

Action		Type	
N	No Response	-	Negative
NA	Not Accepted	+	Positive
A	Accepted	o	Neutral

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/ TYPE	RATIONALE
		<b>§126-52-1 General</b>		
		Background: The characterization of Success schools (if that term is being used as an accreditation status) seems premature considering how short a period of time we have had that designation. I would be interested in seeing a comparison of socio-economic status (SES) at Success schools compared to Priority schools. I am not at all convinced that their recognition of the importance of partnerships is the sort of defining characteristic of Success schools this policy seems to maintain. I would, instead, say that recognizing the importance of partnerships is essential to school improvement in many low performing schools, especially where that performance is primarily a reflection of community needs and deficits.		The term “Success” school is referenced in the Executive Summary as a description not in reference to an accreditation status. The term “Success” school is not used in the policy itself so no changes are indicated. However, it is agreed, as noted partnerships are essential.
		<b>§126-52-2 Purpose - Community Schools Framework</b>		
06-16	Greg Cruey President American Federation of Teachers in McDowell County War WV		N/+	
06-05	Richard Crespo Professor	The literature on academic success clearly demonstrates that student well-being is	N/+	-

Marshall University School of  
Medicine  
Huntington WV

correlated with academic success. This policy supports student well-being by forming partnerships among school, parents, and community resources to meet students' social and emotional needs. Schools are an integral part of the community, it makes complete sense that community members and agencies partner with schools to serve students.

2.1 “Schools become centers of the community and are open...” After attending the Coalition for Community School Conference this year in Cincinnati, my understanding is NOT that the school itself becomes this sort of center, but that the school becomes a central participant in an effort to see community organizations work together to create a venue and/or platform for these sorts of services to be offered within the school’s community (though PREFERABLY not just on school property). Many teachers who are hesitant to support the concept of a community school base their resistance on the idea that their facilities will become overrun and wore down by added adult use after hours. My impression is that this is NOT the case in successful centers of urban community school development (like Cincinnati and Baltimore).

06-16 Greg Cruey  
President  
American Federation of Teachers in  
McDowell County  
War WV

N/o

In Community  
Schools, partnerships  
and school hours are  
intentional and  
selected based on the  
needs of students.