

**WEST VIRGINIA**  
**SECRETARY OF STATE**  
KEN HECHLER  
**ADMINISTRATIVE LAW DIVISION**

Form #5

Do Not Mark In this Box

**FILED**

JUN 24 3 41 PM '97

OFFICE OF WEST VIRGINIA  
SECRETARY OF STATE

**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE  
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126  
CITE AUTHORITY: W.Va. Const., Article XII, §2 and W.Va. Code §§18-5-15, 18-2-5, and  
18A-3-8.  
RULE TYPE: PROCEDURAL \_\_\_\_\_ INTERPRETIVE \_\_\_\_\_

EXEMPT LEGISLATIVE RULE XX  
CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW  
W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education v. Hechler  
180 W.Va. 451; 376 S.E.2d 839 (1988)

AMENDMENT TO AN EXISTING RULE: YES XX, NO \_\_\_\_\_

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 149

TITLE OF RULE BEING AMENDED: County Professional Staff Development  
Councils (5500)

IF NO, SERIES NUMBER OF NEW RULE BEING ADOPTED: \_\_\_\_\_

TITLE OF RULE BEING ADOPTED: \_\_\_\_\_

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS July 24, 1997.

Cynthia E. Evans  
Director, Legal Services

126CSR149  
TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

SERIES 149  
COUNTY PROFESSIONAL STAFF  
DEVELOPMENT COUNCILS (5500)

FILED

JUN 24 3 41 PM '97

OFFICE OF WEST VIRGINIA  
SECRETARY OF STATE

**§126-149-1. General.**

1.1. Scope - This legislative rule establishes the general implementation process for staff development activities in the 55 county school systems. This staff development program provides for job-related training for school personnel on three noninstructional days (eighteen clock hours) in the school calendar.

1.2. Authority - W.Va. Constitution, Article XII, §2 and W.Va. Code §§18-5-15, 18-2-5 and 18A-3-8.

1.3. Filing Date - June 24, 1997.

1.4. Effective Date - July 24, 1997.

**§126-149-2. Purpose.**

2.1. Schools exist to facilitate student learning. Ongoing professional staff development for all personnel is essential to enhancing improved teaching and student learning. Professional staff development should be a continuous, developmental process ultimately based on staff needs. High standards for the design and delivery of high quality professional/staff development shall include but not be limited to the following issues: county responsibility, principles of operation, general implementation process, and monitoring.

**§126-149-3. County Responsibility.**

3.1. Each county board of education shall schedule annually at least three noninstructional days of staff development for professional staff. At least two of the three days or their equivalent, must be scheduled prior to January 1. Exceptions to the schedule and/or staff development content, may be granted for innovative programs and/or delivery upon the written request of the county superintendent to the state superintendent.

3.2. County boards of education shall establish a professional staff development

council and shall implement a comprehensive system of staff development.

3.3. The county board of education shall make available an amount at least equal to one tenth of one percent of the amount provided in accordance with section four, article nine Chapter eighteen of this code and credit such funds to an account to be used by the professional staff development council to fulfill its objectives. The council shall prepare for review and approval by the county board of education an annual budget that details all expenses and revenues including staff support. Any funds remaining in this account at the end of the fiscal year shall remain in this account and be used solely for staff development. The county board of education will have final approval for all disbursements. This does not preclude the use of other funding sources for additional staff development.

3.4. At the first professional staff development council meeting following the county board of education's approval of their annual budget, the county superintendent or his/her designee shall provide the professional staff development council with the funding computation provided in Section 3.3. of this policy.

3.5. In order to meet the growing demands of school, county, state, and national priorities, counties are encouraged to seek ways to provide additional opportunities for staff development above and beyond the minimal number of eighteen clock hours. Some strategies include, but are not limited to, the following: the use of banked time, extending the school calendar, seeking grant funding sources to cover costs of additional staff development, and the use of community resources.

#### **§126-149-4. Principles of Operation.**

4.1. County boards of education and county professional staff development councils shall incorporate the following components and governing principles of operation in their county staff development policy.

4.1.1. The process of planning school and/or county staff development initiatives to promote teaching and learning, shall include but not be limited to the following:

- a. Individual school, county, regional, state, national and international priorities.
- b. Multiple input sources such as state board goals and objectives, student test scores, faculty senate recommendations, and county board policies to identify program needs.
- c. Needs based objectives.

d. Activities that provide for individual needs as well as groups such as local school improvement councils, faculty senates and school curriculum teams.

e. A systematic evaluation process for the delivery, quality, and impact of staff development.

f. Provisions for follow-up staff development when the objective(s) are beyond awareness level.

4.2. All professional staff shall participate in eighteen clock hours of job related staff development each year. Twelve of the eighteen clock hours shall be directly relevant to: 1) educational priorities for West Virginia to include, but not limited to implementation of regulations, trends, and issues at the local, regional, state, national, and international levels (ie. Multicultural education, new instructional materials education, and AIDS; education) 2) the areas of study in which they are currently teaching; 3) the teaching strategies appropriate to those areas of study; 4) classroom management skills; 5) techniques appropriate for learners with various exceptionalities and learning styles; 6) alignment of instructional goals and objectives with effective strategies, methods and/or techniques, or 7) student and program evaluation methods and instruments (Policy 2510).

4.3. County professional staff development councils shall standardize the amount of staff development credit granted for staff development plans for individual schools and persons within the county.

**§126-149-5. General Implementation Process.**

5.1. Each county will have a professional staff development council that shall have final authority to propose staff development programs for their peers.

5.2. The professional staff development council's proposed program shall be presented to the county board of education as an information item prior to its implementation. The professional staff development council will also present the annual evaluation report at the end of the school year.

5.3. Each county professional staff development council shall consist of between nine and fifteen members at the discretion of the county superintendent based on the size of the county.

5.4. The professional staff development council shall be comprised of proportional representation from the major school levels and from vocational education, special education, and other educators in proportion to their employment numbers in the county.

5.5. Teacher nominations to serve on the county professional staff development council may be submitted by the faculty senates of the district to the superintendent who shall prepare and distribute ballots and tabulate the votes of the county's instructional personnel voting on the persons nominated.

5.6. Election to the professional staff development council shall be made on a staggered three-year sequence. No staff development council member may serve more than two consecutive terms. Vacancies occurring during an elected term will be filled by the professional staff development council according to 5.4. until the next election.

5.7. The county superintendent or his/her designee shall hold an advisory, nonvoting role on the professional staff development council and shall: provide input in design of the staff development council's program; coordinate the implementation of the staff development council's program after approval of the plan by the council and presentation of the plan to the county board of education; distribute information concerning program objectives, location and time, prerequisites, and other pertinent information about staff development offerings to all professional personnel within the county; maintain records of enrollment, scheduling, and evaluation of each staff development activity; and compile those records into an annual report for submission to the professional staff development council.

5.8. At the first meeting of the professional staff development council in each school year (July 1-June 30), the members of the council shall elect a chair by majority vote. The chair shall preside over all staff development council meetings; present, prior to implementation, any program approved by the staff development council to the county board of education; and present the annual evaluation report to the county board of education.

5.9. The professional staff development council shall meet at least quarterly each year. The county staff development council may elect to use funds appropriated in 3.3. to pay council members time and/or expenses. (ie., substitute teachers, class coverage). The county board may provide at least two hours of release time as long as funds are available.

5.10. Two or more county professional staff development councils may be involved in cooperatively planning, funding, and implementing county, regional, and/or state coordinated staff development initiatives. The professional staff development council and the service personnel staff development council within a county may cooperatively plan, fund, and implement staff development programs in the county.

**§126-149-6. Monitoring.**

126CSR149

6.1. Monitoring of the implementation of Policy 5500 - County Professional Staff Development Council shall be conducted via the accreditation system described in W.Va. Code §18-2E-5.

EXECUTIVE SUMMARY OF REVISED POLICY 5500  
COUNTY STAFF DEVELOPMENT COUNCILS

- Maintains the current legislation that each county board of education shall schedule annually at least three noninstructional days of staff development for professional staff.
- Recommends counties go above and beyond this three day minimum to provide additional staff development opportunities through banked time.
- Recommends the professional staff development council prepare an annual budget that details all expenses and revenues including staff support for county board approval.
- Provides that any funds remaining in the staff development account be used for staff development consistent with House Bill 2510 enacted in the 1997 Legislative session.
- Recommends a principles of operation process that includes a needs assessment and systematic evaluation.
- Recommends that emphasis be placed on West Virginia educational priorities in deciding staff development offerings.
- Allows for alternative designs and delivery of staff development such as the use of technology and continuing education units.
- Requires county professional staff development councils to standardize the amount of staff development credit granted for staff development.
- Strengthens existing monitoring system to be conducted via the accreditation system.

Major Changes From Policy Placed On Comment:

- Eliminates an individualized staff development plan in lieu of the programs offered by the staff development council.
- Eliminates ability to replace annual/sick leave taken on a continuing education day.

**FISCAL NOTE WORKSHEET**  
(Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO Policy 5500 RESOLUTION NO \_\_\_\_\_

SUBJECT County Professional Staff Development Councils FUND \_\_\_\_\_

SOURCE OF REVENUE:  GENERAL FUND  SPECIAL  OTHER (SPECIFY) \_\_\_\_\_

COST OF ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

INCOME ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

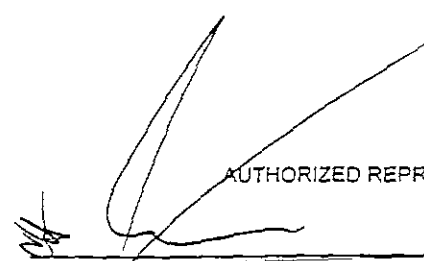
EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-
2. ESTIMATED TOTAL REVENUES	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-

EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

3

AGENCY

AUTHORIZED REPRESENTATIVE



**POLICY 5500: COUNTY PROFESSIONAL STAFF DEVELOPMENT COUNCILS  
COMMENT LOG  
May 16, 1997**

ACTION  
N: No Response  
NA: Not Accepted  
A: Accepted

TYPE  
- Negative  
+ Positive  
o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<b>§126-149-1. General</b>		
4-8-97	William Toussaint, WV Dept. Of Ed.	Fine.		
4-17-97	Mary Alice Klein, Superintendent Tucker County	Generally this policy erodes the power of elected and appointed officials and legally constituted boards to implement a systems approach to change and improvement by the development and training of employees.		
5-2-97	Deborah Akers, Superintendent Mercer County Schools	This policy will minimize the authority of elected and appointed officials to implement a systematic approach to change and improvement.		
5-2-97	Lyn Guy, Superintendent Monroe County	Policy 5500: Speaking on behalf of a county that has undergone tremendous system change in the past five years and will undergo much more in the next few years, staff development plans that are left up to the individuals are fine, as long as no improvement initiatives are underway and as long as major reforms are not underway. Obviously, this situation does not exist. We need to be able to undertake a systems approach to staff development in order to make sure that our teachers are all on the same page so to speak with respect to reform. We are already frustrated by the fragmentation that occurs when some of our teachers earn release time by attending other training during the summer and aren't available for full organization training on the days we schedule it. As Peter Senge has said, "An organization's ability to learn together may make the difference between its thriving or perishing in the years ahead." Further, we do not have the financial capability to provide funding for our staff to attend training beyond the time already allotted. I doubt we'll be able to afford that for many years to come. Finally, as superintendent, I oversee the allocation of credit for staff development and believe me, I have had requests for credit that included activities no one in his or her right mind could agree would help an individual be a better teacher. By giving all authority to the council, we are setting ourselves up for further erosion of which it means to earn staff development credit.		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-1-97	WV Education Association	<p>The West Virginia Education Association strongly supports the revision of State Board Policy 5500 and applauds the effort to further professionalize staff development for all professional personnel and to strengthen staff development councils.</p> <p>This policy takes an important stride away from one-size-fits-all staff development which consisted in many counties of three designated staff development days in which the professional staff of an entire school or school system without regard to their personal backgrounds, strengths, weaknesses or interests received the same single staff development offerings on scheduled staff development days with the option of each professional employee developing an individual staff development plan including college credit, professional conferences, peer observations, work site visitation and special projects recognizes the importance of providing experiences pertinent to individual staff members at various points in their careers. The WVEA strongly supports this key improvement in the policy.</p> <p>The other key improvement is strengthening of the county staff development council. This goal is accomplished by requiring at least quarterly meetings, assuring an elected chair with specific responsibilities, clarifying the autonomy of the council, requiring annual presentation of the staff development program and an evaluation report to the county board of education, and allowing use of staff development funds to fund meeting time and expenses for the council.</p> <p>In addition to these two major improvements, the policy also provides for carryover of unused staff development funds, assurance that all professional staff will participate in staff development, restoration of leave or salary when staff development days are made up, encouragement for county boards of education to augment staff development opportunities, and encouragement of cooperative initiatives jointly sponsored by the professional staff development council and the service personnel staff development council in a given county or by professional staff development councils in more than one county.</p>		
5-6-97	RESA II, Huntington, WV	Generally this policy erodes the power of elected and appointed officials.		
5-7-97	Ohio County Schools, Wheeling, WV	Generally this policy erodes the power of elected and appointed officials and legally constituted boards to implement a systems approach to change and improvement by the development and training of employees.		
5-9-97	Paul Hughes, Director of Finance/Administration, Roane County	This policy further erodes the authority of elected board members and the administrators they employ to manage the school system.		
5-9-97	Becky Matlern, Taylor County	The intent of this policy seems to be aimed at eroding the power of elected and appointed officials by not allowing them to implement a systems approach to change and improvement.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
5-13-97	Deanna Weaver, Taylor County	This policy removes the principals' vehicle for implementing the school unified improvement plan, for which they are accountable.		
5-13-97	L. Eugene Weaver, Fairmont, WV	As an assistant principal of a high school in Marion County, I am opposed to this policy. How do principals meet state requirements without time for staff development (e.g., analyzing test scores, implementing SB300, integrating technology into the curriculum, etc.) This policy gives control to teachers who do not have ultimate accountability.		
5-14-97	Suzann Murphy, Principal Pruntytown Elementary Grafton, WV	Yes some teachers know what they need for staff development. However, eighteen hours is not enough time to accomplish county, school and state goals. With this limited time, it is essential that the twelve hours still be available for the administrators to require all staff present.		
5-14-97	O. Bruce Childers, Coordinator J. Kenneth Roberts, Superintendent McDowell County	A Staff Development Coordinator for McDowell County this proposed policy will reduce my role to a record-keeper. I will have no authority and will be accountable for staff development programs. This proposed policy needs to be completely overhauled or at the least revised by the West Virginia Board of Education.		
5-15-97	Linda Sharp, Principal Hepzibah Elementary	How do you suggest we implement our Unified goals if we have no or little staff development? There isn't enough time now to collaborate; this takes away more time when everyone is together.		
5-15-97	Linda Price, RESA I Beckley, WV	This Policy will take away the power of elected and appointed officials to implement a systems approach to change and improvement by the development and training of employees.		
5-15-97	Steve Goffreda, Roane County	This policy erodes the power of elected and appointed officials to plan and manage staff development.		
5-15-97	Monongalia County Professional Staff Development Members	Our members believe the new policy to be positive in supporting Staff Development Council work.		
5-16-97	Berkeley Heights Faculty Senate Berkeley Heights Elementary School	The background for this policy revision is mainly to <u>ensure</u> that teachers receive staff development pertinent to their subject, rather than to ensure student learning.		
5-16-97	Gregory J. O'Connor Hampshire High School	Accept as written.		

Date	Individual/Organization	Comments	Action/Type	Rationale
4-4-97	Karen Larry, WV Dept. Of Ed.	<b>\$126-149-2. Purpose</b>		
	Is it not somewhat odd that quality professional/staff development is based upon staff needs with no mention of <u>student</u> needs? Why not combine the two thereby recognizing that school is about teaching and learning. A possible wording for sentence 3: Professional staff development should be continuous, developmental process ultimately based upon the needs of both the staff member and the students he/she serves.			
4-7-97	William Toussaint, WV Dept. Of Ed.	Fine.		
4-14-97	Donna Martin, Asst. Superintendent, Lincoln County Schools	Perhaps add "student" in front of last word "needs."		
4-17-97	Mary Alice Klein, Superintendent Tucker County	There is insufficient authority retained by local boards and administrators to assure that the policy will lead to the improvement of teaching and learning. There is, however, authority without accountability granted professional employees for that purpose. Accountability remains with the local board and superintendent.		
5-2-97	Deborah Akers, Superintendent Mercer County Schools	Professional employees are granted the authority to plan programs but do not have any accountability. The accountability remains with the Board and Superintendent. This type of mismatch will not work.		
5-6-97	RESA II, Huntington, WV	There is authority without accountability granted professional employees in this section.		
5-7-97	Ohio County Schools, Wheeling, WV	There is insufficient authority retained by local boards and administrators to assure that the policy will lead to the improvement of teaching and learning. There is, however, authority without accountability granted professional employees for the purpose. Accountability remains with the local board and the superintendent.		
5-9-97	Paul Hughes, Director of Finance/Administration, Roane County Schools	The basic principle that responsibility and authority should be concomitantly exercised are being further subverted by this policy. Professional employees gain authority without being responsible to the electorate. Board members and administrators lose authority but retain their responsibility for the efficient operation of the system.		
5-9-97	Becky Mattem, Taylor County	This policy gives authority to professional employees without any accountability. But, the accountability still remains with the board and superintendent.		
5-9-97	Charlotte Hutchens, Raleigh County	No accountability on the part of the Staff Development Council -- without accountability there is no responsibility.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
5-12-97	Joe Evans Roane County	Erodes authority of elected/appointed Boards and Officials. No accountability.		
5-13-97	Deanna Weaver, Taylor County	There is no accountability on the part of staff development councils. Without accountability, there will be no responsibility. Must become part of accreditation system.		
5-13-97	L. Eugene Weaver, Fairmont, WV	While this policy gives teachers more flexibility, it is not conducive to implementing school and county goals as outlined in the Unified Plan. The Unified Plan just as well be put on the shelf -- this policy removes the principals' authority to initiate school staff development sessions designed for school improvement.		
5-14-97	Suzann Murphy, Principal Pruntytown Elementary Grafton, WV	I am extremely insulted with this policy. I have been attending Leaders of Learning, Principals' Academies, RESA and State programs to be informed of best practices, time management, new programs and testing, etc., How can I take these ideas and changes back to my school if staff members do not have to attend because of self determined need. I have "Promises to Keep" but I will not be able to carry them out if this policy goes through.		
5-14-97	J. Kenneth Roberts, Superintendent O. Bruce Childers, Coordinator McDowell County	2.1 The statement, "Schools exist to facilitate student learning," should be removed. This proposed policy will be a detriment to student learning. Staff development will not be based on staff needs, but needs determined by the individual - not staff. County goals, unified plan, state goals and programs involving the entire staff will no longer exist.		
5-15-97	Linda Sharp, Principal Hepzibah Elementary	This plan affects school and county goals. If this goes through we might as well forget Unified Plans. Staffs need to be together MORE not less if we want quality programs.		
5-15-97	Linda Price, RESA I Beckley, WV	There is insufficient authority retained by local boards and administrators to assure that the policy will lead to the improvement of teaching and learning. There is, however, authority without accountability granted professional employees.		
5-15-97	Steve Goffreda, Roane County	Local boards of education and administrators are held accountable for staff development leading to improved results without being sufficiently empowered to do so. On the other hand, professional employees are granted new authority without sufficient accountability for the results.		
5-16-97	Berkeley Heights Faculty Senate Berkeley Heights Elementary School	Good statement of purpose.		
5-16-97	Gregory J. O'Connor Hampshire High School	Accept as written.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
4-7-97	William Toussaint, WV Dept. Of Ed.	<p>\$126-149-3. County Responsibility</p> <p>Fine.</p>		
4-14-97	Donna Martin, Asst. Superintendent, Lincoln County Schools	<p>What is staff support (in line 6?) Is it in-kind?</p>		
4-17-97	Mary Alice Klein, Superintendent Tucker County	<p>3.3 Funding for the Staff Development Council allotted from Step 1 of the School Aid Formula subtracts from the county's already insufficient funding for professional personnel. To further require that one tenth of one percent of these funds be used for staff development and be carried over for that purpose is adding "insult to injury" for counties in deficits without excess levies. 3.5 Permitting the use of "banked time" which Policy 2510 originally granted for noninstructional activities for students, for staff development further erodes our focus and service to students. Instructional time for students is decreased; but expectations and standards are increased. The implied message of this policy is that if the state or county wants to train to implement its goals, it will provide time and salary beyond the eighteen hours allotted in the school calendar; Inequities in training will increase among counties.</p>		
4-15-97	Donald Miles, Harrison County Schools	<p>3.1 Insert between the first and second sentence the following: <u>Three of the noninstructional days reserved for staff development of professional staff shall be designated as identified staff development days and shall be indicated on the school calendar as ICE days.</u></p> <p>Rationale: This will distinguish between the days set aside to acquire the required 18 hours of staff development and other staff development provided during the work day. 3.3 Put a period after the word "budget" in the second sentence. Delete the remainder of the sentence which reads "that details expenses and revenues including staff support."</p> <p>Rationale: "... that details expenses and revenues including staff support." is ambiguous and redundant. (Does it mean that all sessions that have expenses attached to them must be set in place at the time the budget is passed?) Because of this ambiguity, interpretations could result that would severely limit the flexibility and innovation that the county and staff development council of that county need to carry out a program of staff development that fits the changing needs of a school system. Other sections of this policy provide adequate guidance in the structure of the budget.</p>		
5-2-97	Deborah Akers, Superintendent Mercer County Schools	<p>Counties are required to balance the budget every year. To retain funds for staff development at the expense of other programs or necessities is not prudent.</p>		
4-23-97	Barbara Cox, Braxton County Schools	<p>3.3 This section constitutes another unfunded mandate and creates further hardship on counties such as Braxton, which are in deficit situations.</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-6-97	George Keatley, Mercer County	3.3 This policy calls for the funding of the Staff Development Council allocation to come from Step I of the School Aid Formula. This pulls away from the already insufficient funding for professional personnel. Additional funding for this policy should be established from state funds, especially set aside for this project. 3.5 The asking of gaining more hours beyond the 18 required specifically using banking time and extending the school calendar is not the solution for this policy. The message from the policy is that professional training shall take place with funds already allocated and those funds may not be sufficient for each county.		
5-6-97	RESA II, Huntington, WV	There is a need for an incentive for providing more than the minimum of 18 hours of professional development. Funding for the Staff Development Council allotted from Step I of the School Aid Formula subtracts from the county's already insufficient funding for professional personnel. Permitting the use of "banked time" which Policy 2510 originally granted for noninstructional activities for students, for staff development further erodes our focus and service to students.		
5-7-97	Ohio County Schools, Wheeling, WV	3.3 Funding for the Staff Development Council allotted from Step 1 of School Aid Formula subtracts from the county's already insufficient funding for professional personnel. To further require that one tenth of one percent of these funds be used for staff development and be carried over for the purpose is adding "insult to injury" for counties in deficits without excess levies. 3.5 Permitting the use of "banked time" which Policy 2510 originally granted for noninstructional activities for students, for staff development further erodes our focus and service to students. Instructional time for students is decreased; but expectations and standards are increased.		
5-9-97	Paul Hughes, Director of Finance/Administration, Roane County	3.5 Using "bank time" for anything is a facade. Students need more days in school. Also, the policy appears to encourage extra training beyond the eighteen hours in the school calendar. This raises equity questions, as wealthy counties can afford extra training days, but poorer, non-levy counties cannot.		
5-9-97	Becky Mattern, Taylor County	Using banked time for staff development takes time away from students. Instructional time for students is decreased; but expectations and standards are increased.		
5-9-97	David McQuain, WWEA	In 3.5 strike the words <u>extending the school calendar</u> . Unless those additions to the school calendar were funded to fully compensate professional employees, which probably would not or can not be afforded, then such extensions are unacceptable.		
5-9-97	Charlotte Hutchens, Raleigh County	3.5 Inequalities in training will exist from county to county. Additional staff development opportunities will come at a price -- all counties cannot afford it.		
5-12-97	Joe Evans, Roane County	Taking dollar's from an already under funded formula and loss of instructional time.		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-13-97	Danny Gray, Greenbrier County	I see no need for scheduling any days of staff development. The staff development council might schedule some activity and then because teachers can schedule their own 18 hours in an individual plan, nobody would attend the planned activity.		
5-13-97	Deanna Weaver, Taylor County	The county has the responsibility to attain goals, but no time to train staff unless staff development council sanctions it.		
5-13-97	L. Eugene Weaver, Fairmont, WV	This policy holds administrators accountable, but gives them <u>no</u> authority. This will not work. The allocation of funds is a great idea, but needs to go to schools for implementation of Unified Plans (staff development component).		
5-14-97	Suzann Murphy, Principal Pruntytown Elementary Grafton, WV	This policy will tie the hands of central office department of curriculum & instruction to present needed information to teachers. The policy opens up a book keeping nightmare for individual school administrators. We thought you were going to try to make less paper work not more for the principals. So how can the county be responsible??		
5-14-97	J. Kenneth Roberts, Superintendent O. Bruce Childers, Coordinator McDowell County	3.3 Any monies left over from staff development will be carried over to the next year in staff development account and will add to the budget deficit in many counties. 3.5 The use of bank-time for non-instructional activities will take from the instructional day of the student. Instructional time is decreased. Bank time varies from school to school and would result in schools having greater inequities. Bank time is an ill-conceived idea that does not lead toward improved instruction.		
5-15-97	Linda Sharp, Principal Hepzibah Elementary	These people will only be policemen. The county needs to provide appropriate sessions that promote higher standards to align with state and county goals.		
5-15-97	Linda Price, RESA I Beckley, WV	This section constitutes another unfunded mandate and creates hardships on counties.		
5-15-97	Steve Geoffreda, Roane County	Step 1 funding subtracts from a county's already deficient funding for professional personnel, creating a potential hardship for rural counties (especially those without excess levies that already have fiscal problems). The use of "banked time" to further decrease student/teacher contact time is deceptive. Are we really acting in the best interest of students? This policy also puts additional pressure on counties to produce resources for staff development that are already lacking.		
5-15-97	Monongalia County Schools Professional Staff Development Members	3.5 We recommend that you strike the phrase "extending the school calendar." We believe this to be unclear and could possible lead to arbitrary practices.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
5-16-97	Berkeley Heights Faculty Senate Berkeley Heights Elementary School	Good statement of responsibility.		
5-16-97	Gregory J. O'Connor Hampshire High School	Accept as written.		
5-16-97	Diana Steed Buckhannon, WV	3.5 --- How can counties legally extend the school calendar? Opportunities above and beyond the minimum 18 hours will be limited to affluent counties because of budget constraints.		
4-4-97	Karen Larry, WV Dept. Of Ed.	<b>§126-149-4. Principles of Operation</b>  This paragraph is most difficult to understand. Sentences 1 and 2 are clear; sentences 3 and 4 appear written to confuse. What about changing sentence 3 to: If the staff member completes an individual staff development plan outside normal working hours, the staff member's sick or personal leave day shall be restored. Sentence 4 is another story. As written, the sentence tells people to take the day off then get paid for doing the missed work later. Teachers who have no sick leave but miss work due to illness lose pay. They are not required to teach the students the missed instructional materials. Anyway -- I disagree with this idea. Why not have the missed day/work made up through an OS day instead of the person receiving a vacation day. Sentence 4 could then be worded: A staff member who has no accrued personal leave will complete an individual staff development plan equal to the time missed; the school calendar's next non instructional day, including OS days, will substitute for the lack of available personal leave.		
4-9-97	Jeanne Moore, WV Dept. Of Ed.	4.2 This does not solve the problem of counties offering only generic in service and never providing for training in the subject(s) taught by the teacher. I suggest taking out subsections 4 through 7. 4.3 This does not solve the problem of counties that do not allow these alternative (and often more appropriate staff development plans. I suggest a change in wording in line 2: "... designated staff development days, the county must offer participants an opportunity to elect to design ..."		
4-14-97	Donna Martin, Asst. Superintendent, Lincoln County Schools	4.4 What does this mean? 4.5 I find this confusing. Is an individual staff development plan the only way to "make-up" missed staff development on noninstructional days (is "may" actually must?) I think further explanation of "how to" on this section would be useful.		

Date	Individual/Organization	Comments	Action/Type	Rationale
4-17-97	Mary Alice Klein, Superintendent Tucker County	4.2 The seven options for which employees are encouraged to commit 12 hours of staff development may preclude implementation of county, state and national goals. I foresee that training for any system goals will require additional salary and time. 4.3 The individualized plan is self-serving and precludes a systems approach. I would recommend that Peter Senge's The Fifth Discipline be reviewed. Teamwork and collaboration for meeting the needs of our clients should be our focus. 4.4 Empowering fifty-five (55) county professional staff development councils to standardize the amount of staff development credit granted for staff development may result in increased inequities among counties and usurps the power of local boards. 4.5 Allowing employees to replace the missed eighteen clock hours of staff development through an individual staff development plan and to be paid for it, is potentially creating another type of outside-the-school environment days.		
4-8-97	William Toussaint, WV Dept. Of Ed.	Fine.		
4-8-97	Rebecca Goodwin, Kanawha County Schools	4.2 Must the examples given -- multi cultural education, new instructional materials, and AIDS education be addressed annually, or may they be considered with other categories listed in this paragraph? 4.5 Reinstating sick or personal leave or paying for making up hours is a record keeping nightmare and a potentially large unfunded mandate.		
4-10-97	Charles Wimer, Principal Elk Garden Schools	4.5 No -- After planning CE for staff, I would not want them to decide whether to attend or not. Being allowed to gain back sick days is too much of a motivation to consider being absent. There is no reward for being professional.		

Date	Individual/Organization	Comments	Action/Type	Rationale
4-15-97	Donald Miles, Harrison County Schools	<p>4.3 Before the first sentence insert the following: <u>the county staff development council shall provide and/or approve staff development on the three identified staff development days set aside in the calendar. Furthermore, the staff development council may approve substitute staff development sessions at other times that may be used by the participant to replace time on the identified staff development days. The council will determine equivalent clock hours of substitute sessions. Insert the word "also" at the beginning of the first sentence which begins, "In lieu..." Change the phrase "on designated staff development days" in the first sentence of 4.3 to read "to satisfy the required 18 hours of identified staff development. Rationale: The first insertion allows the council to provide more programs to meet the broad range of needs of the professional staff by allowing the council the flexibility to provide sessions that may be counted toward the 18 hours of identified staff development, but are not in the confines of the 3 identified staff development days. By changing the words "on designated staff development days" to "to satisfy the required 18 hours of identified staff development" it makes clear those days and substitute sessions designed to provide the 18 hours of require staff development as opposed to those staff development sessions held in the confines of the work day but outside the three identified staff development days.</u></p> <p>4.5 Rewrite this section to read: <u>Sick or personal leave cannot be used to excuse a staff member from completing the 18 hours of required staff development. However a staff member shall not be penalized for choosing the method of attaining the staff development. Whether that is by attendance at the 3 identified staff development days, attendance at council approved substitute staff development sessions, or a staff development plan. Prior the issuance of the end of school year check, each professional employee's staff development record will be reviewed to ascertain his/her compliance to the law and this policy. The employee's end of school year check will then be adjusted to reflect this compliance. Rationale: This proposed change, while protecting the intent of the section eliminates any confusion as to how, when, and if an employee's pay is to be docked.</u></p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
4-23-97	Barbara Cox, Braxton County Schools	<p>4.3 The Legislature and West Virginia Department of Education continually mandates the implementation of statute and policies such as Senate Bill 300, this bill alone has prompted the implementation of a Unified School Improvement Plan, new state goals and objectives aligned with a new standardized test and school to work programs. Educational staff needs time to make plans for implementation of the same as well as time for training. At times, all staff needs to be involved in planning and training. This policy offers so many training options that schools will never be able to get their entire staff involved. It is sad to say that there are teachers who would much rather take a class in their fields working their training off in this way, rather than participating in the alignment of the adopted program with the goals and test, for example. One can give the county staff development council all the authority one wishes, but teachers will not stand against other teachers. The principals should have authority to approve the individual plan prior to submission to the council. In addition, this is going to become a paperwork nightmare. We have to beg teachers to serve on the council as it is. 4.5 The second sentence should read ... "They <u>must</u> replace the missed eighteen clock hours..." This section should also indicate that counties may impose penalties such as docking pay.</p>		
5-2-97	Deborah Akers, Superintendent Mercer County Schools	<p>In order to assure positive change throughout a system, adherence to the system's goals must be accomplished. This policy allows everyone to do their own thing at the cost of implementing positive systemic change and focus.</p>		
5-5-97	Paul E. Barcus, Jr., Wetzel County	<p>4.3 - delete. While individual SD plans might be beneficial on occasion, they could be detrimental when a county, school, grade level, or teacher team wants all members trained or knowledgeable in a certain area and some members would not be in attendance at such training due to their individualized plan. 4.4 Why not standardized at the state level? 4.5 delete!!! Too burdensome on employees and record keepers. The paper trail could be endless. What about employees in hospitals or who have just lost a family member on a staff development day?</p>		
5-6-97	Martha Dean, Superintendent Wetzel County	<p>4.3 delete this entire section. A council doesn't have sufficient time or expertise to keep up with hundreds of plans. 4.5 delete!! Too burdensome on employees and record keepers. The paper trail could be endless. This provides a loophole for the non-responsible staff member. If they don't want to be trained, no regulation will make them pay attention.</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-6-97	R. Jay Yeager, Wetzel County	4.3 -- delete. While individual SD plans might be beneficial on occasion, they could be detrimental when a county, school, grade level, or teacher team wants all members trained or knowledgeable in a certain area and some members would not be in attendance at such training due to their individualized plan. 4.4 why not standardized at the state level? 4.5 delete!!! Too burdensome on employees and record keepers. The paper trail could be endless. What about employees in hospitals or who have just lost a family member on a staff development day??		
5-6-97	Gary Cross Jackson County	4.5 I strongly object to this section. One, my constitutional right of a sick leave day is being denied. Also, staff development is placed ahead of an instructional day for children. I feel children should not lose an instructional day of learning. Secondly, I do not feel an individual staff development plan is necessary since our County offers staff development way beyond the 18 hours. I think this is belittling the teaching profession. Provisions denies students a day of instruction. If a person is ill or death in family, a teacher should not have to make up a staff development hour. When teachers miss an instructional work day, they are not required to make it up. Why is staff development more important than an instructional work day??? The teacher should have a choice of what sessions they feel they need. Again, our constitution rights are being denied and taken away.		
5-6-97	George Keatley, Mercer County	4.2 With the seven objectives used to obtain the 18 hours of job related staff development each year, it should be very evident that training for any system goals will require additional salary and time. 4.3 If we are dealing with staff development, then the program shall be of a total staff, total county or total team approach. It should not be related to an individual project. 4.4 Specific time and standardization of county staff development should come from the state to cover the 55 counties. 4.5 If employees miss staff development, then a specific time and place should be established by the county for all to make up at one time.		
5-6-97	Elizabeth Mow, Retired Teacher Member of WV Professional Educators' Executive Board	The inclusion of educational travel in professional development plans must be very carefully structured and monitored to assure its relevance to professional development.		
5-6-97	RESA II, Huntington, WV	Need definition of "educational travel". The seven options for employees are encouraged. Training for any system goals will require additional salary and time. The individualized plan is self-serving and precludes a systems approach. Empowering 55 county professional staff development councils to grant credit for staff development may usurp the power of the local boards.		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-7-97	Ohio County Schools, Wheeling, WV	4.5 Allowing employees to replace the missed eighteen clock hours of staff development through an individual staff development plan and to be paid for it, is potentially creating another type of outside-the-school environment days. Are there consequences for non completion of requires hours?		
5-9-97	Paul Hughes, Director of Finance/Administration, Roane County	4.3 The individualized plan approach may make it difficult to implement system-wide goals, and may require additional training, with extra cost. 4.5 Allowing employees to replace missed in-service days with individualized plans opens a lot of possibilities for abuse, and undercuts planned county or school programs.		
5-9-97	Becky Mattern, Taylor County	Allowing employees to complete individual plans takes away from the local autonomy of the school. Principals cannot be assured of 100% attendance for "their" staff development meetings.		
5-9-97	David McQuain, WVEA	In 4.5, line 6, should it not read <u>personal leave day(s)</u> , in case a teacher has had to expend more than one in the instance and has made up more than one day's worth of leave? In 4.3, some listed possibilities should be explained in order to prevent inconsistent interpretation of those areas -- example: research. Does this mean attending a session on research findings or people will be given staff development credit for conducting research. This could be applied either way even though this was not the intent discriminating against some. In 4.9 last line, shouldn't <u>fund</u> have an S on it??		
5-9-97	Charlotte Hutchens, Raleigh County	Individual plans are nice in theory but how will you meet the mandate of SB300, staff development components of the Unified Plan, school and county goals. Training for these areas will require additional time and salary.		
5-12-97	Joe Evans, Roane County	Need for additional dollars for training. Individual staff development will never work. Too loose.		
5-13-97	Danny Gray, Greenbrier County	The policy states the requirements of the staff development in the principles of operation. Then allows a teacher to use all 18 hours of staff development in an individual staff development plan. The policy requires the council to plan staff development from a list of seven requirements and then allows teachers in lieu of programs offered by the council a long list of possibilities for their individual plan. Paper work from the individual plans would be a large problem for the staff development council and the staff development coordinator.		
5-13-97	Deanna Weaver, Taylor County	Staff development is for the improvement of teaching and learning --- not to satisfy WVEA and AFT power plays --- Let's think about kids and school systems. This will create a nightmare of paperwork --- time that could be spent on teaching kids		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-13-97	L. Eugene Weaver, Fairmont, WV	There is no need to have school, county, and national goals any longer -- this policy does not ensure or even encourage school or county training. In order for large scale training to occur with this policy, counties will need to allocate additional salary and time. We don't have this kind of money.		
5-17-97	Suzann Murphy, Principal Pruntytown Elementary Grafton, WV	This practice would be all right if in conjunction with a pay raise, teachers work 205 days and five days be elected design staff development. This is the age of continuous learning. Please do not take away the strength of the Center for Professional Development. The information that has been provided to administrators will not get implemented if individual programs are designed. We do not have enough time in the calendar now to accomplish school goals planning and implementing as it is now.		
5-14-97	J. Kenneth Roberts, Superintendent, O. Bruce Childers, Coordinator McDowell County	Who will be accountable for the quality of staff development programs? 4.3 This section of this policy assumes that the school principal does not have enough work to do. This is going to become more paperwork and consume time the principal does not have to give. This individual staff development plan will allow the staff to do their "own thing". Where is the direction? How will this facilitate learning? This will allow a hodgepodge, piecemeal approach to staff development. We demand a unified school plan and propose a policy to encourage the opposite. This section will allow staff, if they so desire, to meet the 18 hours of staff development requirements with no regard to improving instruction and learning by the student. Principals do not have the time to develop individualized staff development plans. Why put the principal in the position to make decisions in developing plans when we have county staff development coordinators?? Are the principals going to be the "heavy" again in denying plans?? This part of the policy is for the benefit of the teacher --- not the forgotten student.		
5-14-97	Jon Shiver, Hundred High School	4.3 --- delete. While individual SD plans might be beneficial on occasion, they could be detrimental when a county, school, grade level, or teacher teams wants all members trained or knowledgeable in a certain area and some members would not be in attendance at such training due to their individualized plan. 4.4 --- why not standardized at the state level?? 4.5 --- delete!! Too burdensome on employees and record keepers. The paper trail could be endless. What about employees in hospitals or who have just lost a family member on a staff development day?		
5-14-97	Irene Murphy Jackson County	4.5 Priority is being placed on staff development rather than on being present on an instructional day. Staff development is extremely important, but why go through all of this for one or two individuals in each county??		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-15-97	Sarah L. Yeater, New Martinsville, WV	When the "Executive Summary of Revised Policy 5500" page recommends on the sixth statement that emphasis be placed on West Virginia educational priorities in deciding staff development offerings, it makes one wonder why <u>national and international priorities</u> are listed in this section. The items in 4.1 are included in the process of planning; they aren't an option here. If they aren't optional, then they become part of the plan. No longer are we looking at a West Virginia priority, but a national or international one. County boards of education incorporating international priorities in their governing principles of operation are not a locally controlled board. They are a facilitator of federal policies!! "International priorities" needs eliminated from this policy, and much consideration should be given before including "national" ones. Who controls West Virginia schools? I would hope that West Virginia does!!		
5-15-97	Linda Sharp, Principal Hepzibah Elementary	We expect high standards for students; we should expect high standards for professional personnel. All personnel should be in attendance at the same time to receive information first hand.		
5-15-97	Linda Price, RESA I Beckley, WV	Employees are encouraged to commit 12 hours of staff development that may preclude implementation of county, state and national goals. Training for any systems goals well require additional salary and of entire staff being trained with teachers involved in their own training plan. A paperwork nightmare. Empowering fifty five county professional staff development councils to standardize the amount of staff development credit granted for staff development may result in increased inequities among counties. Allowing employees to replace the missed eighteen clock hours of staff development through an individual plan and to be paid for it, is potentially creating another type of outside -- the -- school environment days.		
5-15-97	Emily C. Meadows, Raleigh County	4.5 Good provision -- 18 hrs. Means 18 hrs. Not excusing staff members by use of sick or personal leave says, "This training is important." 4.3 Individual SD plans work well if the county has a well-developed policy on what is acceptable. Raleigh County has had individual plans for at least 10 years. Raleigh county never used peer observations as acceptable credit, but we have used all the other categories -- even ed. travel.		
5-15-97	Steve Geoffreda, Roane County	The individualized plan for staff development may become self-serving rather than promote common school district goals. Staff development councils' power indirectly will usurp the legitimate authority of locally elected boards. Too much flexibility is granted for the replacement of missed clock hours of staff development. Is this another example of an "outside school environment" (vacation) day? It could become one. There needs to be a higher degree of accountability.		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-15-97	Mongalia County Schools Professional Staff Development Members	4.1.1 -- We question whether Policy 5500 is in sync with the Unified School Improvement Plan which defines Faculty Senates as key players in the development of staff development. Policy 5500 is not clear as to the role of the faculty senates or site-based staff development. 4.5 The issue of docked pay and reinstatement of wages or days needs to be uniform state-wide. Clarification is needed. What is the ultimate extent of enforcement of this issue?		
5-16-97	Margaret K. Sine, Principal Paden City Elementary	Delete 4.3 -- We believe it is important for all staff members to receive training in those areas identified in our needs assessment. 4.4 -- Please set a state standard. Delete 4.5 - The record keeping would be tremendous!		
5-16-97	Berkeley Heights Faculty Senate Berkeley Heights Elementary School	Good statement of principals of operation.		
5-16-97	Gregory J. O'Connor, Hampshire High School	Accept as written.		
5-16-97	Jane Beckett, Short Line School	4.3 -- Delete. While individual SD plans might be beneficial on occasion, they could be detrimental when a county, school, grade level, or teacher team wants all members trained or knowledgeable in a certain area and some members would not be in attendance at such training due to their individualized plan. 4.4 -- Why not standardized at the state level?? 4.5 -- Delete!! Too burdensome on employees and record keepers. The paper trail could be endless. What about employees in hospitals or who have just lost a family member on a staff development day??		
5-16-97	Russ McKeen Pine Grove, WV	4.3 -- Delete. While individual SD plans might be beneficial on occasion, they could be detrimental when a county, school, grade level, or teacher team wants all members trained or knowledgeable in a certain area and some members would not be in attendance at such training due to their individualized plan. 4.4 -- Why not standardized at the state level?? 4.5 -- Delete!! Too burdensome on employees and record keepers. The paper trail could be endless. What about employees in hospitals or who have just lost a family member on a staff development day??		
5-16-97	Edward E. Glover, Wetzel County Schools	4.3 -- Delete! While individual SD plans might be beneficial on occasion, they could be detrimental when a county, school, grade level, or teacher team wants all members trained or knowledgeable in a certain area and some members would not be in attendance at such training due to their individualized plan. 4.4 Why not standardized at the state level?? 4.5 Delete!! Too burdensome on employees and record keepers. The paper trail could be endless. What about employees in hospitals or who have just lost a family member on a staff development day??		

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5-16-97	Diana Steed Buckhannon, WV	4.3 --- Making staff development totally individualized is, in the majority of cases good, but some leeway has to be given to counties and schools to force group staff development for the good of curriculum, school-wide problems, etc. Is that provided for? 4.5 The statement, "If the individual staff development plan is completed outside normal working hours, ...." would seem to imply that the hours could be made up <u>during</u> normal working hours.. This would be illegal would it not??		
4-8-97	William Toussaint, WV Dept. Of Ed.	<b>§126-149.5 General Implementation Process</b> Fine, except at 5.9 the third last word should be pluralized, -- "funds."		
4-8-97	William Toussaint, WV Dept. Of Ed.	Footnote: This policy should cost something; for example, \$250,000.00 would grant each of our 55 counties \$4,500 and provides an additional \$2,500 for assistance of the neediest counties. Alternatively, of course, there would be more of the latter, suggested discretionary funding if there were less per county in specific funding of this sort.		
4-14-97	Donna Martin, Asst. Superintendent, Lincoln County Schools	5.9 -- 2 hours of release time -- per meeting? Per person? 5.7 & 5.8 -- Can the chair be the superintendent's designee? Their job duties seem to overlap?		
4-17-97	Mary Alice Klein, Superintendent Tucker County	5.2 The requirement to only present the professional staff development's program to the county board of education as an information item prior to its implementation removes the authority of county boards over the training of its employees. 5.7 The responsibility of the county superintendent is that of full accountability without authority. The county superintendent is responsible for coordinating the implementation of a plan in which he or she has only had "input" and for compiling records into an annual report for submission not to the county board, but to the professional staff development council. This requirement raises questions about legal authority and responsibilities of boards and superintendents. 5.9 The mandate to pay county staff development members for meetings and to provide substitute teachers, etc., is unfunded. If the one tenth of one percent of Step 1 is used to pay for these meetings, what happens when funds are exhausted and the county board and superintendent are still accountable for implementation?		

Date	Individual/Organization	Comments	Action/Type	Rationale
4-15-97	Donald Miles, Harrison County Schools	5.6 Change "No staff development council member may serve more than two consecutive terms." To <u>Staff development council members</u> are encouraged to serve no more than two consecutive terms. Rationale: As proposed this section combined with section 5.3 of §126-149-5 puts counties in the position of breaking state policy if individuals who have not served two consecutive are unavailable to fill the minimum requirement of a nine member council.		
4-23-97	Barbara Cox, Braxton County Schools	5.2 Who stands accountable for the quality of the staff development program meeting training needs? County Boards should have the authority to approve the program. 5.7 Coordinating all this at the county level constitutes another unfunded mandate. To implement this policy as is would require a full-time employee. Most staff development coordinators have several job titles. This work should be done by the council. 5.9 Unfunded mandate. Counties cannot hire substitute teachers for two (2) hours.		
5-2-97	Deborah Akers, Superintendent Mercer County Schools	County Boards need to retain the authority to decide what training is essential for their employees. This policy removes that authority. This policy also put the superintendent reporting to the staff development council rather than the Board.		
5-5-97	Paul E. Barcus, Jr., Wetzel County	5.1 Councils should <u>not</u> have final authority -- they don't have final accountability; county Boards and Superintendents should have <u>final</u> authority. 5.6 delete restriction on consecutive terms. Few counties have people standing in line to be on SD Councils. 5.9 delete the requirement for quarterly meetings. Require three meetings per year as a minimal number. Delete the statement about two hours of released time.		
5-7-97	Martha Dean, Superintendent Wetzel County	5.1 Councils should <u>not</u> have final authority -- they don't have final accountability; county Boards and Superintendents should have <u>final</u> authority. 5.6 Delete restriction on consecutive terms. Few counties have people standing in line to be on SD Councils. 5.9 Delete the requirement for quarterly meetings. Require three meetings per year as a minimal number. Delete the statement about 2 hours of released time. Counties can't afford to pay subs.		
5-6-97	R. Jay Yeager, Wetzel County	5.1 Councils should <u>not</u> have final authority -- they don't have final accountability; county Boards and Superintendents should have <u>final</u> authority. 5.6 delete restriction on consecutive terms. Few counties have people standing in line to be on SD councils. 5.9 delete the requirement for quarterly meetings. Require three meetings per year as a minimal number. Delete the statement about two hours of released time.		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-6-97	George Keatley, Mercer County	5.2 Staff development plans by the county council needs to be approved by the board of education before it is put into use by the county. 5.7 The superintendent should hold a voting position on the professional staff development council. This can lead to a more improved and legally attended program for the county and to see the program moves in a positive direction. 5.9 Specific funds need to come from the state and used for the staff development of each county. Thus, no county could be stating that their budget will not permit them to do staff development.		
5-6-97	Elizabeth Mow, Retired Teacher, Member of WV Professional Educators' Executive Board	It is good to require those teachers who are absent on staff development days be required to make up the staff development. The phrase, "if individual staff development plans is completed outside normal working hours" is confusing. Wouldn't any makeup be outside normal working hours? 5.2 I don't think that the authority of the staff development council should supersede the authority of the county board of education. 5.9 With this provision, it might be possible that most of the funds allocated to staff development councils would be used for salaries of council members rather than staff development programs. This is a bad provision and should be deleted.		
5-6-97	RESA II, Huntington, WV	The requirement to only present the professional staff development's programs as an information item removes the authority of county boards over the training of its employees. The mandate to pay county staff development members for meetings and provide substitute teachers, etc., is unfunded.		
5-7-97	Ohio County Schools, Wheeling, WV	5.2 The requirement to only present the professional staff development's program to the county board of education as an information item prior to its implementation removes the authority of county boards over the training of its employees. 5.6 Limiting staff development committee members to two terms is unnecessary. This should be the decision of those electing the members. Term-limits should be decided by those represented. 5.7 The responsibility of the county superintendent is that of full accountability without authority. The county superintendent is responsible for coordinating the implementation of a plan in which he or she has only had "input", and for compiling records into an annual report for submission not to the county board, but to the professional staff development council. This requirement raises questions about legal authority and responsibilities of boards and superintendents.		
5-9-97	Paul Hughes, Director of Finance/Administration, Roane County	5.7 The requirement that the superintendent submit the annual report to the professional staff development council seriously subverts the legal authority of the county Board of Education. 5.9 The requirement to pay county staff development members for meetings and to provide substitutes is an unfunded mandate.		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-9-97	Becky Mattern, Taylor County	This policy needs at least a year of study, or perhaps a pilot program in several counties. With this time line, teachers will be out of school before the policy is finalized, and return to a new set of standards with <u>no</u> training. Principals will need "staff development" to deal with individual staff members, and approve or disprove the individual plans.		
5-9-97	David McQuain, WVEA	5.6 Should include a final sentence: (In) At that next election, the remainder of the unexpired term will be served by a newly elected member (should be worded better than this but meet intent).		
5-9-97	Charlotte Hutchens, Raleigh County	The amount of paper work will be tremendous, will require staff development coordinator to be a full time position. The mandate to pay staff development members for attending meetings could quickly exhaust the staff development budget. I suggest we study this for a year and implement in 1998 -- too much, too soon.		
5-12-97	Danny Gray, Greenbrier County	The staff development council would have to meet more often than quarterly to approve the individual plans. The funds required to pay the council members for expenses for meetings would leave few funds for staff development activities.		
5-13-97	Deanna Weaver, Taylor County	Let's study this for a year before implementing. This will give everyone a chance to work out good implementation procedures. Councils need <u>TIME</u> to work through processes, principals and teachers need training. This is ridiculous to try to "railroad" a policy such as this because of a few counties who have abused the current staff development policy.		
5-13-97	L. Eugene Weaver, Fairmont, WV	Why bother to present the professional staff development plan to the county board. This removes the authority of the Board and the Superintendent on staff development issues, but accountability is still there. Where are the assurances in this policy? Input of teachers is great, but <u>not</u> ultimate authority without responsibility and accountability.		
5-14-97	Suzann Murphy, Principal Pruntytown Elementary Grafton, WV	This policy needs to be studied for a year before this hasty decision is made. The implementation of this policy will significantly alter my schools 5 year Unified Plan that has taken months to prepare.		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-14-97	J. Kenneth Roberts, Superintendent O. Bruce Childers, Coordinator McDowell County	5.1 Why have a Board of Education?? The staff development council will present the evaluation report at the end of the year to the Board. Why? ? This policy empowers the staff development council -- The Board has nothing to do with the staff development policy. The Board will be accountable but with no authority. The staff development council shall have final authority to propose staff development programs for their peers. I cannot believe a statement like this would be placed in a proposed policy like this -- no regard to the Board, Superintendent, Staff Development Coordinator. No longer is a staff development coordinator needed -- just more work for principals and record-keeper. 5.9 Another unfunded mandate. How can paying staff development council members for their meeting, improve or facilitate student learning? These monies can be used for the student not the council member. Funds are insufficient for both proposes.		
5-14-97	John Shriver, Hundred High School	5.1 --- Staff Development Councils should <u>not</u> have final authority -- they don't have final accountability; county Boards and Superintendents should have final authority. 5.6 Omit restriction on consecutive terms. Few counties have people standing in line to be on SD councils. 5.9 -- Omit the requirement for quarterly meetings. Require three meetings per year as a minimal number. Delete the statement about two hours of released time.		
5-14-97	Irene Murphy, Jackson County	Expecting an Annual Evaluation report is just <u>more</u> paperwork for staff. We currently evaluate each session and utilize the information on whether or not it meets its objective and if we need to repeat it.		
5-15-97	Linda Sharp, Principal Hepzibah Elementary	Why don't we look at this for a year and see what implications this will have? Principals are accountable for the instructional program, but this policy does not consider the instructional program.		
5-15-97	Linda Price, RESA I Beckley, WV	The mandate to pay county staff development members for meetings and to provide substitute teachers, etc., is unfunded. What happens when funds are exhausted and county is still accountable for implementation. The requirement to only present the professional staff development's program to the county board of education as an information item prior to its implementation removes the authority of county boards over the training of its employees.		
5-15-97	Steve Geoffreda, Roane County	The locally-elected, citizens-empowered Board of Education has apparently lost its authority to approve/disapprove of the staff development program, a very questionable (if not poor) management practice to force upon county citizens without their consent. The placement of accountability without authority on to the County Superintendent compromises the legal authority of the officials who have legitimate management responsibilities. Payment of staff development council members is an unfunded mandate.		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-16-97	Berkeley Heights Faculty Senate Berkeley Heights Elementary School	It is good that there are term limits on the Staff Development Council -- 2 terms are enough.		
5-16-97	Margaret K. Sine, Principal Paden City Elementary	5.1 The final decision should not be made by the councils, rather by the boards and superintendents. 5.6 Consecutive terms should be permitted. 5.9 Difficult to provide release time; quarterly meetings not necessary. Individual schools are scheduling staff development as part of USIP.		
5-16-97	Gregory J. O'Connor, Hampshire High School	Accept as written.		
5-16-97	Jane Beckett, Short Line School	5.1 -- Councils should <u>not</u> have final authority -- they don't have final accountability; county boards and superintendents should have <u>final</u> authority. 5.6 Delete restriction on consecutive terms. Few counties have people standing in line to be on SD councils. 5.9 -- Delete the requirement for quarterly meetings. Require three meetings per year as a minimal number. Delete the statement about two hours of released time.		
5-16-97	Russ McKeen Pine Grove, WV	5.1 -- Councils should <u>not</u> have final authority -- they don't have final accountability; county boards and superintendents should have <u>final</u> authority. 5.6 Delete restriction on consecutive terms. Few counties have people standing in line to be on SD councils. 5.9 -- Delete the requirement for quarterly meetings. Require three meetings per year as a minimal number. Delete the statement about two hours of released time.		
5-16-97	Edward E. Glover, Wetzel County Schools	5.1 Councils should <u>not</u> have final authority -- they don't have final accountability; county Boards and Superintendents should have <u>final</u> authority. 5.6 Delete restriction on consecutive terms. Few counties have people standing in line to be on SD Councils. 5.9 Delete the requirement for quarterly meetings. Require three meetings per year as a minimal number. Delete the statement about two hours of released time.		
5-16-97	Diana Steed, Buckhannon, WV	5.9 --- County staff development councils should not be allowed to use funds appropriated in 3.3 to pay council members time and/or expenses unless a cap is put on the payment. Unfortunately, there are some councils which would go very heavy on time and expenses, and little or no monies would be left for programming.		
		\$126-149-6. Monitoring		

Date	Individual/Organization	Comments	Action/Type	Rationale
4-17-97	Mary Alice Klein, Superintendent Tucker County	6.1 The accreditation system will hold the system accountable for outcomes over which it has been granted no authority and insufficient funding to implement and no authority to correct if an evaluation of impact is less than desirable. 6.2 The county superintendent is held accountable for an evaluation of the impact of county and school staff development. This provision provides the superintendent some authority. However, there is no provision for the superintendent, or the board, to change any processes if a negative impact results.		
4-23-97	Barbara Cox, Braxton County Schools	6.2 Same as 5.7. Time and resources.		
4-23-97	Alan Sturm, Upshur County Coordinator	Concerns regarding Policy 5500: The proposed policy erodes the power of elected and appointed officials while accountability remains with the local superintendent and the Board. The implied message is that if the state or county wants to train to implement its goals, it will provide time and salary beyond the eighteen hours allotted in the school calendar. If so, this is another unfunded mandate.		
5-2-97	Deborah Akers, Superintendent Mercer County Schools	The accreditation system holds a system accountable for outcomes over which it has been granted no authority. Additionally, there is no authority to correct a problem once it is identified.		
5-5-97	Paul E. Barcus, Jr., Wetzel County	6.2 Unnecessary and would be another compilation of data to set on someone's desk which ultimately becomes misplaced and is never missed!!		
5-6-97	R. Jay Yeager, Wetzel County	6.2 Unnecessary and would be another compilation of data to set on someone's desk which ultimately becomes misplaced and is never missed!!		
5-7-97	Martha Dean, Superintendent Wetzel County	6.2 Unnecessary and would be another compilation of data to set on someone's desk which ultimately becomes misplaced and is never missed!!		
5-6-97	Gary Cross, Jackson County	I feel there are more important areas to monitor. For instance the average staff member has over 50 hours of staff development voluntarily. Why take those rights away and force them to do something they are opposed to. Why is staff development more important than teachers being on the job teaching children?? I strong feel Section 4.5 is belittling or putting down the teaching profession. Don't get me wrong, staff development is very, very important, but not more important than an instructional work day when a teacher misses work. Also, there are circumstances beyond ones control when a person has to be off work such as death in the family, serious illness, court hearings, etc., etc. I am sure staff members in the above instances do not want to worry about staff development requirements. Whoever wrote 4.5 must not care about "family", etc., children, etc., etc.		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-6-97	RESA II, Huntington, WV	The accreditation system will hold the system accountable for outcomes over which it has been granted no authority.		
5-9-97	Paul Hughes, Director of Finance/Administration, Roane County	6.2 The superintendent is responsible for evaluating the impact of staff development, but is powerless to change anything if a negative finding is made.		
5-9-97	Becky Mattern, Taylor County	The accreditation system will hold the system accountable for outcomes over which it has been granted no authority and insufficient funding.		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-9-97	Charlotte Hutchens, Raleigh County	<p>Footnote: I am writing to express my opinions concerning Policy 5500. As you are aware, principals already have tremendous responsibility in implementing the new requirements of SB300. These include curriculum design, instructional improvement, and strategic planning responsibilities. The major thrust of Policy 5500 is towards an individual delivery model for staff development. I believe that such a model will put undue demands on a principals' time and will be detrimental to the development of new curriculum, instructional improvement, and planning strategies. Let me begin with my concerns about time. Principals will be required to develop Individual Staff Development Plans (IDSP) collaboratively with their staff. This has the potential to involve every professional staff member in the school. In addition, the freedom that is provided in this policy to allow teachers to "make-up" missed staff development means that a teacher may make demands for a planning conference almost any time of the year. This policy may also require additional record keeping and evaluation requirements for principals already over-burdened in these areas. This policy will impact the development and delivery of new curriculum and instructional programs. Time to work on these projects will likely disappear as teachers replace the training necessary to deliver these programs with attending meetings, conferences, classes, etc. I, as the principal, will then find it necessary to find other funds to pay teachers to come in for training. This makes it extremely difficult to maintain program integrity, to evaluate program effectiveness, and make needed changes for program improvement because part of the faculty will have training while others will not. I believe that this will also eliminate the only time available to deliver training programs associated with the Unified Plan. I, as the principal, can not be held responsible for training mandates without time to implement the training. I believe that this policy diminishes the role of the staff development council and the staff development coordinator to that of an approval board and a record keeper. This is a waste of these professionals valuable training and skill. My time will be spent providing paperwork that provides the link between the teacher and the council for planning, evaluation, budget, and annual report. Payroll and reporting could become a tremendous burden. Another concern is that monies budgeted for staff development would be consumed by salary and/or the purchase of substitute time so the council can meet to approve activities thereby eliminating the funding set aside by the county to hire consultants. For these reasons, I am opposed to the adoption of Policy 5500 and urge the West Virginia Board of Education to reconvene a committee to revisit this policy. I hope that county and site needs for staff development time will be considered especially during these times of tremendous change in our education system. Thank You Charlotte Hutchens.</p>		
5-12-97	Joe Evans, Roane County	How would changes take place??		

Date	Individual/Organization	Comments	Action/ Type	Rationale
5-13-97	Deanna Weaver, Taylor County	This needs to be monitored through the accreditation process with the Staff Development Council being ultimately responsible.		
	Deanna Weaver, Taylor County	NOTE: Remarks on this response forms are not intended to be a criticism of the WVDE or State Board. I understand the committee process and realize that some things are out of our hands. However, we must stop this policy. It is <u>not</u> in the best interest of students.		
5-13-97	L. Eugene Weaver, Fairmont, WV	What authority does the superintendent have if the staff development plan has a negative impact on the school(s) or county?		
5-14-97	Suzann Murphy, Principal Pruntytown Elementary Graffon, WV	Give me a break!! I work 205 days and I am a teaching principal. Once again you are adding more paper shuffling. Bob you should know the demands on the administrators just from the Principals' Seminars.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
5-14-97	Daniel E. Mankins, Principal David L. Marshall, Vice Principal Anna Jarvis Elementary Grafton, WV	<p>I am writing to express my opinions concerning Policy 5500. As you are aware, principals already have tremendous responsibility in implementing the new requirements of Senate Bill 300. These include curriculum design, instructional improvement, and strategic planning responsibilities. The major thrust of Policy 5500 is toward an individual delivery model for staff development. I believe that such a model will put undue demands on a principals' time and will be detrimental to the development of new curriculum, instructional improvement and planning strategies.</p> <p>Let me begin with my concerns about time. Principals will be required to develop Individual Staff Development Plans (ISDP) collaboratively with their staffs. This has the potential to involve every professional staff member in the school. In addition, the freedom that is provided in this policy to allow teachers to "make up" missed staff development means that a teacher may make demands for a planning conference almost any time of the year. This policy may also require additional record keeping and evaluation requirements for principals already over-burdened in these areas.</p> <p>Next, this policy will impact the development and delivery of new curriculum and instructional programs. Time to work on these projects will likely disappear as teachers replace the training necessary to deliver these programs with attending meetings, conferences, classes, etc. I as the principal will then find it necessary to find other funds to pay teachers to come in for training. This makes it extremely difficult to maintain program integrity, to evaluate program effectiveness, and make needed changes for program improvement because part of the faculty will have training while others will not. I believe that this will also eliminate the only time available to deliver training programs associated with the Unified Plan. I, as the principal, cannot be held responsible for training mandates without time to implement the training. I believe that this policy diminishes the role of the staff development council and the staff development coordinator to that of an approval board and a record keeper. This is a waste of these professionals valuable training and skill. My time will be spent providing paperwork that provides the link between the teacher and the council for planning, evaluation, budget and annual report. Payroll and reporting could become a tremendous burden.</p> <p>Another concern is that monies budgeted for staff development would be consumed by salary and/or the purchase of substitute time so the council can meet to approve activities. This could eliminate the funding set aside by the county to hire consultants.</p> <p>For these reasons, I am opposed to the adoption of Policy 5500 and urge the West Virginia Board of Education to reconvene a committee to revisit this policy. I hope that county and site needs for staff development time will be considered especially during these times of tremendous change in our educational system. Thank You.</p>		
5-14-97	John Shriver, Hundred High School	6.2 -- Unnecessary and would be another compilation of data to set on someone's desk which ultimately becomes misplaced and is never missed!!		

Date	Individual/Organization	Comments	Action/ Type	Rationale
5-15-97	Linda Sharp, Principal Hepizbah Elementary	<p>Staff Development Councils needs to be held accountable to see appropriate sessions are planned but planning is to no avail if people aren't required to be in attendance to carry out state goals and objectives.</p> <p>Consider the Children!! How are we going to have quality programs if building level administrators can't have the entire staff together to plan. If this policy for the children or for the teachers??</p>		
5-14-97	Linda Price, RESA I Beckley, WV	<p>The accreditation system will hold the system accountable for outcomes over which it has been granted no authority and insufficient funding to implement and no authority to correct if an evaluation of impact is less than desirable.</p>		
5-15-97	Steve Geoffreda, Roane County	<p>Very simply stated, the West Virginia state accreditation system will hold the district accountable for results over which it has been granted insufficient authority and funding. If staff development councils fail, management has limited (if any) authority to effectively intervene under this proposal. This State Board Policy proposal is extreme; it will weaken the legitimate authority of County Boards of Education and Superintendents to effectively manage and supervise staff development, while taking away the power of local citizens to influence training policies through their elected representatives. Policies like this one undermine school districts under the guise of "employee empowerment" without accountability or qualifications. I recommend that this policy be disapproved.</p>		

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5-15-97	Linda J. Sharp, Principal Hepzibah Elementary	<p>I am writing to express my opinions concerning Policy 5500. As you are aware, principals already have tremendous responsibility in implementing the new requirements of Senate Bill 300. These include curriculum design, instructional improvement, and strategic planning responsibilities. The major thrust of Policy 5500 is toward an individual delivery model for staff development. I believe that such a model will put undue demands on a principals' time and will be detrimental to the development of new curriculum, instructional improvement and planning strategies.</p> <p>Let me begin with my concerns about time. Principals will be required to develop Individual Staff Development Plans (ISDP) collaboratively with their staffs. This has the potential to involve every professional staff member in the school. In addition, the freedom that is provided in this policy to allow teachers to "make up" missed staff development means that a teacher may make demands for a planning conference almost any time of the year. This policy may also require additional record keeping and evaluation requirements for principals already over-burdened in these areas.</p> <p>Next, this policy will impact the development and delivery of new curriculum and instructional programs. Time to work on these projects will likely disappear as teachers replace the training necessary to deliver these programs with attending meetings, conferences, classes, etc., I as the principal will then find it necessary to find other funds to pay teachers to come in for training. This makes it extremely difficult to maintain program integrity, to evaluate program effectiveness, and make needed changes for program improvement because part of the faculty will have training while others will not. I believe that this will also eliminate the only time available to deliver training programs associated with the Unified Plan. I, as the principal, cannot be held responsible for training mandates without time to implement the training. I believe that this policy diminishes the role of the staff development council and the staff development coordinator to that of an approval board and a record keeper. This is a waste of these professionals valuable training and skill. My time will be spent providing paperwork that provides the link between the teacher and the council for planning, evaluation, budget and annual report. Payroll and reporting could become a tremendous burden.</p> <p>Another concern is that monies budgeted for staff development would be consumed by salary and/or the purchase of substitute time so the council can meet to approve activities. This could eliminate the funding set aside by the county to hire consultants.</p> <p>For these reasons, I am opposed to the adoption of Policy 5500 and urge the West Virginia Board of Education to reconvene a committee to revisit this policy. I hope that county and site needs for staff development time will be considered especially during these times of tremendous change in our educational system. Thank You.</p>		

Date	Individual/Organization	Comments	Action/ Type	Rationale
5-15-97	Eamest D. Bailey, Principal Panther Elementary	<p>I am writing to express my opinions concerning Policy 5500. As you are aware, principals already have tremendous responsibility in implementing the new requirements of Senate Bill 300. These include curriculum design, instructional improvement, and strategic planning responsibilities. The major thrust of Policy 5500 is toward an individual delivery model for staff development. I believe that such a model will put undue demands on a principals' time and will be detrimental to the development of new curriculum, instructional improvement and planning strategies.</p> <p>Let me begin with my concerns about time. Principals will be required to develop Individual Staff Development Plans (ISDP) collaboratively with their staffs. This has the potential to involve every professional staff member in the school. In addition, the freedom that is provided in this policy to allow teachers to "make up" missed staff development means that a teacher may make demands for a planning conference almost any time of the year. This policy may also require additional record keeping and evaluation requirements for principals already over-burdened in these areas.</p> <p>Next, this policy will impact the development and delivery of new curriculum and instructional programs. Time to work on these projects will likely disappear as teachers replace the training necessary to deliver these programs with attending meetings, conferences, classes, etc., I as the principal will then find it necessary to find other funds to pay teachers to come in for training. This makes it extremely difficult to maintain program integrity, to evaluate program effectiveness, and make needed changes for program improvement because part of the faculty will have training while others will not. I believe that this will also eliminate the only time available to deliver training programs associated with the Unified Plan. I, as the principal, cannot be held responsible for training mandates without time to implement the training. I believe that this policy diminishes the role of the staff development council and the staff development coordinator to that of an approval board and a record keeper. This is a waste of these professionals valuable training and skill. My time will be spent providing paperwork that provides the link between the teacher and the council for planning, evaluation, budget and annual report. Payroll and reporting could become a tremendous burden.</p> <p>Another concern is that monies budgeted for staff development would be consumed by salary and/or the purchase of substitute time so the council can meet to approve activities. This could eliminate the funding set aside by the county to hire consultants.</p> <p>For these reasons, I am opposed to the adoption of Policy 5500 and urge the West Virginia Board of Education to reconvene a committee to revisit this policy. I hope that county and site needs for staff development time will be considered especially during these times of tremendous change in our educational system. Thank You.</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-15-97	Richard Teagarden	<p>I am writing to express my opinions concerning Policy 5500. As you are aware, principals already have tremendous responsibility in implementing the new requirements of Senate Bill 300. These include curriculum design, instructional improvement, and strategic planning responsibilities. The major thrust of Policy 5500 is toward an individual delivery model for staff development. I believe that such a model will put undue demands on a principals' time and will be detrimental to the development of new curriculum, instructional improvement and planning strategies.</p> <p>Let me begin with my concerns about time. Principals will be required to develop Individual Staff Development Plans (ISDP) collaboratively with their staffs. This has the potential to involve every professional staff member in the school. In addition, the freedom that is provided in this policy to allow teachers to "make up" missed staff development means that a teacher may make demands for a planning conference almost any time of the year. This policy may also require additional record keeping and evaluation requirements for principals already over-burdened in these areas.</p> <p>Next, this policy will impact the development and delivery of new curriculum and instructional programs. Time to work on these projects will likely disappear as teachers replace the training necessary to deliver these programs with attending meetings, conferences, classes, etc., I as the principal will then find it necessary to find other funds to pay teachers to come in for training. This makes it extremely difficult to maintain program integrity, to evaluate program effectiveness, and make needed changes for program improvement because part of the faculty will have training while others will not. I believe that this will also eliminate the only time available to deliver training programs associated with the Unified Plan. I, as the principal, cannot be held responsible for training mandates without time to implement the training. I believe that this policy diminishes the role of the staff development council and the staff development coordinator to that of an approval board and a record keeper. This is a waste of these professionals valuable training and skill. My time will be spent providing paperwork that provides the link between the teacher and the council for planning, evaluation, budget and annual report. Payroll and reporting could become a tremendous burden.</p> <p>Another concern is that monies budgeted for staff development would be consumed by salary and/or the purchase of substitute time so the council can meet to approve activities. This could eliminate the funding set aside by the county to hire consultants.</p> <p>For these reasons, I am opposed to the adoption of Policy 5500 and urge the West Virginia Board of Education to reconvene a committee to revisit this policy. I hope that county and site needs for staff development time will be considered especially during these times of tremendous change in our educational system. Thank You.</p>		

Date	Individual/Organization	Comments	Action/ Type	Rationale
5-14-97	Charlie N. Vance, Jr., Principal Jolo Elementary	<p>Policy 5500 will impact the whole system. It will demand more time be spent in implementing in service training, record keeping, etc. This time could better be spent to improve upon the implementation of our Unified School Plans.</p> <p>Time is the major reason for concern, or the lack of it. Principals will be required to develop Individual Staff Development Plans (IDSP) collaboratively with their staff. This has the potential to involve every professional staff member in the school. In addition, the freedom that is provided in this policy to allow teachers to "make up" missed staff development means that a teacher may make demands for a planning conference almost any time of the year. This policy may also require additional record keeping and evaluation requirements for principals already over-burdened in these areas.</p> <p>Next, this policy will impact the development and delivery of new curriculum and instructional programs. Time to work on these projects will likely disappear as teachers replace the training necessary to deliver these programs with attending meetings, conferences, classes, etc. I, as the principal, will then find it necessary to find other funds to pay teachers to come in for training. This makes it extremely difficult to maintain program integrity, to evaluate program effectiveness, and make needed changes for program improvement because part of the faculty will have training while others will not. I believe that this will also eliminate the only time available to deliver training programs associated with the Unified Plan. I, as the principal, can not be held responsible for training mandates without time to implement the training.</p> <p>I believe that this policy diminishes the role of the staff development council and the staff development coordinator to that of an approval board and a record keeper. This is a waste of these professionals valuable training and skill. My time will be spent providing paperwork that provides the link between the teacher and the council for planning, evaluation, budget, and annual report. Payroll and reporting could become a tremendous burden.</p> <p>Another concern is that monies budgeted for staff development would be consumed by salary and, or the purchase of substitute time so the council can meet to approve activities hereby eliminating the funding set aside by the county to hire consultants.</p> <p>For these reasons, I am opposed to the adoption of Policy 5500 and urge the West Virginia Board of Education to reconvene a committee to revisit this policy. I hope that county and slet needs for staff development time will be considered especially during these times of tremendous change in our educational system. Thank You.</p>		
5-16-97	Margaret K. Sine, Principal Paden City Elementary	6.2 -- Information not really useful.		
5-16-97	Berkeley Heights Faculty Senate Berkeley Heights Elementary School	Good statement of monitoring procedures.		

Date	Individual/Organization	Comments	Action/Type	Rationale
5-16-97	James B. Spencer, Principal Bartley Elementary School	I am opposed to Senate Bill 300 which has Policy 5500 requiring principals to do excessive conferences, scheduling and paper work for teacher staff development. I suggest a reconvention of the West Virginia Board of Education to review and change present requirements. Thank You.		
5-16-97	Jerry Horne, Principal laeger High School	<p>Policy 5500 will impact the whole system. It will demand more time be spent in implementing in service training, record keeping, etc. This time could better be spent to improve upon the implementation of our Unified School Plans.</p> <p>Time is the major reason for concern, or the lack of it. Principals will be required to develop Individual Staff Development Plans (IDSP) collaboratively with their staff. This has the potential to involve every professional staff member in the school. In addition, the freedom that is provided in this policy to allow teachers to "make up" missed staff development means that a teacher may make demands for a planning conference almost any time of the year. This policy may also require additional record keeping and evaluation requirements for principals already over-burdened in these areas.</p> <p>Next, this policy will impact the development and delivery of new curriculum and instructional programs. Time to work on these projects will likely disappear as teachers replace the training necessary to deliver these programs with attending meetings, conferences, classes, etc. I, as the principal, will then find it necessary to find other funds to pay teachers to come in for training. This makes it extremely difficult to maintain program integrity, to evaluate program effectiveness, and make needed changes for program improvement because part of the faculty will have training while others will not. I believe that this will also eliminate the only time available to deliver training programs associated with the Unified Plan. I, as the principal, can not be held responsible for training mandates without time to implement the training.</p> <p>I believe that this policy diminishes the role of the staff development council and the staff development coordinator to that of an approval board and a record keeper. This is a waste of these professionals valuable training and skill. My time will be spent providing paperwork that provides the link between the teacher and the council for planning, evaluation, budget, and annual report. Payroll and reporting could become a tremendous burden.</p> <p>Another concern is that monies budgeted for staff development would be consumed by salary and, or the purchase of substitute time so the council can meet to approve activities hereby eliminating the funding set aside by the county to hire consultants.</p> <p>For these reasons, I am opposed to the adoption of Policy 5500 and urge the West Virginia Board of Education to reconvene a committee to revisit this policy. I hope that county and state needs for staff development time will be considered especially during these times of tremendous change in our educational system. Thank You.</p>		
5-16-97	Gregory J. O'Connor Hampshire High School	Accept as written.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
5-16-97	Russ McKeen, Pine Grove, WV	6.2 -- Unnecessary and would be another compilation of data to set on someone's desk which ultimately becomes misplaced and is never missed!!		
5-16-97	Jane Beckett, Short Line School	6.2 Unnecessary and would be another compilation of data to set on someone's desk which ultimately becomes misplaced and is never missed!!		
5-16-97	Edward Glover, Wetzel County	6.2 Unnecessary and would be another compilation of data to set on someone's desk which ultimately becomes misplaced and is never missed!!		

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5-16-97	Michael Akers, Principal War Elementary School	<p>Policy 5500 will impact the whole system. It will demand more time be spent in implementing in service training, record keeping, etc. This time could better be spent to improve upon the implementation of our Unified School Plans.</p> <p>Time is the major reason for concern, or the lack of it. Principals will be required to develop Individual Staff Development Plans (IDSP) collaboratively with their staff. This has the potential to involve every professional staff member in the school. In addition, the freedom that is provided in this policy to allow teachers to "make up" missed staff development means that a teacher may make demands for a planning conference almost any time of the year. This policy may also require additional record keeping and evaluation requirements for principals already over-burdened in these areas.</p> <p>Next, this policy will impact the development and delivery of new curriculum and instructional programs. Time to work on these projects will likely disappear as teachers replace the training necessary to deliver these programs with attending meetings, conferences, classes, etc. I, as the principal, will then find it necessary to find other funds to pay teachers to come in for training. This makes it extremely difficult to maintain program integrity, to evaluate program effectiveness, and make needed changes for program improvement because part of the faculty will have training while others will not. I believe that this will also eliminate the only time available to deliver training programs associated with the Unified Plan. I, as the principal, can not be held responsible for training mandates without time to implement the training.</p> <p>I believe that this policy diminishes the role of the staff development council and the staff development coordinator to that of an approval board and a record keeper. This is a waste of these professionals valuable training and skill. My time will be spent providing paperwork that provides the link between the teacher and the council for planning, evaluation, budget, and annual report. Payroll and reporting could become a tremendous burden.</p> <p>Another concern is that monies budgeted for staff development would be consumed by salary and, or the purchase of substitute time so the council can meet to approve activities hereby eliminating the funding set aside by the county to hire consultants.</p> <p>For these reasons, I am opposed to the adoption of Policy 5500 and urge the West Virginia Board of Education to reconvene a committee to revisit this policy. I hope that county and state needs for staff development time will be considered especially during these times of tremendous change in our educational system. Thank You.</p>		

cm:5-16-97

KEN HECHLER  
Secretary of State

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Supervisor, Corporations

(Plus all the volunteer  
help we can get)

*No Response  
From Agency  
Dec '97 Supplement*

TO: VIRGINIA HARRIES

AGENCY: EDUCATION

FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION

DATE: July 14, 1997

THE ATTACHED RULE FILED BY YOUR AGENCY HAS BEEN ENTERED INTO OUR COMPUTER SYSTEM. PLEASE REVIEW, PROOF AND RETURN IT WITH ANY CORRECTIONS. IF THERE ARE NO CORRECTIONS, PLEASE SIGN THIS MEMO AND RETURN IT TO THIS OFFICE. YOU WILL BE SENT A FINAL VERSION OF THE RULE FOR YOUR RECORDS.

PLEASE RETURN EITHER THE CORRECTED RULE OR THIS FORM WITHIN TEN (10) WORKING DAYS OF THE DATE YOU RECEIVED THIS REQUEST. CALL IF YOU HAVE ANY QUESTIONS.

SERIES: 149 TITLE: 126 EDUCATION

\* THE ATTACHED RULE HAS BEEN REVIEWED AND IS CORRECT.

SIGNED: \_\_\_\_\_

TITLE OF PERSON SIGNING: \_\_\_\_\_

DATE: \_\_\_\_\_

\*\*\*\*\*

\* THE ATTACHED RULE HAS BEEN REVIEWED AND NEEDS CORRECTING. THE CORRECTIONS HAVE BEEN MARKED.

SIGNED: \_\_\_\_\_

TITLE OF PERSON SIGNING: \_\_\_\_\_

DATE: \_\_\_\_\_

NOTE: IF YOU ARE NOT THE PERSON WHO HANDLES THIS RULE, PLEASE FORWARD TO THE CORRECT PERSON.