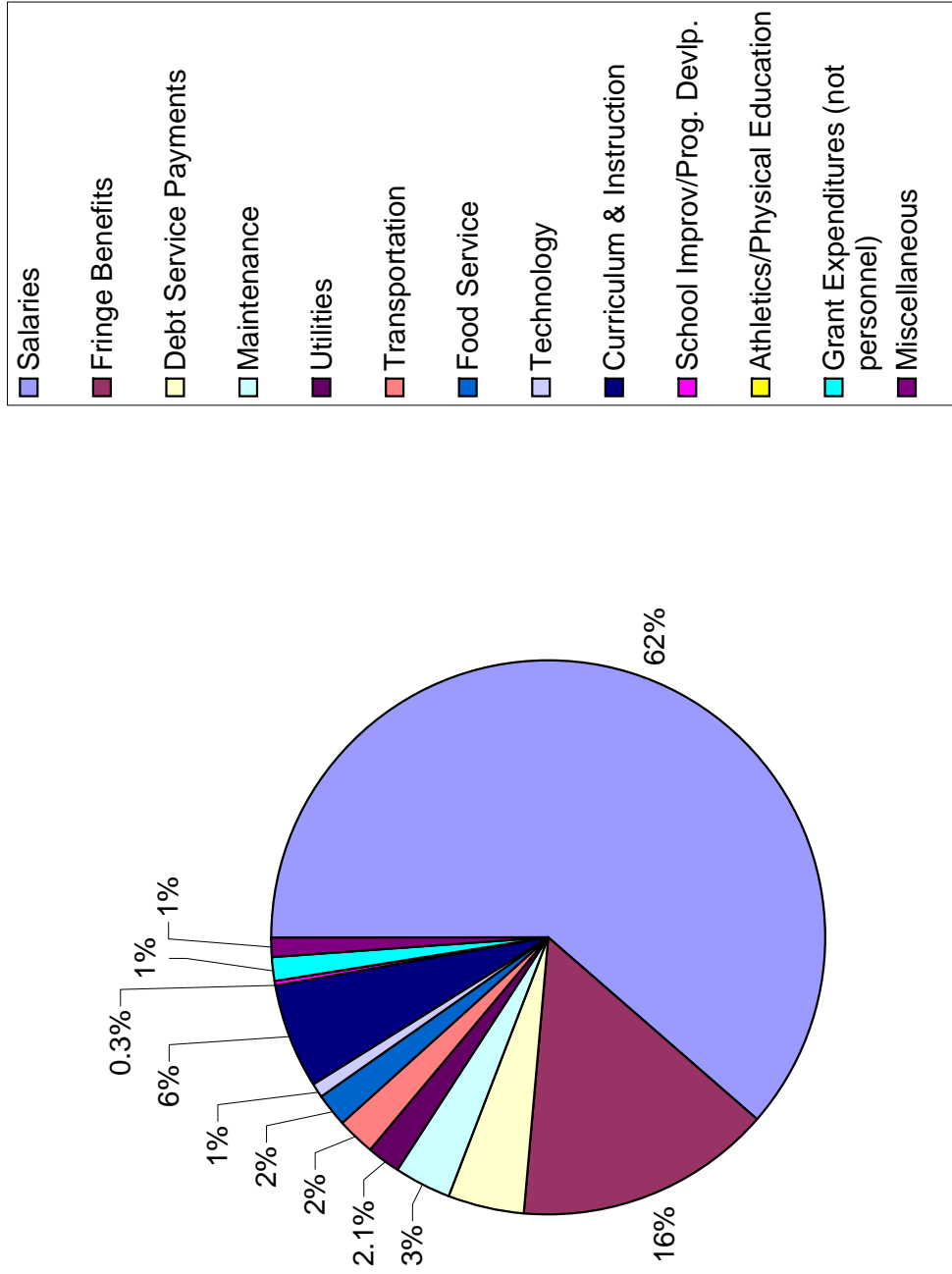
1/11/2008

	FINAL 6/30/2007 <small>12 months of 12 = 100%</small>	FY08 Budget	Year To Date 12/31/2007 <small>6 months of 12 = 50%</small>		% of Budget	Year To Date 12/31/2006 <small>6 months of 12 = 50%</small>
Revenues:						
Uncommitted Cfwd	\$ 7,931,843.15	\$ -	\$ 6,468,531.84			\$ 7,931,843.15
Restricted Carryforwards	\$ 2,898,475.49	\$ -	\$ 2,709,460.92			\$ 2,898,475.49
State Funds	\$ 26,951,681.90	\$ 24,498,462	\$ 10,147,450.00	a	41%	\$ 10,652,644.00
Local Funds	\$ 42,175,949.00	\$ 45,904,829	\$ 27,385,857.18	a	60%	\$ 25,308,430.26
Interest on checking account	\$ 1,509,056.00	\$ 800,000	\$ 684,651.19	a	86%	\$ 654,745.81
Fed Funds/Grants/Restricted	\$ 6,969,806.67	\$ 7,083,658	\$ 2,839,789.76	a	40%	\$ 2,277,721.02
Vocational Education	\$ 153,563.00	\$ 156,563	\$ 156,061.30	a	100%	\$ 153,563.00
Pepsi Contract	\$ 207,418.00	\$ 207,418	\$ 207,418.00	a	100%	\$ 207,418.00
Athletic Gate Receipts	\$ 95,731.00	\$ 118,000	\$ 90,885.00	b	77%	\$ 78,930.00
E-rate	\$ 154,268.67	\$ 120,000	\$ 160,453.20	a	134%	\$ -
Miscellaneous	\$ 329,482.43	\$ 200,000	\$ 179,318.28	a	90%	\$ 47,923.27
Food Service sales	\$ 1,322,772.03	\$ 1,245,000	\$ 652,281.65		52%	\$ 661,280.48
Reserve	\$ 5,281,200.00	\$ 5,281,200	\$ 5,281,200.00			\$ 5,281,200.00
Total Revenues & Reserve:	\$ 95,981,247.34	\$ 85,615,130	\$ 56,963,358.32		67%	\$ 56,154,174.48
Expenditures:						
Salaries	\$ 51,300,351.45	\$ 51,594,055	\$ 19,840,797.02	c	38%	\$ 21,981,297.04
Fringe Benefits	\$ 12,494,005.12	\$ 13,414,454	\$ 4,842,632.67	c	36%	\$ 5,333,498.29
Debt Service Payments	\$ 5,021,780.07	\$ 5,300,000	\$ 1,453,539.35	d	27%	\$ 1,273,146.51
Maintenance & Operations:						
Maintenance	\$ 1,337,242.78	\$ 1,256,505	\$ 1,069,423.58	a	85%	\$ 962,733.41
Utilities	\$ 1,525,336.78	\$ 1,720,174	\$ 671,548.29	a	39%	\$ 683,734.59
Transportation	\$ 803,400.10	\$ 746,873	\$ 737,026.64	a	99%	\$ 602,160.17
Food Service	\$ 1,104,774.37	\$ 843,557	\$ 573,174.89	a	68%	\$ 521,660.30
Technology	\$ 414,371.37	\$ 500,864	\$ 260,325.31		52%	\$ 339,133.31
Curriculum & Instruction	\$ 1,689,952.94	\$ 1,717,252	\$ 1,967,368.18	e	115%	\$ 1,402,649.92
School Improv/Prog. Devlp.	\$ 187,663.75	\$ 251,922	\$ 106,832.36	a	42%	\$ 164,547.73
Athletics/Physical Education	\$ 207,120.67	\$ 207,805	\$ 8,595.21	a	4%	\$ 23,686.47
Grant Expenditures (not personnel)	\$ 1,169,903.09	\$ 1,820,000	\$ 420,491.60	a	23%	\$ 653,814.61
Miscellaneous	\$ 391,704.70	\$ 406,520	\$ 392,675.06	a	97%	\$ 307,967.05
Tuition	\$ 374,447.39	\$ 360,000	\$ -	a	0%	\$ -
Capital Expense	\$ 3,500,000.00	\$ -	\$ -			\$ -
Reserve	\$ 5,281,200.00	\$ 5,281,200	\$ 5,281,200.00			\$ 5,281,200.00
Unrestricted Carryforward	\$ 6,468,531.84	\$ 193,949				\$ -
Restricted Carryforward	\$ 2,709,460.92	\$ -	\$ 2,709,460.92			\$ 2,898,475.49
Total Expenditures & Reserve:	\$ 95,981,247.34	\$ 85,615,130	\$ 40,335,091.08		47%	\$ 42,429,704.89

Executive Summary
Fayetteville Public Schools
FY2007-2008
Notes to Financial Report

- a. Funding/Expenditures not incurred equally throughout the year.
- b. Higher due to preseason ticket sales & state football finals gate receipts
- c. Lower because first teacher payroll did not occur until September 15th
FY07 salaries and benefits include a bonus which was given in Nov. 06.
- d. Debt service payments primarily due on December 1st and June 1st.
- e. Includes purchases of textbooks and supplies purchased before beginning of school year.
FY08 included extra expenditures for science kits, science lab equipment, and additional math textbooks which were additional expenditures in this fiscal year. Revisions will be addressed at the mid year budget review.

FY08 Expenditures thru 12/31/07





January 24, 2008

Addition to Policy 4141.2 (Stipend Schedule)

TO: Board of Education

FROM: Greg Mones

I will ask for approval of the addition to Policy 4141.2 (Stipend Schedule) that was presented at the December board meeting.



January 24, 2008

Budget Revisions

TO: Board of Education

FROM: Lisa Morstad

I will present budget revisions to the 2007-08 budget for your approval.

Executive Summary Financial Report
Fayetteville Public Schools
FY2007-08

	FY08 Budget	Proposed Revised FY08 Budget	Change	% Δ	Notes
1/17/2008					
Revenues:					
Uncommitted Cfwd	\$ -	\$ 6,468,532	\$ 6,468,532	100%	a
Restricted Carryforwards	\$ -	\$ 2,709,461	\$ 2,709,461	100%	a
State Funds	\$ 24,498,462	\$ 25,010,264	\$ 511,802	2%	b
Local Funds	\$ 45,904,829	\$ 45,775,000	\$ (129,829)	0%	
Interest on checking account	\$ 800,000	\$ 1,000,000	\$ 200,000	25%	c
Fed Funds/Grants/Restricted	\$ 7,083,658	\$ 7,083,658	\$ -	0%	
Vocational Education	\$ 156,563	\$ 156,061	\$ (502)	0%	
Pepsi Contract	\$ 207,418	\$ 207,418	\$ -	0%	
Athletic Gate Receipts	\$ 118,000	\$ 118,000	\$ -	0%	
E-rate	\$ 120,000	\$ 120,000	\$ -	0%	
Miscellaneous	\$ 200,000	\$ 200,000	\$ -	0%	
Food Service sales	\$ 1,245,000	\$ 1,245,000	\$ -	0%	
Reserve	\$ 5,281,200	\$ 5,281,200	\$ -	0%	
Total Revenues & Reserve:	\$ 85,615,130	\$ 95,374,594	\$ 9,759,464	11%	
Expenditures:					
Salaries	\$ 51,594,055	\$ 52,204,140	\$ 610,085	1%	d
Fringe Benefits	\$ 13,414,454	\$ 12,950,751	\$ (463,703)	-3%	d
Debt Service Payments	\$ 5,300,000	\$ 5,586,003	\$ 286,003	5%	e
Maintenance & Operations:					
Maintenance	\$ 1,256,505	\$ 1,256,505	\$ -	0%	
Utilities	\$ 1,720,174	\$ 1,720,174	\$ -	0%	
Transportation	\$ 746,873	\$ 746,873	\$ -	0%	
Food Service	\$ 843,557	\$ 843,557	\$ -	0%	
Technology	\$ 500,864	\$ 500,864	\$ -	0%	
Curriculum & Instruction	\$ 1,717,252	\$ 1,831,685	\$ 114,433	7%	f
School Improv/Prog. Devlp.	\$ 251,922	\$ 251,922	\$ -	0%	
Athletics/Physical Education	\$ 207,805	\$ 207,805	\$ -	0%	
Grant Expenditures (not personr	\$ 1,820,000	\$ 1,820,000	\$ -	0%	
Miscellaneous	\$ 406,520	\$ 406,520	\$ -	0%	
Tuition	\$ 360,000	\$ 159,200	\$ (200,800)	-56%	g
Capital Expense	\$ -	\$ 429,402	\$ 429,402	100%	b
Reserve	\$ 5,281,200	\$ 5,281,200	\$ -	0%	
Unrestricted Carryforward	\$ 193,949	\$ 6,468,532	\$ 6,274,583		a
Restricted Carryforward	\$ -	\$ 2,709,461	\$ 2,709,461		a
Total Expenditures & Reserv	\$ 85,615,130	\$ 95,374,594	\$ 9,759,464	11%	

Executive Summary Financial Report
Fayetteville Public Schools
Notes to Financial Report
FY2007-08

- a. Carryforward amounts were not available at the time of the original budget proposal.
- b. Increase is related to Enrichment funding which will only be guaranteed through FY09.
Funds are recommended to be used for technology equipment replacements for FY08 and FY09.
- c. Interest revenues are projected to be higher due to higher cash balances and better interest rates than originally projected.
- d. Adjustments made to more accurately reflect payroll and benefit costs at mid-year.
- e. Additional bond payment will be due this year for the \$7 million in bonds approved by the board during this fiscal year.
- f. Additional funds needed for curriculum and instruction for supplementary science kits and materials needed during this school year. Costs were also higher than anticipated.
- g. Tuition expense at RTC is lower due to lower participation than originally projected.



January 24, 2008

Changes to Policy 5.41 (Smart Core Curriculum)

TO: Board of Education

FROM: Ginny Wiseman

In order to comply with the Arkansas Department of Education Standards & Assurance visit, changes to Policy 5.41 (Smart Core Curriculum) are required. I am asking that the board approve these required changes.

5.41—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign an *Informed Consent Form* to not participate. Those students not participating in the Smart Core curriculum will be required to fulfill the ~~Common~~ Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation. The signed *Informed Consent Form* shall be attached to the student's permanent transcript. *Informed Consent Forms* are required to be signed prior to registering for seventh grade classes, or if enrolling in the district for seventh through twelfth grade classes. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent forms.

While there are similarities between the two curriculums, following the ~~Common~~ Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the ~~Common~~ Core curriculum may subsequently change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every other year to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This may be accomplished through any or all of the following means.

- Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
- Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter;
- Discussions held by the school's counselors with students and their parents; and/or
- Distribution of a newsletter(s) to parents or guardians of the district's students.

The first year of this policy's implementation all employees required to be certified as a condition of their employment shall receive training regarding this policy so that they will be able to help successfully implement it. In subsequent years, administrators, or their designees, shall train newly hired employees, required to be certified as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.

GRADUATION REQUIREMENTS (Beginning with the graduating class of 2010)

The number of units students must earn in grades nine through twelve (9-12) to be eligible for high school graduation are to be earned from the following categories. A minimum of 22 units is required for graduation for student participating in either the Smart Core or ~~Common~~ Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

SMART CORE: Sixteen (16) units

English: four (4) units (years) – one in grades 9, 10, 11, and 12

Oral Communications: one-half (1/2) unit (1/2 year)

Mathematics: four (4) units (years) (all students under Smart Core must take a mathematics course in grade 11 or 12 **and complete Algebra II**)

- Algebra I or Algebra I-A & I-B* which may be taken in grades 7-8 or 8-9
- Geometry or Investigating Geometry or Geometry A & B*

*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the graduation requirement, but only serve as one unit each toward fulfilling the Smart Core requirement.

- Algebra II
- Choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math
(Comparable concurrent credit college courses may be substituted where applicable)

Natural Science: three (3) units (years) with lab experience chosen from

- Physical Science
- Biology or Applied Biology/Chemistry
- Chemistry
- Physics or Principles of Technology I & II or PIC Physics

Social Studies: three (3) units (years)

- Civics or Civics/American Government
- World History
- American History

Physical Education: one-half (1/2) unit (1/2 year)

Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (1/2) unit (1/2 year)

Fine Arts: one-half (1/2) unit (1/2 year)

CAREER FOCUS: - Six (6) units – at least two of the Career Focus units must be of the same foreign language.

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

The Smart Core and career focus units must total at least twenty-two (22) units to graduate.

COMMON-CORE: Sixteen (16) units

English: four (4) units (years) – one in grades 9, 10, 11, and 12

Oral Communications: one-half (1/2) unit (1/2 year)

Mathematics: four (4) units (years)

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)

*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units (years)

- at least one (1) unit of biology or its equivalent
- one (1) unit of a physical science

Social Studies: three (3) units (years)

- Civics or government, one-half (1/2) unit
- World history, one (1) unit
- U.S. history, one (1) unit

Physical Education: one-half (1/2) unit (1/2 year)

Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (1/2) unit (1/2 year)

Fine Arts: one-half (1/2) unit (1/2 year)

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

The ~~Common~~-Core and career focus units must total at least twenty-two (22) units to graduate.

Legal References: Standards of Accreditation 9.03 – 9.03.1.9, 14.03.1 – 14.03.3
 ADE Guidelines for the Development of Smart Core Curriculum Policy
 Smart Core Informed Consent Form

Date Adopted: 11-18-04



January 24, 2008

Changes to Policy 4131 (Professional Development) &
Changes to Policy 5.64 (Graduation Requirements)

TO: Board of Education

FROM: Marianne Hauser and Judy New

In order to comply with the Standards and Assurance visit, additions to our existing professional development policy were required. We are requesting that the board approve these changes, which are highlighted on the attached draft policy.

The committee studying the 2.0 GPA graduation requirement is requesting the board to delete this requirement from our existing policy. The committee feels that this has some negative effects on graduation. In addition, few schools require a 2.0 GPA in order to graduate.

PROFESSIONAL DEVELOPMENT

The Board of Education of the Fayetteville Public Schools believes schools are learning communities where teachers and students are continually engaged in inquiry and stimulating discourse. Faculty and staff are respected professionals, who are valued for their knowledge and pedagogical skill. They come together with a common vision of teaching and learning, which is grounded in scientific research and which blends expertise and resources, to provide equitable learning opportunities and meet the needs of diverse student populations. To that end, the Board believes that initial preparation is only the first phase in becoming and remaining a professional staff member and therefore requires certified staff members to follow a systematic program of continuing education.

In addition to fulfilling state mandates, (located on the following website http://arkansased.org/rules/pdf/current/ade207_professional_development.pdf) the Board also believes that, to be effective, the program should be driven by individual professional development (PD) needs, building ASCIP, district improvement plans, and the Strategic Plan of the Fayetteville Public Schools. The Board considers professional development an integral part of the school district's program and intends to budget funds accordingly.

1. Requirements & Responsibilities - District and Building

a) Activities Provided for Professional Development Hour Requirement

In accordance with state law, the Fayetteville School District will provide a minimum of 60 hours of professional development activities within the regular school calendar based on local educational needs and state educational goals. In addition, the district will provide other PD opportunities outside of school contract hours. If the state mandates new requirements or regulations which are more stringent than local policies, the state-mandated change will go into effect.

b) Staff Member's Individual Professional Development Record

The district will maintain a copy of the individual record of each staff member's completed professional development activities. The professional development record will be monitored by the appropriate supervising personnel.

c) District Professional Development Steering Committee

The District Professional Development Steering Committee (DPDSC) will develop and implement an annual plan of professional development. The plan shall align district resources to address the professional development activities identified in each school's ASCIP. The District Professional Development Steering Committee has the responsibility of assisting the Professional Development Coordinator in coordinating and evaluating the district's professional development program. Minutes of monthly meetings will be made available on the district professional development website. Committee members will be listed on the professional development website.

***** DRAFT SY08_09 *****

Membership and selection processes:

Members	Selection
Central Office Administrator(s) (responsible for curriculum)	Membership by position
Professional Development Coordinator	Membership by position
Teacher Representative from Each School	Building PDC Chair
Special Services Representatives from Psych. Exam, Spec. Ed teacher, Speech Therapists, OT, PT, Hearing Impaired, Visually Impaired, G/T, ESL: 1 secondary and 1 elementary	Elected by the Specialty Group
Special Assignment Representatives from counselors and librarians: 1 of each	Elected by counselor/librarian group
Principal Representatives: 1 secondary and 1 elementary	Selected by principals

d) Building-Based Professional Development Committees

- 1) The building Professional Development Committee (PDC) shall coordinate and evaluate the building-based professional development program, as well as individual requests for staff development to ensure that requests meet the standard of "improving student academic performance."
- 2) Building PD committees shall be comprised of the principal and at least 4 members elected by the faculty by September 1 annually. The committee will elect the chair or co-chairs.
- 3) The chair will serve as the building's representative on the District Professional Development Steering Committee.

2. Requirements & Responsibilities – Individual

a) Professional Development Record: It will be the responsibility of each certified staff member to report and document all professional development activities. Each certified staff member will complete at least 60 clock hours of professional development annually as required by state law. The following are state mandated hours:

- Technology: 6 hours in the area of educational technology
- Parental Involvement: 2 hours for teachers; 3 hours for administrators
- Arkansas History: 2 hours for those whose teaching assignment includes Arkansas History
- Preparation of a Curriculum and Instructional Materials: up to 12 hours of professional development credit may be earned for the time required at the beginning of each school year to plan and prepare a curriculum and other instructional materials for their assigned classes. The district will designate two six-hour days prior to the first student day for curriculum and materials development in the classroom, office, or media center at the school.

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- **Administrators** are required to receive at least three (3) hours annually of their sixty (60) required hours of professional development designed to enhance their understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Each administrator's professional development is required to also include six (6) hours annually of technology and training in data disaggregation, instructional leadership and fiscal management.

b) Timeline: Certified staff may get credit for professional development activities beginning June 1 of each contract year and must complete the required 60 hours by May 31 of that school year.

c) Student Contact Days: Certified employees may count toward the 60 required hours up to 18 hours of professional development attended during student-contact days, provided the hours have met the goal of improving student academic performance.

(E.g., The Arkansas Education Association annual convention's professional development sessions may be counted toward fulfillment of those 18 hours allowable during student-contact days as long as the hours meet the goal of improving student academic performance. If a teacher chooses to attend AEA professional development convention, the district should make every effort to facilitate the teacher's attendance.)

d) Presenter hours: Certified staff who teach courses or workshops inside or outside of the District which are related to the goal of improving student academic performance may count such courses towards the fulfillment of the 60-hour professional development requirement at the rate of two hours of credit for each hour of the presentation, or actual presentation time if a stipend is paid.

e) Swap Days: Certified staff who attend Professional Development sessions outside of their contracted time may substitute up to 12 of those hours to replace two designated PD Swap Days. *The District Calendar Committee* will designate annually the two days which will be district-wide Swap Days.

- Request for *summer professional development* which is intended to be used for Swap Days must be submitted to the building principal by the first Friday in May; the staff member will be notified by the third Friday in May regarding approval or denial of the request. Under special circumstances, principals may use discretion in approval of summer requests not submitted by the May deadline.
- Application for Swap Day credit after the beginning of the school year must be submitted at least two weeks prior to the date of the session and approved by the building principal prior to the professional development activity.
- All requests must be pre-approved.

Certified staff may use the swap time provided that the PD meets the following requirements:

- Requests are aligned with state requirements, the guidelines stated in this policy, and individual professional development plans.

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- The focus of the PD is improvement of student academic performance.
- Requests have been pre-approved by the building’s Principal in consultation with the building professional development committee (exception: principal consultation with building professional development committee will not take place during summer non-contracted time)
- Federal monies have not been used to provide the professional development.
- A stipend was not received for attending or presenting.

f) Contract / Licensure: Certified staff are required to attend professional development sessions on district in-service days in order to fulfill contractual obligations. Certified staff who miss any part of regularly scheduled professional development activities, for any reason (such as sickness), must make up that time in other approved professional development activities so that the 60 required hours of professional development are earned during the approved timeframe required in section 2 (b) of this policy. The provisions set forth in the Arkansas Department of Education Rules Governing Professional Development (4.10) are required to maintain and renew a valid teaching license. Failure to meet these requirements may result in non-renewal of a teaching license.

3. Allowable Professional Development Hours

a) Professional development activities may include, but are not limited to the following:

Conferences	Workshops
Institutes	Mentoring
Peer coaching	Study groups
Individual learning	Distance learning
Internships	District/school programs
Approved college/university course work	Preparing and monitoring district wide curriculum
Planning and preparation of curriculum and instructional materials for individual teacher’s classroom	Action research for writing and publication of books and articles in professional journals
National Board for Professional Teaching Standards Certification	

b) Guidelines for Learning Teams, Study Groups, Independent Studies, and Action Research: The following criteria must be met to receive PD credit for learning teams, study groups, independent studies, and action research:

- Must have building principal approval.
- Must study or research a topic relating to individual, school or district improvement goals or improvement of student academic performance.
- Must present impact or potential impact on student performance to the principal.
- Must submit district provided forms for any of these activities.

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c) Guidelines for College Courses: A three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as fifteen(15) hours of professional development, if the college credit is related to and enhances the teacher's knowledge of the subject area in which the teacher is currently teaching or is a part of the requirement for the teacher to obtain additional certification in a subject matter that has been designated by the Arkansas Department of Education as having a critical shortage of teachers. A maximum of thirty (30) PD hours for college courses is allowed annually.

d) Guidelines for Advanced Placement/International Baccalaureate Workshops: Teachers required by the superintendent, building principal, or their designee to take approved training related to teaching an Advanced Placement/ International Baccalaureate class for a subject approved by the Arkansas Department of Education College Board and Educational Testing Service, may receive up to thirty (30) hours of PD credit annually.

e) Salary Credit: Professional development hours earned above the required sixty (60) may be submitted for salary credit in a concentrated area. Fifteen clock hours of approved professional development is equal to one salary credit. Salary credit cannot be received if a stipend has been paid. The completed salary credit form (Form 4131- ESD) and appropriate documentation must have Principal approval and then be submitted to Human Resources prior to August 31. Documentation of credit received after this date will be applied to the next school year.

Legal References: Arkansas State Board of Education: Standards of Accreditation 15.04
ADE Rules Governing the ACTAAP and the Academic Distress Program 5.0-5.07.1
A.C.A 6-15-404(f)(2)
A.C.A 6-17-704
A.C.A 6-15-1703
A.C.A 6-20-2303(17)

Approved: 6-23-77
Revised: 2-26-80
Revised: 4-28-80
Revised: 8-10-82
Revised: 5-24-83
Revised: 3-27-84
Revised: 6-25-85
Revised: 6-23-87
Revised: 10-10-89
Revised: 5-12-94
Revised: 6-24-99
Revised: 2-22-01
Revised 10-28-04 Effective Date: 7-1-01
Revised 7-28-05 Effective Date 7-1-05
Revised 6-22-06 Effective Date 7-1-06

**5.64-GRADUATION REQUIREMENTS
YEARS 2006-08**

Any student enrolled in Fayetteville School District ~~with at least a 2.0 cumulative GPA~~ may receive a diploma in the 2006 - 2008 school years after completing the following requirements:

Subject Area	Number of Units	Comments
English	4	No substitutions allowed
Math	3	Algebra I, Geometry, and one higher math
Science	3	Biology, one of the physical sciences, and one science elective
Social Studies	3 ½	2 units of American History (American History to Reconstruction and American History 1877 to present), 1 unit of World History, ½ unit of American Government or Civics
Physical Education	½	Excluding Athletics
Health Education	½	
Fine Arts	½	Art, music, drama
Oral Communications	½	
Humanities/Technology	½	See Appendix G-1 & G-2
Electives/career major	6	
Total	22	

**GRADUATION REQUIREMENTS
YEAR 2009**

Subject Area	General Diploma (min. 2.0 G.P.A.)	College Prep (min. 3.0 G.P.A. for diploma with honors)
English	4	4
Math	4 (Alg. I, Alg. II, Geom., & higher math)	4 (Alg. I, Alg. II, Geom., & higher math)
Science	3 (Biology, 1 of the physical sciences, & 1 science elective)	3 (Biology, Chem. or Physics, & 1 science elective)
Social Studies	3 ½ (2 units of Am. Hist., 1 unit of World History, and ½ unit of Am. Gov. or Civics)	3 ½ (2 units of Am. Hist., 1 unit of World History, and ½ unit of Am. Gov. or Civics)
Physical Ed.	½ (excluding athletics)	½ (excluding athletics)
Health Ed.	½	½
Fine Arts	½ (art, music, drama)	½ (art, music, drama)
Oral Comm.	½	½
Humanities/Tech.	½	½
Foreign Lang.(focus)		2 (same lang.)
Comp. Sci., Eng., Math, Sci., Social Studies, Foreign Lang., Vocational, Speech, Studio II, Senior Studio, AP Art Studio, & A Capella Choir		1
Career Focus	6	4
Total	23	24

GRADUATION REQUIREMENTS FOR 2010 AND BEYOND

Any student enrolled in Fayetteville School District ~~with at least a 2.0 cumulative GPA~~ may receive a diploma after completing the following requirements:

Core Diploma	Smart Core Diploma	Honors Graduate *See Below
English – 4 units	English – 4 units	English – 4 units
Math – 4 units (Alg. I, Geometry, Algebraic Connections, Algebra II and higher math if necessary)	Math – 4 units (Alg. I, Geometry, Algebra II and 1 higher math)	Math – 4 units (Alg.I or Honors Alg.I, Geometry or Honors Geometry, Alg. II or Honors Alg. II and 1 higher math)
Science – 3 units (Physical Science, Biology, 1 elective Science)	Science – 3 units (Physical Science, Biology and Chemistry or Physics)	Science – 3 units (Physical Science, Biology and Chemistry or Physics)
Social Studies – 3 ½ units (American History 9 and 10, World History and ½ unit Civics or ½ unit American Govt.	Social Studies – 4 units (American History 9 and 10, World History and Civics/American Government	Social Studies – 4 units (American History 9 and 10, World History and Civics/American Government
Physical Education - ½ unit (PE or Nutrition and Strength Training) excluding athletics	Physical Education – ½ unit (PE or Nutrition and Strength Training) excluding athletics	Physical Education – ½ unit (PE or Nutrition and Strength Training) excluding athletics
Health – ½ unit	Health – ½ unit	Health – ½ unit
Fine Arts – ½ unit (Art, Music or Drama)	Fine Arts – ½ unit (Art, Music or Drama)	Fine Arts – ½ unit (Art, Music or Drama)
Oral Communications – ½ unit	Oral Communications – ½ unit	Oral Communications – ½ unit
Career Focus Area – 6 units	Career Focus Area – 6 units	Career Focus Area – 6 units (2 units must be in same foreign language)
Elective – 1.5 units	Elective – 1 unit	Elective – 1 unit
Total – 24 Units	Total – 24 Units	Total – 24 Units

***Honors Graduate** - students must maintain a 3.0 GPA and meet the Honors Graduate Diploma requirements.

***High Honors Graduate** - students must maintain a 3.5 GPA, meet the Honors Graduate Diploma requirements, with 5 units completed from the qualifying courses listed below.

***Distinguished Honors Graduate** - students must maintain a 4.0 GPA, meet the Honors Graduate Diploma requirements, with 8 units completed from the qualifying courses listed below.

Qualifying Courses for High/Distinguished Honors Graduates

Honors Algebra I	AP English Language/Composition	AP Physics B
Honors Algebra II	AP English Literature	AP Physics C
AP Biology	AP Environmental Science	AP Psychology
AP Calculus AB	AP European History	Spanish III
AP Calculus BC	French III	AP Spanish Language
Honors Chemistry	AP French Language	AP Spanish Literature
AP Chemistry	Honors Geometry	AP Statistics
AP Comparative Politics	German III	AP Studio Art
AP Computer Science A	AP German Language	Honors Trig./Analysis

Revised: 11/18/04

Revised: 6/22/06



January 24, 2008

High School Select Committee II Update

TO: Board of Education

FROM: Tim Hudson

I will provide an update on the work of the High School Select Committee.