

WEST VIRGINIA
SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #5

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DEC 16 4 27 PM '96

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; W.Va. Code §§18-2-5 and 18-2E-8(m)

RULE TYPE: PROCEDURAL INTERPRETIVE

EXEMPT LEGISLATIVE RULE

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 , NO

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING ADOPTED: 5

TITLE OF RULE BEING ADOPTED: Guide to Senate Bill 300 Implementation
(1100)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 1, 1997 (Unless specified otherwise
within the policy.)

Cynthia E. Evans

Cynthia E. Evans
Director, Legal Services

**EXECUTIVE SUMMARY
WEST VIRGINIA BOARD OF EDUCATION**

POLICY NUMBER AND TITLE: Policy 1100
Guide to Senate Bill 300 Implementation

PUBLIC COMMENT PERIOD ENDED: Nov. 15, 1996 **ADOPTED:** Dec. 12, 1996

BACKGROUND:

S.B. 300 passed during the 1996 regular session of the West Virginia Legislature requires substantial changes in the operation of the public schools. To implement those changes, the West Virginia Board of Education has revised existing policies and created a new policy on the use of technology by educators and students.

PURPOSE:

This interpretive rule is a guide to the various policy and other changes the West Virginia Board of Education is using to implement the requirements of S.B. 300 and to improve the programs offered for students. It is strictly informational.

1116dav/11a
12/16/96

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 1100: Guide to SB 300 Implementation 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 | \$ | \$ | \$ | \$ | \$ |
| PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER | \$ | \$ | \$ | \$ | \$ |
| 2. ESTIMATED TOTAL REVENUES | \$ | \$ | \$ | \$ | \$ |

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

NO COST.

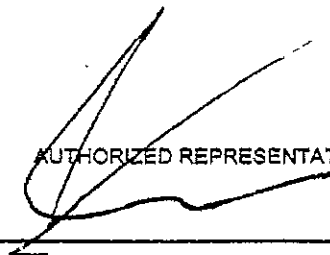
DATE

AGENCY

AUTHORIZED REPRESENTATIVE

September 4, 1996

West Virginia Department of Education



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**TITLE 126
INTERPRETIVE RULE
BOARD OF EDUCATION**

**SERIES 5
GUIDE TO SENATE BILL 300 IMPLEMENTATION (1100)**

§126-5-1. General.

1.1. Scope. -- S.B. 300, passed during the 1996 regular session of the West Virginia Legislature, requires that the State Board promulgate rules to implement its provisions. Because of its complexity, the State Board is implementing S.B. 300 through a combination of (1) new legislative rules, (2) revised legislative rules, (3) repeal of existing legislative rules and (4) other methods. Certain provisions of S.B. 300 cannot be implemented immediately because further study or action is required. This guide lists the requirements of S.B. 300 and directs interested parties to the legislative rule or other vehicle being used to implement the requirement. The guide also lists related policy changes.

1.2. Authority. -- W.Va. Constitution, Article XII, §2; W.Va. Code §§18-2-5 and 18-2E-8(m).

1.3. Filing Date. -- December 16, 1996.

1.4. Effective Date. -- July 1, 1997.

1.4.1. Unless specified otherwise within the policy.

1.5. Repeal of former rule. -- None. This is a new interpretive rule.

§126-5-2. Rule format.

2.1. Sections 3 through 12 of this rule specify a section or sections of the West Virginia Code amended or added by S.B. 300. Each section refers to action required by S.B. 300. Each required action is followed by a reference to the legislative rule or other vehicle being used to implement the requirement.

2.2. Sections 13 through 17 of this rule summarize other policy changes being proposed to complement the requirements of S.B. 300 and to further strengthen student achievement.

2.3. Section 18 lists all of the current policies that are being repealed.

2.4. An abbreviated guide to S.B. 300 implementation is provided at the end of the policy.

§126-5-3. W.Va. Code §18-1-4. State Board Report on Meeting the Education Goals of West Virginia.

3.1. The State Board will prepare a report annually for each of the next four years for the governor and legislature detailing the progress in meeting the education goals. The report will include how the legislative priorities of the Board address attainment of the goals.

§126-5-4. W.Va. Code §18-2-26. Replacement of Certificate of Proficiency with Electronic Portfolio.

4.1. The State Board is developing an electronic portfolio, to be issued by county boards of education, that would replace the current certificate of proficiency. Availability of an electronic portfolio for use by county boards of education is expected for the school year 1998-99.

§126-5-5. W.Va. Code §18-2E-4. Revision of the School, School District and Statewide Report Cards.

5.1. Format and content for report cards. The Department of Education is in the process of revising *Policy 7300* that provides rules for the school, school district and statewide report cards. It is anticipated that the revised *Policy 7300* will be submitted to the State Board to be placed on comment in January 1997. The report cards for the 1995-96 school year will be issued in the current format under the rules contained in the current *Policy 7300*.

5.2. Uniform statewide assessment program. The State Board has approved a uniform statewide assessment program covering grades K-12. Details for the implementation of this assessment program will be found in *Policy 2340*.

§126-5-6. W.Va. Code §18-2E-5. High Quality Standards and Performance Measures.

6.1. Measures of student and school performance. S.B. 300 has added certain measures of student and school performance to those already required for measuring the quality of education and preparation of students. These additions to the performance measures will be found in section 2 of *Policy 2320*.

6.2. High Quality Standards. S.B. 300 adds a requirement for high quality standards

in workplace readiness skills and a requirement that the standards ensure that (a) all graduates are prepared for gainful employment or for continuing education and training and (b) schools and school systems are making progress in achieving the education goals of the state. Revisions to the high quality standards will be found in section 3 of *Policy 2320*.

§126-5-7. W.Va. Code §18-2E-7. Use of Computers for High Quality Basic Skills Development and Remediation.

7.1. State Board policy on technology in K-12 education. While not required by S.B. 300, the State Board has approved *Policy 2470* dealing with the use of technology by students and educators.

7.2. Use of technology outside normal schools hours. County boards of education and schools have the authority to determine how technology in the schools can be made available after normal school hours. See sections 3.2.2.d. and 3.2.3.a. of *Policy 2470*.

7.3. Extending the plan for computer utilization for high quality basic skills development and remediation. The governor and the state superintendent have established a committee to make recommendations to the State Board for expansion of the current plan to middle schools, junior high schools, and high schools. It is anticipated that the State Board, after review of the recommendations of the committee, will approve a plan in early 1997.

7.4. State technology plan. A state technology plan was developed prior to the passage of S.B. 300 and is incorporated in *Policy 2470*. That plan will be updated to reflect any changes necessitated by either S.B. 300 or the plan ultimately approved by the State Board for extending computer utilization for high quality basic skills development and remediation to the middle school, junior high school, and high school levels. Copies of the state technology plan are available from the Department of Education's Office of Technology.

7.5. Student attainment of basic computer skills. S.B. 300 calls for student attainment of basic computer skills such as word processing, spreadsheets, data bases, Internet usage, telecommunications and graphic presentations. The revised instructional goals and objectives for the core content areas (English language arts, mathematics, science, social studies) contain suggested computer skills that can be taught/used in each content area at each grade level. The instructional goals and objectives are incorporated in *Policy 2520*.

§126-5-8. W.Va. Code §18-2E-8. Creating Jobs Through Education.

8.1. Comprehensive goals for jobs through education. The legislature has established a series of goals to be accomplished by the year 2001 for all students in all schools.

8.1.1. Replacement of the general curriculum with a system of career clusters and majors. Provisions for implementing a system of career clusters and majors will be found in section 8.2.10. of *Policy 2510*. See also Chart IV in *Policy 2510*.

8.1.2. Establishment of an individualized student transition plan for every student for grades 9-12 plus the first year after graduation. Provisions for the new five year transition plan will be found in section 8.2.10. of *Policy 2510*.

8.1.3. The involvement of partners at the state, regional and local levels. The Governor has appointed the Jobs Through Education Employer Panel to assist the State Board in ensuring that students are prepared for college, other postsecondary and gainful employment. County boards of education are required to appoint a county steering committee that includes parents and representatives from business, labor, higher education, economic development, local school improvement councils, faculty senates and other organizations as valuable partners in developing and implementing the provisions of Senate Bill 300. See section 7.2.7. of *Policy 2510*.

8.1.4. Creation of a portable credential for graduates that would be recognized by employers. The Department of Education is developing such a credential which may be the electronic portfolio. The availability of a portable credential is expected for the school year 1998-99.

8.1.5. Continuous program assessment, program improvement and staff development.

a. Program assessment. Section 8.1. of *Policy 2510* provides rules for assessing education program effectiveness. *Policy 2320* also addresses the assessment of education programs at both the county and school levels.

b. Program improvement. Section 8.3. of *Policy 2510* provides rules for program improvement at both the county and school levels. These rules require county boards and schools to rely primarily on performance data in developing unified plans of improvement.

c. Staff development. The Department of Education is developing an intense staff development program to implement S.B. 300 and the other significant changes being made to State Board policies. Of particular importance is staff development for teachers

and administrators who will be implementing the newly revised instructional goals and objectives.

8.2. Increased academic expectations and career development for all students.

8.2.1. An assessment program measuring student performance by grade level. The State Board has approved a uniform statewide assessment program covering grades K-12. Details for the implementation of this assessment program will be found in *Policy 2340*.

8.2.2. Focus on basic skills in kindergarten through fourth grade. Revisions have been made to the programs of study in grades K-2 and 3-4. See Charts I and II in *Policy 2510*. Section 6.3.1. of *Policy 2510* emphasizes student acquisition of basic skills in reading, writing, mathematics and computer skills. The instructional goals and objectives for English language arts, mathematics, science, and social studies have been revised for all grade levels K-12. See *Policy 2520*.

8.2.3. Development of rigorous curriculum.

a. Revised instructional goals and objectives. See *Policy 2520*. The instructional goals and objectives for all other programs of study will be similarly revised and presented to the State Board for comment and subsequent approval as quickly as possible.

b. Assessment of student proficiencies. All students are, at a minimum, expected to achieve at the 50th percentile at the eleventh grade level on the norm-referenced component of the statewide assessment program in order to qualify for a warranty signifying their mastery of basic skills. See section 8.2. of *Policy 2510*.

8.2.4. Career exploration in grades five through eight. See the revised programs of study for grades five through eight in Chart III in *Policy 2510*.

8.2.5. First two years of the individualized student plan. Section 8.2.10.a. of *Policy 2510* requires that the student choose a broad career cluster as part of the creation of the first two years of the individual student plan and that the plan be implemented in grades nine and ten.

8.2.6. Final three years of the individualized student plan. Section 8.2.10.b. of *Policy 2510* requires that the student choose a career major for the final two years of high school and the first year after high school during the creation of the second part of the individual plan and that the plan be implemented in grades eleven and twelve plus the first year after high school.

8.2.7. Participation in work-based learning experiences. Section 7.2.8. of *Policy 2510* requires that all students be provided work-based learning experiences sometime during grades 9-12.

8.2.8. Assessment form after completion of the first year after high school. The Department of Education will develop this form and provide it to county school systems for use with their graduates. The form will enable students to report their success in completing their five year plans and report the strengths and weaknesses of their education preparation.

8.2.9. Report of the career guidance committee of the state school to work steering committee. S.B. 300 requires that this committee report be provided to the State Board and the legislative oversight commission on education accountability.

8.2.10. Practices that increase academic expectations for all students. Most of the suggested practices contained in this section of S.B. 300 are implemented through the instructional practices suggested in section 7.3. of *Policy 2510* and pages 17-18 of the instructional goals and objectives.

8.2.11. Establishing partnerships.

a. The governor has appointed the Jobs Through Education Employer Panel to advise and assist the State Board in assuring that graduates are prepared for further education or the workplace. All policy changes approved by the State Board were reviewed and in many cases recommended by the Panel.

b. County steering committees. See section 7.2.7. of *Policy 2510*.

8.2.12. Guidelines for work-based learning in counties with few opportunities for employment. Section 7.2.8. of *Policy 2510* requires county boards of education to develop policies and procedures for work-based learning. The Department of Education will prepare a resource document that will contain guidelines to assist county boards of education in implementing work-based learning experiences.

8.2.13. Electronic portfolio of student accomplishments and preparation. It is anticipated that an electronic portfolio will be available for use by county boards of education for the school year 1998-99.

8.2.14. Certification of student skills, competencies and readiness for employment. Rules and procedures for certification of student skills, competencies and readiness for employment will be developed by the Jobs Through Education Employer Panel and entities

designated by that Panel and the State Board and will be promulgated to county school systems, institutions of higher education and other job training programs.

8.2.15. Staff development. Staff development is absolutely critical in implementing S.B. 300 effectively. The State Board will, as required in W.Va. Code §18-2E-8(N), include in its budget request for 1997-98 and subsequent years, sufficient funds to provide the necessary comprehensive staff development program for the implementation of S.B. 300

a. Comprehensive staff development program. The Department of Education is developing a comprehensive staff development program to implement S.B. 300.

b. Designation of exemplary county and school comprehensive school-to-work systems. The Department of Education is reviewing school-to-work systems in counties and will recommend to the State Board the exemplary school-to-work systems.

8.2.16. Study committee for staff development credits. S.B. 300 requires that the committee named in W.Va. Code §18-2E-8(I) make recommendations on the feasibility of, and a possible process for, crediting staff development activities for certification renewal and salary classification increase. The committee must report its recommendations to the legislative oversight commission on education accountability by January 1, 1997.

§126-5-9. W.Va. Code §18-5A-4. Criteria for selecting schools of excellence.

9.1. Changes to *Policy 2650.55* that sets forth the criteria for selecting schools of excellence will be submitted to the State Board for comment early in 1997.

§126-5-10. W.Va. Code §18A-3-2c. Training through the principals academy.

10.1. The rules specifying the minimum qualities, proficiencies and skills that will be required of principals after January 1, 1997, are being developed by the State Board in consultation with the principals standards advisory council created by W.Va. Code §18A-3-2c(d).

10.2. Responsibility for the operation of the principals academy rests with the center for professional development. (W.Va. Code §18A-3A-2b.)

10.3. The system to track the progress of each person required to complete training through the principals academy is being developed by the Department of Education in consultation with the principals standards advisory council and will be presented to the State Board early in 1997.

§126-5-11. W.Va. Code §18A-3A-1. Curriculum for the principals academy as developed by the center for professional development.

11.1. S.B. 300 requires that the curriculum for the principals academy be developed by the center for professional development based on the minimum qualities, proficiencies and skills defined by the State Board. The curriculum must be communicated to the State Board on or before January 1, 1997.

§126-5-12. W.Va. Code §18B-1-1e. Higher education joint rule to: (a) assist students in planning for post-secondary education; (b) establish the minimum knowledge and skills required of students as preparation for post-secondary education; (c) implement a method to communicate the minimum level established in (b) to students, parents, educators, counselors and higher education admissions officers, advisors and faculty; and (d) assure that teacher preparation programs in state institutions prepare educators to deliver instruction necessary to prepare students for further education or gainful employment.

12.1. The higher education governing boards will prepare the required rule in consultation with the State Board and the Jobs Through Education Employer Panel.

12.1.1. Assessment of student readiness for college or other postsecondary education. Once the electronic portfolio system is established, the higher education governing boards will establish a system to communicate to the State Board and the legislative commission on education accountability the number of West Virginia public school graduates entering public higher education institutions in West Virginia within one year of graduation whose electronic portfolio indicated readiness for college or other post-secondary education but whose knowledge and skills were below the minimum expected level for full preparation as defined by the higher education governing boards. (See section 12.1. above) The State Board will establish procedures to convey this information to the high schools in the state.

§126-5-13. Revision of Policy 2520. (Instructional Goals and Objectives)

13.1. *Policy 2520* and accompanying policies are being revised. New instructional goals and objectives for English language arts, mathematics, science, and social studies have been written and are part of the revision of *Policy 2520*. The instructional goals and objectives for all other state-required programs of study will be revised as quickly as possible.

13.2. The revised instructional goals and objectives for the four core areas are contained in a separate publication that is incorporated into *Policy 2520* by reference. The

revised instructional goals and objectives feature: (a) instructional goals, (b) identification (bold type) of those instructional objectives that will be measured on the statewide assessment, (c) identification (by small number) of the grade level(s) at which the instructional objectives will be tested, (d) a listing of workplace process skills, (e) identification (by a diamond symbol) of those instructional goals and objectives in grades 7-12 that are workplace process skills, (f) recommended instructional practices, (g) the integration of technology into all subject areas at all grade levels, and (h) the programs of study requirements K-12.

§126-5-14. Revision of Policy 2510. (Regulations for Education Programs)

14.1. A number of sections in *Policy 2510* are being revised to strengthen the academic achievement and workplace process skills of students:

14.1.1. Increasing emphasis on the required basic skills (reading, mathematics, writing, computer skills) in grades K-4.

14.1.2. Increasing graduation requirements in mathematics, science, the arts, and career majors.

14.1.3. Protecting instructional time from interruption.

14.1.4. Requiring county and school unified improvement plans, updated annually, that are tied to performance measures and that coordinate all fiscal and human resources.

14.1.5. Requiring instructional practices to be based on research and on the practices set forth in *Policy 2510* and in *Policy 2520*.

14.1.6. Allowing students to "test out" of courses for credit rather than receiving credit only on the basis of time spent in the course.

14.1.7. Requiring work-based learning experiences for all students.

14.1.8. Requiring reteaching for students not attaining initial mastery of instructional goals and objectives.

14.1.9. Providing a warranty for entry level workplace readiness for students achieving in the upper one-half of students nationally (50th percentile) at the eleventh grade level of the statewide test.

14.1.10. Providing a warranty for advanced level workplace readiness and further

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education for students achieving in the upper 30% of students nationally (70th percentile) at the eleventh grade level on the statewide test.

14.1.11. Requiring teachers to be familiar with the instructional goals and objectives from the preceding and succeeding grade levels.

14.1.12. Using test data from grade to grade to drive instruction.

14.1.13. Providing counties with options, where appropriate, for delivering instruction.

14.1.14. Encouraging counties and schools to be flexible through the use of the waiver process.

§126-5-15. Revision of Policy 2340. (Regulations for Statewide Assessment Program)

15.1. The State Board has approved a new statewide assessment program, K-12, that includes:

15.1.1. Kindergarten - Metropolitan Readiness Test.

15.1.2. Grades 1 and 2 - Stanford Achievement in reading, language and mathematics only.

15.1.3. Grade 3 - Stanford Achievement complete battery.

15.1.4. Grade 4 - Stanford Achievement complete battery and Writing Assessment.

15.1.5. Grades 5 and 6 - Stanford Achievement complete battery.

15.1.6. Grade 7 - Stanford Achievement complete battery and Writing Assessment

15.1.7. Grade 8 - Stanford Achievement complete battery and Explore.

15.1.8. Grade 9 - Stanford Achievement complete battery.

15.1.9. Grade 10 - Stanford Achievement complete battery and Writing Assessment.

15.1.10. Grade 11 - Stanford Achievement complete battery.

15.1.11. Grade 12 - Work Keys.

15.2. Details regarding the assessment program may be found in *Policy 2340*.

§126-5-16. Revision of Policy 2320 (Performance Based Accreditation).

16.1. Changes in the performance measures:

16.1.1. Student achievement, as measured by test scores on the nationally normed statewide test: 50% of the school's students in grades 3 through 11 perform at or above the 3rd quartile in total basic skills; and no more than 15% of students perform within the 1st quartile, or the percentage of students performing within the 1st quartile is decreased based on two of the most recent three years.

16.1.2. The standard for student attendance will gradually increase from the current figure of 90% to 93% for the school year 2000-01 and thereafter.

16.1.3. The student dropout rate will not exceed 6% with the dropout rate calculated according to the formula of the National Center for Education statistics.

16.1.4. The graduation rate, calculated according to the number of ninth graders who remain in school and graduate, will be 90% by the year 2000.

16.1.5. The percentage of graduates enrolled in post-secondary education or fully employed within one year of graduation is 95% for the year 2003 graduates excluding those graduates electing to pursue other options.

16.1.6. The level of parent involvement shows an increasing trend during the most recent three years or is at or above 60%.

16.1.7. The average combined percentage of parent, teacher and student satisfaction with the school is at or above 75%.

16.1.8. The percentage of graduates attaining the minimum level of performance (50th percentile) in the basic skills is at least 60%.

16.1.9. The percentage of graduates attaining the proficient warranty level (70th percentile) is at least 33%.

16.2. Changes in the high quality standards:

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16.2.1. Students are provided instruction in writing and are expected to write throughout all programs of study.

16.2.2. The application of technology is included throughout all programs of study.

16.2.3. County boards and schools each have a technology team and technology plans.

16.2.4. Performance data of students is analyzed by each school prior to the start of each school term to improve student achievement.

16.2.5. Preventive discipline programs exist in each school.

16.2.6. Alternative education programs meet the requirements of *Policy 2418*.

16.2.7. County boards consider the schools' Unified School Improvement Plans in decision making.

16.2.8. A student assistance team is established and functioning.

16.2.9. A county steering committee is established and functioning.

16.3. While the high quality standards will be reviewed in the accreditation process, primary emphasis will be placed on the performance measures.

16.4. A school will receive serious impairment status if it is below the acceptable level on all three major performance measures (achievement, dropout rate, attendance rate).

16.5. On-site review teams will review the effectiveness of county and school improvement plans.

16.6. On-site reviews will recognize exemplary performance of schools, programs and educators.

§126-5-17. New Policy 2470 (Use of Technology by Students and Educators).

17.1. *Policy 2470* provides for the use of technology, especially computers, to improve the achievement of students. *Policy 2470* delineates state, county board and school responsibilities for the use of technology. Specifically, *Policy 2470* requires:

17.1.1. County and school technology teams and plans.

17.1.2. Equal access to technology for all students.

17.1.3. Access, to the extent practicable, to technology after normal school hours for students, teachers, parents and citizens.

17.1.4. The use of technology, especially computers, throughout all programs of study.

17.1.5. The use of technology, especially computers, for career awareness, career exploration, work-based learning and for accessing post-secondary education information.

17.1.6. The availability of staff development to enable educators to use technology effectively.

17.2. The State Technology Plan is incorporated in *Policy 2470* by reference. That plan is a comprehensive approach to the use of technology for higher student achievement. A copy is available from the West Virginia Department of Education's Office of Technology.

§126-5-18. Policies being repealed.

18.1. Inasmuch as their contents are being incorporated into revised policies, the following State Board policies have been repealed as part of the implementation of S.B. 300 and accompanying policy changes:

18.1.1. *Policy 2100* (126-11) Education Goals for West Virginia

18.1.2. *Policy 2422.91* (126-25) State Social Studies Program of Studies

18.1.3. *Policy 2444.2* (126-68) Certificate of Proficiency and Warranty

18.1.4. *Policy 2520.02* (126-44C) Criteria of Excellence: Instructional Goals and Objectives for Mathematics

18.1.5. *Policy 2520.04* (126-44G) Instructional Goals: Science Program of Study

18.1.6. *Policy 2520.08* (126-44E) Criteria of Excellence: Instructional Goals and Objectives for Social Studies

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18.1.7. *Policy 2520.09* (126-44I) Criteria of Excellence: Instructional Goals and Objectives for English Language Arts (Reading, Writing, Spelling, Handwriting, Speaking, Listening, Viewing).

18.1.8. *Policy 2521* (126-62) Establishment of School Teams

18.1.9. *Policy 2522* (126-61) Remediation and Acceleration Programs

Abbreviated Guide to Senate Bill 300 Implementation

| REQUIREMENT | Assignments to be completed & State Board Policy to Reference |
|---|---|
| State Board report on meeting the Educational Goals of West Virginia | Prepare an annual report for each of next four years for the governor and legislature detailing the progress in meeting the educational goals. |
| Replacement of Certificate of Proficiency with Electronic Portfolio | An electronic portfolio to be developed by the State Board is expected to be available for use by county boards of education for the 1998-99 school year. |
| Format and content for Report Cards | Policy 7300 will be revised. |
| Uniform Statewide Assessment Program | See Policy 2340. |
| High Quality Standards | See Policy 2320, Section 3. |
| Measures of Student and School Performance | See Policy 2320, Section 2. |
| Use of Technology Outside Normal School Hours | See Policy 2470. |
| Extending the Plan for Computer Utilization for High Quality Basic Skills Development and Remediation | Committee established by the governor and state superintendent will make recommendations and State Board will approve plan. |
| State Board Policy on Technology in K-12 Education | See Policy 2470. |
| State Technology Plan | Plan developed prior to the passage of S.B. 300. The plan will be updated to reflect necessary changes. |
| Student Attainment of Basic Computer Skills | See the instructional goals and objectives. |
| Replacement of the general curriculum with a system of career clusters and education majors | See Policy 2510, Section 8.2.10. |

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| Establishment of an individual student transition plan for every student for grades 9-12 plus the first year beyond graduation | Provisions for changing from current required four year plan to the new five year transition plan will be found in section 8.2.10. of Policy 2510. |
| Creation of a portable credential for graduates that would be recognized by employers | The Department of Education is developing such a credential and it is anticipated to be available for the 1998-99 school year. |
| Program assessment | See Policy 2510, Section 8.1. and Policy 2320. |
| Program improvement | See Policy 2510, Section 8.3. |
| Staff development | Plan is being developed by the Department of Education. |
| A testing program measuring student performance by grade level | See Policy 2340. |
| Focus on basic skills in kindergarten through fourth grade | See Policies 2510 and 2520. |
| Revised instructional goals and objectives | See the instructional goals and objectives attached to Policy 2520. |
| Assessment of student proficiencies | See Policy 2510, Section 8.2. and Policy 2340. |
| Career exploration in grades five through eight | See Chart III in Policy 2510. |
| First two years of the individualized student plan | See Policy 2510, Section 8.2.10.a. |
| Final three years of the individualized student plan | See Policy 2510, Section 8.2.10.b. |
| Participation in work-based learning experiences | See Policy 2510, Section 7.2.8. |

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| Assessment form after completion of the first year after high school. | Form to be developed by the Department of Education and provided to county school systems. |
| Report of the career guidance committee of the state school to work steering committee | S.B. 300 requires this committee report be provided to the State Board and the legislative oversight commission on education accountability. |
| Establishing partnerships | Governor appointed the Jobs Through Education Employer Panel to advise and assist the State Board in proposed policy changes. |
| County steering committees | County boards required to appoint a county steering committee. See Section 7.2.7. of Policy 2510. |
| Guidelines for work-based learning in counties with few opportunities for employment. | The Department of Education will prepare a resource document. |
| Electronic portfolio | For use by county boards of education for school year 1998-99. |
| Certification of student skills, competencies and readiness for employment. | Rules and procedures to be developed by Jobs Through Education Employer Panel and the State Board. |
| Staff development funding | Include in the budget request for 1997-98 and subsequent years as appropriate. |
| Comprehensive staff development program | The Department of Education is developing. |
| Designation of exemplary county and school comprehensive school-to-work systems. | The Department of Education will recommend the exemplary school-to-work systems to the State Board. |
| Study committee for staff development credits | This study committee must report its recommendations to the legislative oversight commission on education accountability. |
| Criteria for selecting schools of excellence | Policy 2650.55 will be revised. |

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| Training through the principals academy | The center for professional development operates the principals academy. |
| System to track the progress of each person required to complete training through the principals academy | To be developed by the Department of Education in consultation with the principals standards advisory council. |
| Curriculum for the principals academy as developed by the center for professional development | Required to be communicated to the State Board on or before January 1, 1997. |
| Higher education joint rule | The higher education governing boards will prepare the required rule in consultation with the State Board and the Jobs Through Education Employer Panel. |
| Assessment of student readiness for college or other postsecondary education | The State Board will establish procedures to convey this information to the high schools in the state. |

POLICY 1100: GUIDE TO SENATE BILL 300 IMPLEMENTATION
COMMENT LOG
September 12, 1996 - October 31, 1996

ACTION TYPE
 N No Response - Negative
 NA Not Accepted + Positive
 A Accepted o Neutral

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|---|---|-----------------|-----------|
| 10/30/96 | William T. Toussaint Legal Assistant State Department of Ed. Bldg: 6, Room 362 Charleston, WV 25305 | <p>\$126-5-1. General</p> <p>Excellent. No other comment.</p> | | |
| | | <p>\$126-5-2. Rule Format</p> | | |
| | | <p>\$126-5-3. State Board Report on Meeting Educational Goals</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|-----------------|---|---|-------------|-----------|
| | | <p>§126-5-4. Replacement of Certificate of Proficiency with Electronic Portfolio</p> | | |
| | | <p>§126-5-5. Revision of the School, School District and Statewide Report Cards</p> | | |
| | | <p>§126-5-6. High Quality Standards and Performance Measures</p> | | |
| <p>10/23/96</p> | <p>Hampshire County - Steve Keener, Principal Romney Elem. School - Rick Hicks, Principal Hampshire High School - Larry Myers, Secor. Sup.</p> | <p>§126-5-7. Use of Computers for High Quality Basic Skills Development and Remediation</p> <p>Not all schools are served equally by their long distance phone carriers. Citizens, in our area does not provide as much as Bell Atlantic. Would not WVEIS need to be upgraded first?</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|-----------------|--|---|-------------|-----------|
| | | <p>§126-5-8. Creating Jobs Through Education</p> | | |
| | | <p>§126-5-9. Criteria for selecting schools of excellence</p> | | |
| <p>10/23/96</p> | <p>Hampshire County - Steve Keener, Principal Romney Elementary School - Rick Hicks, Principal Hampshire High School - Larry Myers, Secor. Sup.</p> | <p>§126-5-10. Training through the principals academy Requirements placed upon principals inconsistent with requirements on teaching staff. An individual's certification (university/year experience, etc.) should not be interfaced with school's accreditation, and what is "successful" completion?</p> | | |
| | | <p>§126-5-11. Curriculum for the principals academy as developed by the center for professional development</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|-----------------|--|---|-------------|-----------|
| | | <p>\$126-5-12. Higher Education Joint Rule</p> | | |
| | <p>\$126-5-13. Revision of Policy 2520</p> | | | |
| <p>10/17/96</p> | <p>Hampshire Co. Bd. of Ed. 46 S. High Street Romney, WV 26757 (no name listed)</p> | <p>\$126-5-14. Revision of Policy 2510</p> <p>Sixty percent at or above 50th percentile is reasonable expectation. Eliminate reference to 75th percentile and 15% percentile. (16.1.1)</p> <p>Drop out rate must be equitable for all high schools - count enrollment 10-12 or 9-12 consistently (16.1.3)</p> <p>75% of graduates employed and attending post-secondary is more reasonable than 85% (16.1.5)</p> <p>Counties in rural areas and single county high schools with unified transportation system would increase primary and intermediate grades time far beyond reason.</p> | | |
| <p>10/23/96</p> | <p>Hampshire County - Steve Keener, Principal Romney Elem. y School - Rick Hicks, Principal Hampshire High School - Larry Myers, Secor. Sup.</p> | | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|------|-------------------------|---|-----------------|-----------|
| | | \$126-5-15. New statewide testing program | | |
| | | \$126-5-16. Revision of Policy 2320 (Performance Based Accreditation) | | |
| | | \$126-5-17. New Policy 2470 (Use of Technology by Students and Educators) | | |
| | | \$126-5-18. Policies being repealed | | |
| | | Abbreviated Guide to Senate Bill 300 Implementation | | |

POLICY 1100: GUIDE TO SENATE BILL 300 IMPLEMENTATION
COMMENT LOG
November 1, 1996 - November 8, 1996

ACTION TYPE
N: No Response - Negative
NA: Not Accepted + Positive
A: Accepted 0 Neutral

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|---------|--|---|-----------------|-----------|
| 11/6/96 | O. Mullens, Teacher 6th Grade Computer Lab Sherman Elementary HC 82 Box 728 Whitesville, WV 25049 | A longer school day is not needed! We have the these students now from daybreak to dusk. | | |
| 11/6/96 | C. Elkins, Teacher Sherman Elementary General Delivery Comfort, WV 25049 | We do not need to add 15 minutes to our instructional day. | | |
| 11/6/96 | Jane Bowne, Teacher Sherman Elementary Route 3 Comfort, WV 25049 | We do not need to add 15 minutes to our instructional day. Our children are her until 4:00 p.m. now. | | |
| 11/6/96 | Linda Hudson, Teacher Sherman Elementary 37 Greystone Drive Comfort, WV 25049 | We don't need a 15 minute addition to the instructional day. We already go to school (the students) from early morning to late afternoon. | | |
| 11/6/96 | Jerry Pchollinsky Speech/Lang. Pathologist (Sherman Elementary) 807 Dutch Hollow Road Dunbar, WV 25064 | No problems. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|---------|--|---|-------------|-----------|
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | I'm glad to see policies being repealed and combined as needed. | | |
| 11/6/96 | Anne Lathen 218 Highland Avenue Oak Hill, WV 25901 | Comments sent in regard to policies 2510 and 2320 also apply to Policy 1100. Frankly, as a person with limited time, I found these policies redundant and reading each version and responding separately to be cumbersome and wasteful. I'm certain there is a reason for separate policies that seem to be getting at the same thing, but I'm confused, unhappy and unimpressed with the process as I see and understand it. Fiscal Note Worksheet indicates no cost change. There certainly will be a cost to get technology in all classrooms in any meaningful way. There will be a cost to supervise students in workplaces. There will be a cost to write individual plans for every student in high school. There will be other costs that are not financial as well. | | |
| 11/6/96 | Teachers & Staff Huff Consolidated School Box E Hanover, WV 24869 | 1) Who performs extra-curricular and co-curricular duties? Are these duties with or without pay? These could be extending and altering a job description after being hired. Teachers or any other person should not be subjected to an unlimited work day. | | |
| | | 2) Use of technology outside school hours is a concern for us. Who will man the new equipment? Will we be required to perform under extra-curricular and co-curricular duty requirements and stay for the community or students an unlimited number of hours? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|------|-------------------------|---|-------------|-----------|
| | | <p>3) Responsibility for students t 90% to be in post secondary education or fully employed 1 year after graduation. This is responsibility without control. We have no control over the lives of students who leave the school system. This number is high and arbitrary in an uncertain economy. By saying this we set ourselves up for liability for something we cannot control. A group action lawsuit against a school system or state board come to mind.</p> | | |
| | | <p>4) People required to teach and monitor computer skills do not have to be educators is a concern. We believe that training, not only to educate, but to deal with children, is and always will be necessary. Begin an excellent technician with computers or other technology does not make one qualified to deal with children. What about interpersonal relationships between the mentor adult and child? What about learning style? What about role modeling? What about the problem solving a trained teacher is equipped to do with the child on a day to day basis. We want caring, trained, professional educators to do these jobs. Provide them with more training in technology if necessary. Foresight and foreplanning are the keys.</p> | | |
| | | <p>5) Aides - Kindergarten aides used outside of K is a concern. We have a concern about where aides will be used. We feel that very young children need the eyes, hands and guidance of two people in the classroom for safety and academic reasons.</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|------|-------------------------|--|-------------|-----------|
| | | <p>6) We have a concern about the accelerated learning provisions.</p> <ul style="list-style-type: none"> - We agree that students who can perform at a higher level should be allowed to proceed. Appropriate, timely entrance assessment should be provided. - We are concerned about the logistics, cost, and staffing to the services. - We are concerned about social and adjustment problems that arise with accelerated learning. | | |
| | | <p>7) We are concerned that we are boxing ourselves in with standards and setting ourselves up for lawsuits. Standards are great! They should be high. But, sometimes we must watch what we do. Example: These may pose a problem together. - Every child must be at grade level and be making passing grades. and - Promotion rate will be at 95%. Consider this: We believe all children can learn. We believe all children can do advanced skills. But all children do not learn or perform at the same rate. Each individual is created equal in rights, according to our belief and our constitution. But we stick our heads in the sand when we think that all people have the same ability, learning rate, and performance rate. There will be times we cannot achieve the above standards. Other factors interplay. Fluke years produce low achieving groups. These groups are often populated by high numbers of students from broken homes. Broken homes are often a direct result of poor economy. We could go on.</p> | | |
| | | <p>Due to the enormous volume of material must be previewed in order to make a statement about S.B. 300. We would like to respectfully request an extension of the November 15 public hearing deadline. We need more opportunities for input, time to read and understand.</p> <p>\$126-5-2. Rule Format</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|---------|--|---|-------------|-----------|
| 11/6/96 | Jerry Pcholinjsky Speech/Lang. Pathologist (Sherman Elementary) 807 Dutch Hollow Road Dunbar, WV 25064 | No problems. | | |
| 11/8/96 | J. Grant McGuire Campbell, Woods, Bagley, Emerson, McNeer & Herridon Attorneys and Counselors at Law Suite 1400 Coal Exchange Building 401 Eleventh Street Huntington, WV 25719 | As a member of the Board of Directors of the West Virginia Chamber of Commerce, I wish to express my support for the important ideas contained in Senate Bill 300. The emphasis on higher student achievement and increased high school graduation requirements can only help our students and provide them better job opportunities. Moreover, it will provide a better work force for West Virginia businesses. The Bill contains a directive for schools to work more closely with businesses and employers to prepare students for life after graduation. I believe this alliance will benefit both the students and their prospective employers. | | |
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | 4.1 - Who will provide training for electronic portfolio? Who will be responsible for seeing it is done? | | |
| | | §126-5-3. State Board Report on Meeting Educational Goals | | |
| 11/6/96 | Jerry Pcholinjsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064 | No problems. | | |
| | | §126-5-4. Replacement of Certificate of Proficiency with Electronic Portfolio | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|---------|---|---|-------------|-----------|
| 11/6/96 | Jerry Pcholinsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064 | Why is this being done and what is the advantage s far as time, costs, and use ability of the electronic portfolio? Will general public have access to this portfolio and if so, how? | | |
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | 4.1 - Who will provide training for electronic portfolio? Who will be responsible for seeing it is done? | | |
| | | \$126-5-5. Revision of the School, School District and Statewide Report Cards | | |
| 11/6/96 | Jerry Pcholinsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064 | No problems. | | |
| | | \$126-5-6. High Quality Standards and Performance Measures | | |
| 11/6/96 | Jerry Pcholinsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064 | How will change over to new standards affect the amount of instruction given to students? If the amount of time needs to implement these new standards, will the amount of instructional not become less. | | |
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | We need to be sure our teachers are thoroughly trained to deliver those measures. Many teachers at this point may not be comfortable or proficient enough to do this. | | |
| | | \$126-5-7. Use of Computers for High Quality Basic Skills Development and Remediation | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|---------|---|--|-------------|-----------|
| 11/6/96 | O. Mullens, Teacher 6th Grade Computer Lab Sherman Elementary HC 82 Box 728 Whitesville, WV 25049 | Money for maintenance and replacement of equipment is needed if the labs are to continue to be used! Many problems are not being addressed! | | |
| 11/6/96 | Jerry Pcholinsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064 | 1) The computers used must be adequate and maintenance must be improved. If you have to wait weeks or months for repairs, what good are the computers? 2) Counties and individual schools need more flexibility of terms of strictly what type of computer and software they are allowed to purchase. | | |
| | | \$126-5-8. Creating Jobs Through Education | | |
| 11/6/96 | C. Elkins, Teacher Sherman Elementary General Delivery Comfort, WV 25049 | Staff development on S. B. 300 is necessary. | | |
| 11/6/96 | Jerry Pcholinsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064 | 1) If a student is in a tech-prep program, the equipment he/she is using should be current and not something that is out of date. 2) Have all students learned basic life skills such as filling out forms, checks, applying for insurance, fill out job applications and tax form to name a few. | | |
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | 8.2.3 (b) - We are placing too much emphasis on the outcome of achievement testing. We also need a year or so to adjust to the new test and learner objectives. Is it reasonable to assume all students can achieve at the 50th percentile? | | |
| 11/6/96 | Ranson Elementary 2nd Grade 600 N Preston Street Ranson, WV 25425 | 8.2.6 - Requires students to choose a career major for the final two years. How do you expect high school students to do this when college student find it too difficult? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|---------|---|--|-------------|-----------|
| 11/6/96 | Linda Hudson, Teacher Sherman Elementary 37 Greystone Drive Comfort, WV 25049 | 8.2.8 - This seems to be a good idea for tracking graduates needs. | | |
| 11/6/96 | Jane Bowne, Teacher Sherman Elementary Route 3 Comfort, WV 25049 | 8.2.15 - Teachers should have staff development on this. It effects us, also. | | |
| 11/6/96 | Linda Hudson, Teacher Sherman Elementary 37 Greystone Drive Comfort, WV 25049 | 8.2.15 - Staff Development on S. B. 300 is definitely a must! Do not leave teachers in the dark! We are the one's who have to put changes into action! | | |
| | | §126-5-9. Criteria for selecting schools of excellence | | |
| 11/6/96 | Jerry Pchollinsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064 | 1) Applying for schools of excellence and recognize schools that do outstanding jobs is great, but lets not let this be an exercise of how well a school can fill our forms or manipulate data. Rather look at things like how well do we train our students to succeed in their environment. Also, how well does the school meet the continuing needs of the community. | | |
| 11/6/96 | Jerry Pchollinsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064 | §126-5-10. Training through the principals academy All seem to be fine and worthy ideas but, they should not take away from the principals main purpose of running the school. | | |
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | Are teachers going to be required to go through an academy every 4 years? How about central office administration? You had a good principals academy years ago and scrapped it. It is not going to the academy grounds for firing a principal? I don't like principals being forced to do this. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|---------|--|--|-------------|-----------|
| | | <p>§126-5-11. Curriculum for the principals academy as developed by the center for professional development</p> | | |
| 1/16/96 | <p>Jerry Pcholsinsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064</p> | <p>No problems.</p> | | |
| 1/16/96 | <p>Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443</p> | <p>Are principals involved in the planning of this academy? How are the representatives chosen?</p> | | |
| 1/16/96 | <p>Jerry Pcholsinsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064</p> | <p>§126-5-12. Higher Education Joint Rule</p> <p>No problems.</p> | | |
| | | <p>§126-5-13. Revision of Policy 2520</p> | | |
| 1/16/96 | <p>Jerry Pcholsinsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064</p> | <p>Could not make valid judgement based on materials in this section.</p> | | |
| | | <p>§126-5-14. Revision of Policy 2510</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|---------|---|--|-------------|-----------|
| 10/7/96 | Hampshire Co. Bd. of Ed. 46 S. High Street Romney, WV 26757 (no name listed) | Sixty percent at or above 50th percentile is reasonable expectation. Eliminate reference to 75th percentile and 15% percentile. (16.1.1) Drop out rate must be equitable for all high schools - count enrollment 10-12 or 9-12 consistently (16.1.3) 75% of graduates employed and attending post-secondary is more reasonable than 85% (16.1.5) | | |
| 11/6/96 | Jerry Pcholsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064 | 1) Do not need increase in instructional time if rest of the time spent on non-instructional issues decreased. 2) Flexibility in use of waivers is good to a point but, this must be matched more to the needs and well being of the students rather than the fiscal needs of the school system. | | |
| 11/6/96 | C. Elkins, Teacher Sherman Elementary General Delivery Comfort, WV 25049 | 14.1.1 - I agree that the emphasis in K-4 needs to be on the basics, not Science and Social Studies. | | |
| 11/6/96 | Linda Hudson, Teacher Sherman Elementary 37 Greystone Drive Comfort, WV 25049 | 14.1.1 - I agree we do not need a lot of emphasis placed on Science/Social Studies in K-4 levels. | | |
| 11/6/96 | Anne Lathen 218 Highland Avenue Oak Hill, WV 25901 | 14.1.1 - Increase emphasis on basic skills. What provisions are made for providing computers other than the electronic worksheets that we now have? | | |
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | 14.1.2 - I have commented on this policy - however, we don't need to add 15 minutes of instructional time. Days are long enough for elementary students. I like the emphasis on major subjects idea, let teachers decide how to utilize their time - not with mandated additions of time and curriculum. | | |
| 11/6/96 | Anne Lathen 218 Highland Avenue Oak Hill, WV 25901 | 14.1.2 - Increasing instructional time. This eliminates bank time which currently provide the time for the ever increasing demands of site-based management. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|---------|--|--|-------------|-----------|
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | 14.1.5 - Plans, plans, plans - too many! | | |
| 11/6/96 | Anne Lathen 218 Highland Avenue Oak Hill, WV 25901 | 14.1.9 - Requiring reteaching. Reteaching is but one way for teachers to continually monitor the progress of students and adjust their teaching to meet the needs of students. Teachers should be expected to exercise their professional judgement by selecting the best method of adjusting to the needs of their students. Additionally, the amount of paperwork that will be required to verify daily reteaching will decrease the time that teachers actually have to work with the very students this is supposed to be helping. | | |
| 11/6/96 | Anne Lathen 218 Highland Avenue Oak Hill, WV 25901 | 14.1.13 - Using test data to drive instruction. This is a very questionable practice unless our only interest is in performance on tests. Instruction should be driven by the need of the children and test information. | | |
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | 14.1.14 - What does 14.1.14 actually mean? | | |
| | | \$126-5-15. New statewide testing program | | |
| 11/6/96 | Boone County Kindergarten Academy Faculty Senate P.O. Box 730 Uneeda, WV 25205 | According to Getting Schools Ready for Children from Southern Regional Education Board, children in kindergarten should not be given standardized tests. <i>Publication attached to comment - see page 13 and 16.</i> | | |
| 11/6/96 | C. Elkins, Teacher Sherman Elementary General Delivery Comfort, WV 25049 | We do need to test student achievement, but sometime I believe too much emphasis is placed on testing. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|---------|---|--|-------------|-----------|
| 11/6/96 | Linda Hudson, Teacher Sherman Elementary 37 Greystone Drive Comfort, WV 25049 | Yes, we need to test student achievement - but it is sad how, teachers and schools are judged on their students test scores. Many factors play into student scores. Teachers are only one of many factors. I hate the stress put on me due to the state testing program. | | |
| 11/6/96 | Jerry Poholinsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064 | Not able to make a judgement. | | |
| | | \$126-5-16. Revision of Policy 2320 (Performance Based Accreditation) | | |
| 11/6/96 | Linda Hudson, Teacher Sherman Elementary 37 Greystone Drive Comfort, WV 25049 | I believe each county needs an alternative school for students who cannot perform socially, morally, and emotionally. (Behaviors that disrupt the learning of others.) | | |
| 11/6/96 | Jerry Poholinsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064 | No problems. | | |
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | 16.1.1 - Too much emphasis on one test or so it seems. | | |
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | 16.2.9 - What is this? Is it the same as an S.B.A.T.? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|---------|--|---|-------------|-----------|
| 11/6/96 | Anne Lathen 218 Highland Avenue Oak Hill, WV 25901 | 16.2.12 - Primary emphasis will be placed on the performance measures. Placing primary emphasis on one test given during one week is an easy but flawed way to evaluate anything especially a school. | | |
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | 16.2.14 - How will this be done? Currently, just site commendations are issued. | | |
| | | \$126-5-17. New Policy 2470 (Use of Technology by Students and Educators) | | |
| 11/6/96 | Jane Bowne, Teacher Sherman Elementary Route 3 Comfort, WV 25049 | Money needs to be set aside for up keep of the computers. | | |
| 11/6/96 | C. Elkins, Teacher Sherman Elementary General Delivery Comfort, WV 25049 | We need funding for upkeep on present technology. We also need to upgrade and improve on a regular basis. | | |
| 11/6/96 | Linda Hudson, Teacher Sherman Elementary 37 Greystone Drive Comfort, WV 25049 | Funding needs to be provided for maintenance on computers. We need funding for (up keep) and repairs. | | |
| 11/6/96 | Jerry Pchollinsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064 | <ol style="list-style-type: none"> 1) Make sure the technology being used is current and not 5-10 years old. 2) Make sure the physical plot of the school is able to handle the new technology. All schools will have to be improved to handle the needs of the new technology (wiring, telecommunications, lighting, etc., needs to be able to handle the new demands) 3) Give counties some latitude in choice of technology being purchased and used. 4) Let's not lessen the importance of plain old fashion teaching just because some new "techno" fad seems like the answer to everything. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|---------|--|--|-------------|-----------|
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | 17.1.1 - Too many time consuming plans! | | |
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | 17.1.3 - Who will be available to do this and will they be compensated? | | |
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | 17.1.6 - Who will do this? How will it be delivered? Who will pay for it? Will it be required? | | |
| | | §126-5-18. Policies being repealed | | |
| 11/6/96 | Jerry Pcholsinsky Speech/Lang. Pathologist (Sherman Elementary) 807 Dutch Hollow Road Dunbar, WV 25064 | Not enough data in section to comment. | | |
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | Good - streamline where possible -- too many policies now to keep up with. | | |
| | | Abbreviated Guide to Senate Bill 300 Implementation | | |
| 11/6/96 | Jerry Pcholsinsky Speech/Lang. Pathologist Sherman Elementary 807 Dutch Hollow Road Dunbar, WV 25064 | No problems. | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|-------------|---|-------------------------------------|-------------------------|------------------|
| 11/6/96 | Lawrence Hitt, Principal Shepherdstown Elementary School 410 S. Church Street Shepherdstown, WV 25443 | See comments on each section above. | | |

1183dav/12a

**POLICY 1100: GUIDE TO SENATE BILL 300 IMPLEMENTATION
COMMENT LOG
November 9, 1996 - November 14, 1996**

ACTION TYPE
N. No Response - Negative
NA. Not Accepted + Positive
A. Accepted o Neutral

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|---|---|-----------------|-----------|
| 11/13/96 | 1. Gerald Mathias, Supt. Hardy County Schools 2. Dr. Nancy Kilmon Berkeley County Schools 3. Kent Huddings, Asst. Sup Grant County Schools 4. Janice Kable, Instr. Spec. Jefferson Co. Schools | Policy 1100 is unnecessary. \$126-5-1. General | | |
| 11/13/96 | Charles Duffy, Exec. Dir. RESA VIII 109 S. College Street Martinsburg, WV 25801 | Proposed Policy 1100 is well done and full of information. However, it should not be adopted by the State Board because it is only information and will be out-of-date when adopted. | | |
| 11/13/96 | J. Patrick & Sylvia Horne 107 Sunset Drive Elkins, WV 26241 | With forty-nine years of experience in public school education between us, we urge you to proceed with all due caution in implementing S.B. 300. | | |
| 11/13/96 | Janet Goodhand Director, Elem. Education 903 S. Washington Street Berkeley Sprgs., WV 25305 | Policy 1100 is unnecessary. All of the items in this policy are addressed or could be addressed in 2510. Having a separate policy creates a problem when revisions are made and both policies do not get revised. | | |
| 11/13/96 | P. Taylor South Chas., Junior HS 400 Third Avenue South Chas., WV 25303 | Our state needs to consider the realistic application of these goals - Are other states making these type of changes and expectations of its students. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|---|-------------|-----------|
| 11/13/96 | <p>Jim Williams Rt. 1, Box 178 Ronceverte, WV 24970</p> | <p>It is a mathematical impossibility for 85 percent of the students to score above the 50 percentile level on the Stanford Test. As more students drop out due to over-burdening from remediation more students who preciously were not below the 50 percentile will then drop below that level.</p> <p>Due to the requirement to take non-credit courses for remediation students will discover that they cannot accumulate the required 28 course credits necessary to graduate in four years and will give up on the public school system thus increases the dropout note.</p> <p>Whether students will enroll in private schools while less fortunate student will either drop out entirely or enroll in either church sponsored schools or new private schools that may be prone to be operated by unscrupulous individuals. Remediation will even keep many students from entering the career clusters.</p> <p>The remediation system and the so-called career clusters programs will actually greatly reduce the level of General Education of students and bring about a loss of electives for the students eligible and the addition of remedial courses will reduce the number of teachers to instruct and a reeducation in the number of students requesting electives, especially those that are job skill courses.</p> <p>There is a fear that the policies will create an elitist system with a large portion of its graduates stuck into jobs within the career clusters with which they finished high school. As long ago as 1970, Alvin Toffler's research showed that the average American change careers five time. Now, the policy, has as a goal to train people, has a goal to train people for level time careers in high school.</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|---|-------------|-----------|
| | | <p>Work-based learning experiences of paragraph 8.2.12 of Policy 1100. The question arises as to why the schools to jobs programs. There is a suspicion that it may be a way for industries and businesses to obtain cheap, part-time laborers in a state where jobs are decreasing and the population is decreasing. In 1990 the percentage of West Virginia population 65 years of age was 25% and is increasing. As of July 1, 1995 11% of West Virginia Housing was supposedly empty.</p> <p>According to paragraph 16.1.1 of Policy 1100 the Sanford Test will supposedly be nationally normed. But the test portions for Social Studies were created to be used with the new West Virginia curriculum. That creates two problems. First, how can a national norm exist for a test designed for West Virginia students? Second, student are to be tested in 1997 for a series of courses whose implementation has already been delayed until the fall of 1998.</p> | | |
| 11/13/96 | <p>Judy L. Malcolm, Teacher 2730 Forrestal Avenue St. Albans, WV 25177</p> | <p>Most Legislators are not experts in education. Many other states provide funding only for education and let the department of education made and carry out policy.</p> <p>It is additionally my opinion that this entire process is being rushed. I just get the information when the comment date is upon me. I am getting mounds of policy to comment on in very short time.</p> | | |
| 11/13/96 | <p>Charles R. Rodes, Supt. 116 Main Street Hinton, WV 25951</p> | <p>These are two very pertinent general comments concerning the policies on Review: (1) That time be allotted specifically for the training or workshops concerning policies on review. (2) That the policies do not in some way become unfunded mandates.</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|---|-------------|-----------|
| 11/14/96 | <p>David Groves, Co-Director James Hale, Co-Director Heather Fredeking, Coord. Western WV TPAD Consor. 400 Hal Greer Blvd. Huntington, WV 25755</p> | <p>The Western WV Tech Prep Associate Degree Consortium wishes to express our unreserved support of Senate Bill 300. Senate Bill 300 clearly looks toward the future in building an educational system which will benefit all WV citizens.</p> <p>SB 300 calls for dramatic systemic change of our education system to build a qualified and well-prepared workforce for tomorrow. The call for higher academic expectations and standards has been answered in SB 300 by a comprehensive career-based educational system in which the relevance of education is understood by students.</p> | | |
| 11/14/96 | <p>Therese Hayes, Teacher Rt. 1, Box 149A Proctor, WV 26055</p> | <p>The development of high quality programs of study across the six career clusters, including work-based experience and student support programs, clearly demonstrates West Virginia's dedication to our children's future. In addition, the integration of technology into each grade level, across all programs of study, will make our students more competitive in today's high-tech working world.</p> <p>Again, I wish to express the Western West Virginia TPAD Consortium's support of Senate Bill 300. The consortium knows it will have a positive impact on our youth, our schools and our state.</p> | | |
| 11/14/96 | <p>Carolyn Zeppuhar, Teacher 61 Orchard Drive New Martinsville, WV 26155</p> | <p>Clarify state-wide report card.</p> | | |
| 11/14/96 | <p>George G. Wilson, Teacher 409 Edgewood Terrace New Martinsville, WV 26155</p> | <p>Please clarify statewide report card.</p> | | |
| 11/14/96 | <p>George G. Wilson, Teacher 409 Edgewood Terrace New Martinsville, WV 26155</p> | <p>Clarify what is meant by "State Wide" Report Card.</p> | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|--|--|-----------------|-----------|
| 11/14/96 | Emily Fenton, Teacher 651 Maple Avenue New Martinsville WV 26155 | Please be more specific on statewide report card. | | |
| 11/14/96 | WV Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Dr. So. Chas. WV 25303 | Since this policy was developed directly from legislation, our comments will be reflected in other proposed policy. | | |
| 11/14/96 | Janice Kasserman, Tchr. New Martinsville School | Clarify school, district, state report cards. | | |
| 11/14/96 | Barbara Quenel New Martinsville School | Please clarify rules in Policy 7300 - school, school district, and statewide report card. | | |
| 11/14/96 | Greg Richmond New Martinsville School | Clarify school, county, state report card. | | |
| 11/14/96 | Lynn Baraus New Martinsville WV 26155 | Please clarify Policy 5.1 Does this refer to student individual report cards or a broaden school/county report card? | | |
| 11/14/96 | Kim Underwood New Martinsville School | Clarify Report Cards. Outside school hours. | | |
| 11/14/96 | Debbie West New Martinsville School | County state-wide report cards. Clarify - is this an individual report of student achievement? | | |
| 11/14/96 | Connie Frye New Martinsville School | Clarify school, district, and state report cards. | | |
| 11/14/96 | Jo Kirk, Teacher New Martinsville School | Clarify state, school district, and county report cards. | | |
| 11/14/96 | Karen Talbert 4-6 Learning Disabilities New Martinsville School | Please clarify statewide report card. Does this mean the one issued by State Department of Education or report cards issued at each grade level being similar? | | |
| 11/14/96 | Stephen Rogalski 4th Grade Teacher New Martinsville School | Please clarify school, school district, and statewide report cards according to Policy 7300. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|--|-------------|-----------|
| 11/14/96 | Lee Ann Schambach Second Grade Teacher New Martinsville School | Clarify state-wide report card for each student school wide for each county. Who is in charge of after school use of technology? Our computer labs are used daily by hundreds of students the equipment cannot tolerate anymore use. Who will cover the cost of maintenance? | | |
| 11/14/96 | Patricia Sullivan, Teacher New Martinsville School | Clarify statewide report card. | | |
| 11/14/96 | Cynthia Weber 4th Grade Teacher New Martinsville School | County statewide report card. Is this a report card for students or county report card for parents to view. | | |
| 11/14/96 | Cindy Riley, Teacher New Martinsville School | Please clarify school, school district, and statewide Report Cards. | | |
| 11/14/96 | Debbie Keough New Martinsville School | Clarify state-wide report cards. Is it a report card for students or report card for county for parents to view? | | |
| 11/14/96 | Pam Chapman New Martinsville School | Please clarify school district, and statewide report cards according to Policy 7300. | | |
| 11/14/96 | No name teacher New Martinsville School | Please clarify the state report card. | | |
| | | §126-5-2. Rule Format | | |
| | | §126-5-3. State Board Report on Meeting Educational Goals | | |
| 11/13/96 | P. Taylor South Chas., Junior HS 400 Third Avenue South Chas., WV 25303 | The contents of each portfolio should be available for individuals to view. | | |
| | | §126-5-4. Replacement of Certificate of Proficiency with Electronic Portfolio | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|---|-------------|-----------|
| 11/13/96 | Connie Dakan, Teacher Short Line School P.O. Box 328 Reader, WV 26167 | Portfolios are not valid because students choose the work they want shown, not necessarily their regular daily work! | | |
| 11/13/96 | Nancy White, Teacher 1117 Ivywood Lane South Chas., WV 25309 | A copy of the electronic portfolio should be sent to each person involved so that necessary changes can be implemented. | | |
| 11/13/96 | Barbara Ball, Teacher 1012 Klignore Culloden, WV 25510 | Each person should have an opportunity to check their portfolio for accuracy. | | |
| 11/13/96 | Sue Goodwin, Teacher 1226 Stuart Street Charleston, WV 25302 | I would want each person involved to receive a copy of their electronic portfolio to insure accuracy. | | |
| 11/13/96 | Debra Moore, Teacher Art Dept. Chairperson South Chas. Junior HS 6206 MacCorkle Avenue St. Albans, WV 25177 | Teachers need to have an opportunity to review information before information is transcribed as well as after to make sure information is correct. Each teacher needs to review their own file. | | |
| 11/13/96 | Dee Coleman Teacher/Parent 1834 Mountain Drive South Chas., WV 25303 | I feel a copy of each person's electronic portfolio should be provided to that person. Mistakes are bound to occur when the change over is made and everyone should have the right to check his/hers' for accuracy. | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrestal Avenue St. Albans, WV 25177 | This sounds good if it can be universally used throughout the country and world-wide. | | |
| 11/14/96 | Janice Kable, Instru. Spec. Jefferson County Schools P.O. Box 987 Charles Town, WV 25414 | Extensive research into cost, efficiency, usefulness of electronic portfolios is a must so that this "idea" does not exhaust funds. | | |
| | | §126-5-5. Revision of the School, School District and Statewide Report Cards | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|---|--|---|--|
| | | 11/13/96 | Brenda Nolan, Teacher Short Line School Box 328 Reader, WV 26167 | Will workplaces be prepared for and accept this? |
| 11/13/96 | Connie Dakan, Teacher Short Line School P. O. Box 328 Reader, WV 26167 | It is difficult enough to keep the systems working with only students using them. If anyone is allowed to use the system strict controls must be set up and enforced. | | |
| 11/13/96 | Pat Wildman, Teacher 655 James Street | Clarify statewide report card. | | |
| 11/14/96 | Greg Richmond New Martinsville School | Revised Policy 7300 will be placed on comment prior to Jan. 1, 1997. I would like to be sent a copy. | | |
| | | \$126-5-6. High Quality Standards and Performance Measures | | |
| 11/13/96 | Nancy White, Teacher 1117 Ivywood Lane South Chas., WV 25309 | High quality standards and performance measures need to be implemented, but individual differences must also be taken into account. | | |
| 11/13/96 | Barbara Ball, Teacher 1012 Kilgore Culloden, WV 25510 | All students can not be measured the same way and be expected to meet the same criteria. | | |
| 11/13/96 | Debra Moore, Teacher Art Dept. Chairperson South Chas. Junior HS 6206 MacCorkle Avenue St. Albans, WV 25177 | I feel that the arts need to be pushed as electives for students who are training for jobs using higher order thinking skills. I find that often these options are ones looked in developing career plans when studies underscore the benefit. | | |
| 11/13/96 | Dee Coleman Teacher/Parent 1834 Mountain Drive South Chas., WV 25303 | All students do not belong on the same track. Until we recognize individual differences and talents and prepare students for the world of work in the areas for which they are best suited, we will never achieve excellence in education. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|--|---|--|
| | | 11/14/96 | Janice Kable, Instru. Spec. Jefferson County Schools P.O. Box 987 Charles Town, WV 25414 | In an effort to prepare students for the workplace, do not overlook the need for a broad liberal arts background. Too much specificity may make for out datedness. |
| 11/14/96 | Pam Chapman New Martinsville School | I understand that we need to expect high standards from our students. But, I think that some are very high and what happens if students do not meet that criteria. All 4th graders had to be working on the 4th grade level. | | |
| | | §126-5-7. Use of Computers for High Quality Basic Skills Development and Remediation | | |
| 11/13/96 | Pat Conway, Principal P.O. Box 610 Sylvester, WV | In order to utilize, technology outside the school, we would have to hire additional staff. | | |
| 11/13/96 | Faculty Senate Coal City Elem. School Drawer Y 900 Independence Road Coal City, WV 25823 | Technology outside of school hours - who will supervise and how will supervision be paid for? Who will be allowed? Not allowed? | | |
| 11/13/96 | Glenda Follert, K-4 Tchr. P.O. Box 328 Reader, WV 26167 | Who is going to regulate the use of computers? Who is going to train parents? Where is the funding for technology teacher? | | |
| 11/13/96 | Mike Wells, PE/Health Tchr Short Line School Box 328 Reader, WV 26167 | How are we going to control it! If technology is this important, where is the funding for the technology teacher? | | |
| 11/13/96 | Joan Aberegg, Teacher Box 220 Reader, WV 26167 | How will this be controlled? By whom? If open to public, we are opening ourselves to many problems. Funds need to be provided for a teacher of computer technology. | | |
| 11/13/96 | Kay Blair, Teacher Short Line School Box 328 Reader, WV 26167 | How would we control it, so the computers aren't ruined? If technology is so important, where is the funding for a computer teacher? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|---|-------------|-----------|
| 11/13/96 | Dixie Holbert, 6th Grd. Tch. Charles Blair, 6th Grd. Tch. Short Line School P. O. Box 328 Reader, WV 26167 | How do we control? Who teaches the parent? Where is the money for the technology teacher???? | | |
| 11/13/96 | Carla Fluharty Early Start Teacher P. O. Box 328 Reader, WV 26167 | Who is going to regulate computer use? Who will teach correct computer use? Spread of virus? Where is funding for technology professional? | | |
| 11/13/96 | Jill Brown, Teacher Short Line School P. O. Box 328 Reader, WV 26167 | Needs to be more strict guidelines, who is going to control, who is going to teacher parents to use? Virus? Where is the funding for the technology teacher? | | |
| 11/13/96 | Alice Burgess Short Line Schools P. O. Box 328 Reader, WV 26167 | How are we going to control this? Who is in charge? Where is the funding for a technology teacher? | | |
| 11/14/96 | Debra Moore, Teacher Art Dept. Chairperson South Chas. Junior HS 6206 MacCorkle Avenue St. Albans, WV 25177 | There needs to be enough computers for teachers to use with an entire class if necessary. | | |
| 11/14/96 | Therese Hayes, Teacher Rt. 1, Box 149A Proctor, WV 26055 | Use of computers outside school hours. How will these be monitored for security? | | |
| 11/14/96 | Pat Wildman, Teacher 655 James Street | Who will provide the computers for after school computer access? Who will be in charge? Who will replace and repair computers? What about the security of the school? | | |
| 11/14/96 | George G. Wilson, Teacher 409 Edgewood Terrace New Martinsville, WV 26155 | How will after school hours use of technology be monitored. Who will be responsible. | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|--|---|-----------------|-----------|
| 11/14/96 | Emily Fenton, Teacher 651 Maple Avenue New Martinsville WV 26155 | Technology to be used outside school hours - how funded, how staffed, can technology will be replaced when broken, lost from use, abuse... \$ how funding? | | |
| 11/14/96 | Margaret Lancaster, Tchr. Short Line School Reader, WV 26167 | Need extra professional help to prevent destroying our system. | | |
| 11/14/96 | Jennifer Bates, Teacher Short Line School Reader, WV 26167 | How do you control it? Who is in charge? | | |
| 11/14/96 | Coal City Elem. School 900 Independence Road Coal City, WV 25823 | Technology outside of school hours - who will supervise & how will supervision be paid for? Who will be allowed? Not allowed? | | |
| 11/14/96 | Janice Kasserman, Tchr. New Martinsville School | Computers outside school hours - who's in charge, can technology withstand extra use, school security. | | |
| 11/14/96 | Tracy Mason Short Line School | How are we going to control this? Who is in charge of teacher this? (Policy 247D) If technology is so important, where is the state funding for a teacher? | | |
| 11/14/96 | Barbara Geunel New Martinsville School | More details on technology outside of normal school hours. I question the amount of traffic in and out of school. Who will pay for up keep of equipment. | | |
| 11/14/96 | Greg Richmond New Martinsville School | Clarify use of after hours use. Who pays for the personnel to supervise and the equipment breakage. | | |
| 11/14/96 | Lynn Baraus New Martinsville WV 26155 | Our school's computer labs are utilized by hundreds of students on a daily basis. Who will be held responsible for damage to computers, software, etc. if opened to the public? | | |
| 11/14/96 | Kim Underwood New Martinsville School | Clarify who will be responsible for this. | | |
| 11/14/96 | Debbie West New Martinsville School | How will the computers be made accessible after school hours? Who is in charge? Who will deal with upkeep and maintenance? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/14/96 | Connie Frye New Martinsville School | Technology outside school hours is unrealistic. Who is in charge? The computers can not handle the usage. | | |
| 11/14/96 | Jo Kirk, Teacher New Martinsville School | Outside school hours - clarify technology being used after school. Who's in charge? Who will take care of the upkeep. | | |
| 11/14/96 | Karen Talbert 4-6 Learning Disabilities New Martinsville School | How will outside users of computers be responsible for equipment? Will the remainder of buildings be secured? Will additional personnel be employed to oversee usage? | | |
| 11/14/96 | Stephen Rogalski 4th Grade Teacher New Martinsville School | Clarify use of technology outside of school hours, Policy 2470. Who is in charge of being in the school to "watch" the equipment? Our classrooms do not lock! | | |
| 11/14/96 | Patricia Sullivan, Teacher New Martinsville School | Clarify technology outside school environment ramifications, monitoring, can technology address additional usage, etc.? | | |
| 11/14/96 | Cynthia Weber 4th Grade Teacher New Martinsville School | After school access to computer lab... who will be responsible for this... how will computers be safe from vandalism? | | |
| 11/14/96 | Cindy Riley, Teacher New Martinsville School | Clarify use of technology outside normal school hours as stated under Policy 2470. Who is in charge? Will computers be able to handle extra use? | | |
| 11/14/96 | Debbie Keough New Martinsville School | Clarify: outside school hours - technology used? | | |
| 11/14/96 | Pam Chapman New Martinsville School | How are school expected to have the school open after school hours for anyone to use and who is to be responsible for damages done to computers by people who are non-affiliated with the school system. | | |
| 11/14/96 | No name teacher New Martinsville School | We are worried about security and over use of computers. Who will replace broken machines - upkeep of computers? The computers are used by 1200 kids now! | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|---|-------------|-----------|
| 11/13/96 | Brenda Nolan, Teacher Short Line School Box 328 Reader, WV 26167 | 7.2 There needs to be a lot of thought put into this. Who will control? Who teaches this? Money for repairs? | | |
| 11/13/96 | Cathy Rogers Vicki D'arnico Jayeene Elementary 1504 Country Club Road Fairmont, WV 26554 | 7.2 Who will do this instruction? Who is responsible for taking charge of after school instruction? Who will pay for this? | | |
| 11/13/96 | Charlene Canterbury Teacher Box 328 Reader, WV 26167 | 7.2 Controls need to be placed. What if a "virus" is brought into system? Who is in charge? | | |
| 11/13/96 | Charlotte Norford, Teacher Short Line Schools P. O. Box 328 Reader, WV 26167 | 7.2 This would need to be flexible to be able to have the school strictly control this so that the computers will not be destroyed thru ignorance of the users. | | |
| 11/14/96 | Janice Kable, Instru. Spec. Jefferson County Schools P. O. Box 987 Charles Town, WV 25414 | 7.5 Funds and training should be bundled through legislature. | | |
| 11/13/96 | Brenda Nolan, Teacher Short Line School Box 328 Reader, WV 26167 | 7.5 Where is the money for the teaching of technology? | | |
| 11/13/96 | Charlene Canterbury Teacher Box 328 Reader, WV 26167 | 7.5 Where's the money for the teaching of technology? Where's the school computer/technology teacher? | | |
| 11/13/96 | Connie Dakan, Teacher Short Line School P. O. Box 328 Reader, WV 26167 | 7.5 Where is the money for the full time technology teacher? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|---|-------------|-----------|
| 11/13/96 | Charlotte Norford, Teacher Short Line Schools P.O. Box 328 Reader, WV 26167 | 7.5 Where is the money for the technology teacher? | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrestal Avenue St. Albans, WV 25177 | 7.5 You'd better rush the computers in every classroom project if you hope to do this part. In my school, only the vocational departments have computers in every classroom as they have been provided by vocational funds which this restructuring plan will do away with. I have used vocational equipment money to update my classroom computer to multi-media and Internet capability and used my Faculty Senate money to buy software but what happens to it if Family and Consumer Science is "axed"? | | |
| 11/14/96 | Jennifer Bates, Teacher Short Line School Reader, WV 26167 | 7.5 Where is the money for technology teacher? Who will fund it? | | |
| 11/13/96 | Brenda Nolan, Teacher Short Line School Box 328 Reader, WV 26167 | \$126-5-8. Creating Jobs Through Education We cannot be responsible for the job market. | | |
| 11/13/96 | Mike Wells, PE/Health Tchr Short Line School Box 328 Reader, WV 26167 | We can't make the job market. In rural communities this can't be done. | | |
| 11/13/96 | Kay Blair, Teacher Short Line School Box 328 Reader, WV 26167 | We can't produce a job market for the students. In rural communities, how do you provide a work program for childrens' career choices? | | |
| 11/13/96 | Dixie Holbert, 6th Grd. Tchr. Short Line School P.O. Box 328 Reader, WV 26167 | We cannot make the job market for the students. In rural areas, how do we get students to work areas and back, have classes, etc. in a school day? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/13/96 | Charles Blair, 6th Grd. Tch. Short Line School P.O. Box 328 Reader, WV 26167 | We can't make the job market. In rural communities this can't be done. | | |
| 11/13/96 | Carla Fluharty Early Start Teacher P.O. Box 328 Reader, WV 26167 | We can not create new job markets. We can only prepare for a career. | | |
| 11/13/96 | Charlene Canterbury Teacher Box 328 Reader, WV 26167 | We can't create the "job market." | | |
| 11/13/96 | Connie Dakan, Teacher Short Line School P.O. Box 328 Reader, WV 26167 | We can see they have the training but we can't create a job market! How do you provide actual work programs in rural areas? Who provides transportation and schedules. Just what we need - MORE STAFF DEVELOPMENT! | | |
| 11/13/96 | Jill Brown, Teacher Short Line School P.O. Box 328 Reader, WV 26167 | We can not make the job market. We can teach the skills. | | |
| 11/13/96 | Alice Burgess Short Line Schools P.O. Box 328 Reader, WV 26167 | We can't make the job market. In rural communities this can't be done. | | |
| 11/13/96 | Charlotte Norford, Teacher Short Line Schools P.O. Box 328 Reader, WV 26167 | We can not make the job market for the students in rural communities, where? | | |
| 11/13/96 | Barbara Ball, Teacher 1012 Kilgore Culloden, WV 25510 | Home Economics and Tech Education should be included. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|---|-------------|-----------|
| 11/13/96 | Sue Goodwin, Teacher 1226 Stuart Street Charleston, WV 25302 | Career clusters need to involve Tech Ed/Ind. Arts. (Career clusters instead of Gen. Cur) | | |
| 11/13/96 | Dee Coleman Teacher/Parent 1834 Mountain Drive South Chas., WV 25303 | Career clusters should include home economics, and tech ed. | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrestal Avenue St. Albans, WV 25177 | All of this should be decided as locally as possible. The legislature should stay out of school administration and allocate funds to the WVDE to make policy and carry it out. | | |
| 11/14/96 | Margaret Lancaster, Tchr. Short Line School Reader, WV 26167 | We can not make a job market. In a rural area we do not have the resources to do school-career movements. | | |
| 11/14/96 | Jennifer Bates, Teacher Short Line School Reader, WV 26167 | We can not make the job market. We can teach skills, but we can't create jobs. Rural communities do not have capability to supply on the job skills during the regular day. (Transportation, job availability, etc.) | | |
| 11/14/96 | Tracy Mason Short Line School | We can't make the job market. | | |
| 11/14/96 | Greg Richmond New Martinsville School | 1) Many students are not ready to make a career decision for their final 2 years of high school. This would limit their possibilities. 2) If staff development activities will count toward salary classification increase, will past staff development count? | | |
| 11/13/96 | Faculty Senate Waverly Elementary Waverly, WV 26184 | 8.1.2 Who will be responsible for student transition plan? Who will write the plan? Does student have to agree with plan? Does parent have to agree with plan? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/13/96 | Cathy Rogers/ Vicki Damico Jayeene Elementary 1504 Country Club Road Fairmont, WV 26554 | 8.2.2 We also need to keep our trained personnel for Art - Music - P.E. - Media. By keeping these, it allows more time to plan to meet the instructional goals and objectives for language arts. | | |
| 11/13/96 | Cathy Rogers Vicki D'amico Jayeene Elementary 1504 Country Club Road Fairmont, WV 26554 | 8.2.3 Revision of instructional goals and objectives need to be looked at carefully. They appear to be written one grade level too difficult. | | |
| 11/13/96 | Faculty Senate Waverly Elementary Waverly, WV 26184 | 8.2.3 (b) Remove word "all" - profound MM student will not achieve. Replace with "all tested." | | |
| 11/13/96 | Brenda Nolan, Teacher Short Line School Box 328 Reader, WV 26167 | 8.2.7 How is this provided in a rural area? | | |
| 11/13/96 | Joan Aberegg, Teacher Box 220 Reader, WV 26167 | 8.2.7 Where will students go in rural area to participate in work-based experiences? Travel all day will not leave time to complete required credits. | | |
| 11/13/96 | Faculty Senate Waverly Elementary Waverly, WV 26184 | 8.2.7 GREAT!! | | |
| 11/13/96 | Charlene Canterbury Teacher Box 328 Reader, WV 26167 | 8.2.7 In rural communities how can you provide job opportunities for every student. Time for transportation money. \$\$\$ | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/14/96 | Connie Huffman George Washington HS | 8.2.7 Concerns work-based learning experiences for students. It is possible to provide all students with actual work in businesses? Perhaps, but a daunting task. WV has had a successful work-based learning program for many years--Cooperative Education. Co-Op teachers have worked with businesses for many years to provide students with part-time jobs. Co-Op students are paid, receive job training, school credits, and are supervised on the job by the Co-Op teacher who eases the transition between school and work. Don't re-invent the wheel--expand on Co-Op. Contact WV Co-Op teachers for assistance. A major concern of placing students on non-paid internships is liability--who will cover injuries? Also, who will provide students with basic safety on the job instruction? | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St. Albans, WV 25177 | \$126-5-9. Criteria for selecting schools of excellence Not ready yet. | | |
| 11/13/96 | Debra Moore, Teacher Art Dept. Chairperson South Chas. Junior HS 6206 MacCorkie Avenue St. Albans, WV 25177 | \$126-5-10. Training through the principals academy There does need to be a system developed to track the use of information gained through principals academy. | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St. Albans, WV 25177 | It sounds to me like too many groups are controlling this. Its there not already a checks and balance system for the principals? | | |
| 11/14/96 | Janice Kable, Instru. Spec. Jefferson County Schools P.O. Box 987 Charles Town, WV 25414 | Be careful with unwittingly "earmarking" principals on improvement plans. | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|--|---|-----------------|-----------|
| | | \$126-5-11. Curriculum for the principals academy as developed by the center for professional development | | |
| 11/13/96 | Glenda Follett, K-4 Tch. P. O. Box 328 Reader, WV 26167 | A waste of time and money! | | |
| 11/13/96 | Mike Wells, PE/Health Tch Short Line School Box 328 Reader, WV 26167 | Center for "Professional Development" is a waste of money! | | |
| 11/13/96 | Kay Blair, Teacher Short Line School Box 328 Reader, WV 26167 | Center for Professional Development is a big waste of money! The one good thing is the Governor's Institute. | | |
| 11/13/96 | Dixie Holbert, 8th Grd. Tch. Charles Blair, 8th Grd. Tch. Short Line School P. O. Box 328 Reader, WV 26167 | Center for Professional Development is a waste of money. | | |
| 11/13/96 | Carla Fluharty Early Start Teacher P. O. Box 328 Reader, WV 26167 | Waste of time and money! | | |
| 11/13/96 | Charlene Canterbury Teacher Box 328 Reader, WV 26167 | Th only good thing about the C. D. is the Governor's Institute. | | |
| 11/13/96 | Connie Dakan, Teacher Short Line School P. O. Box 328 Reader, WV 26167 | This is a total waste of money! Especially since all mailings are late!! The only good thing is the Governor's Institute. | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|--|---|-----------------|-----------|
| 11/13/96 | Jill Brown, Teacher Short Line School P.O. Box 328 Reader, WV 26167 | The only good thing that has been developed is the Governor's Institute. | | |
| 11/13/96 | Alice Burgess Short Line Schools P.O. Box 328 Reader, WV 26167 | This is a waste of money - Center for Professional Development | | |
| 11/13/96 | Charlotte Norford, Teacher Short Line Schools P.O. Box 328 Reader, WV 26167 | This is a waste of money. The Governor's Institute is the only good thing of this. | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St. Albans, WV 25177 | Couldn't the WVDE develop the standards as they are experts in the field? We wouldn't need the Center for Professional Development or the legislature involved. Perhaps we would be able to save the taxpayers some money or maybe we wouldn't have to "RIF" as many teachers as often. | | |
| 11/14/96 | Jennifer Bates, Teacher Short Line School Reader, WV 26167 | Waste of time! | | |
| 11/14/96 | Tracy Mason Short Line School | The center of professional development has done nothing for teachers except for the Governor's Institute. | | |
| 11/13/96 | Margaret Lancaster, Tchr. Short Line School Reader, WV 26167 | A waste of time and money. Principals are needed in the school. | | |
| | | \$126-5-12. Higher Education Joint Rule | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrestal Avenue St. Albans, WV 25177 | (d) Are not the colleges that certify educators accredited already? Our present system uses the high school diploma, ACT and SAT for this purpose. I would rather see modification of the existing arrangement than using the "let's re-invent the wheel" technique. If we had more guidance counselors, better trained, they could advise students to take the classes they need and they would be prepared when they graduate. Our counselor spends too much time on administrative duties and holding our kids' lives together long enough to get them through the day. (She has a little time for careers). | | |
| | | \$126-5-13. Revision of Policy 2520 | | |
| 11/13/96 | Nancy White, Teacher 1117 Ivywood Lane South Chas., WV 25309 | Home economics, shop, physical education, and music are valuable subjects to enhance like and will be affected detrimentally by the proposed curriculum changes. | | |
| 11/13/96 | Barbara Ball, Teacher 1012 Klugore Culloden, WV 25510 | In requiring a more rigorous curriculum the abilities and skills of some students are being ignored. | | |
| 11/13/96 | Lynda Biron, Teacher 202 Village Ct. Scott Depot, WV 25560 | Physical Education, Home Economics and Industrial Tech are a very important parts of the non-core electives. | | |
| 11/13/96 | Debra Moore, Teacher Art Dept. Chairperson South Chas. Junior HS 6206 MacCorkle Avenue St. Albans, WV 25177 | Kanawha County Schools has already added 15 minutes to each school day to allow time for Faculty Senate. Many of the students who attend my school already leave home before 7:00 a.m. to catch their bus and don't return home until after 4:30 p.m. When time is added to the school day it affects more time than just the time spent at school. When are students going to have free time to do service learning or even homework? When can they reflect on the school day? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|---|-------------|-----------|
| 11/13/96 | Dee Coleman Teacher/Parent 1834 Mountain Drive South Chas., WV 25303 | In providing a more rigorous curriculum, the talents and interests of making students and being slighted or ignored. Shop, Home Economics, and Phys. Ed. as well as a comprehensive music program, provide practical subject matters for students who will never need or use a foreign language as well as some of the other requirements being instituted. | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrestal Avenue St. Albans, WV 25177 | Again I must state that all these revisions are being rushed to teachers. LSICs much too quickly. Perhaps that is the plan! | | |
| 11/14/96 | Carolyn Zeppuhar, Teacher 61 Orchard Drive New Martinsville, WV 26155 | We have computer labs in constant use during day. If others can come in after hours who will replace computers and lost materials. | | |
| 11/14/96 | Janice Kable, Instru. Spec. Jefferson County Schools P.O. Box 987 Charles Town, WV 25414 | Viewing and research strands should be included in the English Language Arts. | | |
| 11/14/96 | Lee Ann Schambach Second Grade Teacher New Martinsville School | Clarify - what is meant by no interruptions during the day? | | |
| 11/14/96 | Cynthia Weber 4th Grade Teacher New Martinsville School | What is meant by the term interruption? | | |
| 11/14/96 | Debbie Keough New Martinsville School | Clarify - what is meant by the term interruption? | | |
| 11/13/96 | Faculty Senate Coal City Elem. School DRAWER Y 900 Independence Road Coal City, WV 25823 | §126-5-14. Revision of Policy 2510 Increasing instructional time: In rural areas students are away from home more than 9 hours already and in the winter will arrive home after dark, due to our buses not being able to leave until the high school buses leave and return. | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|--|---|--|---|
| | | 11/13/96 | Glenda Follitt, K-4 Tch. P.O. Box 328 Reader, WV 26167 | Instructional day is already too long for younger students. |
| 11/13/96 | Kay Blair, Teacher Short Line School Box 328 Reader, WV 26167 | The day is too long, now. We have children on a bus at 6:00 in the morning and don't get home until 4:20 p.m. | | |
| 11/13/96 | Dixie Holbert, 6th Grd. Tch. Short Line School P.O. Box 328 Reader, WV 26167 | Instructional day is long enough!!! | | |
| 11/13/96 | Charles Blair, 6th Grd. Tch. Short Line School P.O. Box 328 Reader, WV 26167 | The instructional day is long enough for elementary students! | | |
| 11/13/96 | Carla Fluharty Early Start Teacher P.O. Box 328 Reader, WV 26167 | The school day is already too long for the younger children. | | |
| 11/13/96 | Connie Dakan, Teacher Short Line School P.O. Box 328 Reader, WV 26167 | Our daily schedule is entirely too long for K-3 students - especially when we follow the high school schedule due to busing! | | |
| 11/13/96 | Alice Burgess Short Line Schools P.O. Box 328 Reader, WV 26167 | The instructional day is long enough, when the elementary schedule coincides with a high school schedule. This is due to busing. | | |
| 11/13/96 | Donna Adams, Supervisor Cabell County Schools P.O. Box 446 Huntington, WV 25709 | In addition to comments I made on individual policies, I have a concern about extending the school day. K-1 children who are bused to school have a very long day now. This extension will make their day much too long especially if they must wait for buses due to lengthening of the older students' day as well. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/13/96 | Nancy White, Teacher 1117 Ivywood Lane South Chas., WV 25309 | I am concerned about lengthening the school day. Students must be allowed adequate time for recreational activities, study, and rest. | | |
| 11/13/96 | Barbara Ball, Teacher 1012 Kilgore Culloden, WV 25510 | Fifteen more minutes per day -- Some students have a long day as it is. How the time is used is more important. Students need basic skills and life skills. | | |
| 11/13/96 | Lynda Biron, Teacher 202 Village Ct. Scott Depot, WV 25560 | The school day is already too long. Students don't have enough time for extracurricular activities. | | |
| 11/13/96 | Sue Goodwin, Teacher 1226 Stuart Street Charleston, WV 25302 | Students need a shorter work day not a longer work day. Students already have a difficult time finding an opportunity to take electives. We need to offer curriculum choices that will address student talents. Do not leave our Shop or Tech. Ed. | | |
| 11/13/96 | P. Taylor South Chas., Junior HS 400 Third Avenue South Chas., WV 25303 | School day runs until 3:38 pm now - kids and teachers don't get home until late now, another 15 minutes is just too much. Attention spans are too short for such an increase in the length of class periods. We already have 360 min. of instruction time. Non-core electives are important -- home economics., shop, etc. Students need to develop these life skills. | | |
| 11/13/96 | Debra Moore, Teacher Art Dept. Chairperson South Chas. Junior HS 6206 MacCorkle Avenue St. Albans, WV 25177 | As Chairperson of the Art Department at South Charleston Junior High, I am concerned about the affect this revision will have on the music program. To become a well rounded student, students need to be able to experiment and develop talents. I hate to see students loose a means of self expression. Not every student should be tracked the same way. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|---|-------------|-----------|
| 11/13/96 | Dee Coleman Teacher/Parent 1834 Mountain Drive South Chas., WV 25303 | How can lengthening the school day improve education at this point? Many students leave home before 7:00 a.m. and return after 4:30 p.m. Those in extra-curricular activities get in much later. That leave virtually no time for homework. We are already asking students for much more than a 40 hour week, now we're adding community service? Each year we are facing more and more violence and less self-discipline on the part of students. Could it be they are over obligated? | | |
| 11/14/96 | Therese Hayes, Teacher Rt. 1, Box 149A Proctor, WV 26055 | What constitutes disruption of school day? Bad performances, fire drills, announcements, etc. | | |
| 11/14/96 | Carolyn Zeppuhar, Teacher 61 Orchard Drive New Martinsville, WV 26155 | What was meant by interruptions? Needs to be defined. | | |
| 11/14/96 | George G. Wilson, Teacher 409 Edgewood Terrace New Martinsville, WV 26155 | Clarify what is meant by "interruption" of school day. | | |
| 11/14/96 | Emily Fenton, Teacher 651 Maple Avenue New Martinsville WV 26155 | Define interruption of school day. | | |
| 11/14/96 | Margaret Lancaster, Tchr. Short Line School Reader, WV 26167 | Day is already to long because of bus schedules. Students get on bus around 6:00 a.m. and gets home at 4:30 p.m. | | |
| 11/14/96 | Jennifer Bates, Teacher Short Line School Reader, WV 26167 | Instruction day already is too long for younger students. (Early start, kindergarten, etc.) | | |
| 11/14/96 | Coal City Elem. School 900 Independence Road Coal City, WV 25823 | In rural areas increasing instructional time students are away from home more than 9 hours already and in the winter will arrive home after dark, due to our buses not being able to leave until the high school buses leave and return. | | |
| 11/14/96 | Janice Kasserman, Tchr. New Martinsville School | What is meant by "interruption"? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|---|-------------|-----------|
| 11/14/96 | Tracy Mason Short Line School | The instructional day is long enough especially if the elementary school buses run on a high school bus schedule. | | |
| 11/14/96 | Barbara Quenel New Martinsville School | Clarify what "interruption" means kids need the fun stuff at school! | | |
| 11/14/96 | Greg Richmond New Martinsville School | What is meant by interruptions in the school day. | | |
| 11/14/96 | Kim Underwood New Martinsville School | Clarify interruption of classes. | | |
| 11/14/96 | Cornie Fye New Martinsville School | Define "interruption." | | |
| 11/14/96 | Karen Talbert 4-6 Learning Disabilities New Martinsville School | Clarify what "interruptions" are disruptive students, fire drills, school announcements, etc. If you take away the "fun" activities, Pep Assemblies, etc., student will be able to be "kids" and enjoy the high school years! | | |
| 11/14/96 | Patricia Sullivan, Teacher New Martinsville School | Clarify term "interruption" (fire drills, awards day, band performance, disruptive students, announcements, etc.) | | |
| 11/14/96 | No name teacher New Martinsville School | Please clarify what you mean by interruption. Band concerts, announcements. | | |
| 11/13/96 | Cathy Rogers Vicki Damico Jayeene Elementary 1504 Country Club Road Fairmont, WV 26554 | 14.1.1 Increasing instructional time should be subject to bus schedules. No school should have to exceed the time limit, if buses cannot accommodate pick-ups. Elementary children should be picked up first. Are there adequate computers for this? The classrooms, space wise, can't accommodate the room needed. | | |
| 11/13/96 | Brenda Nolan, Teacher Short Line School Box 328 Reader, WV 26167 | 14.1.2 The school day is already long enough for students. Some students get on the bus at 6:20 a.m. and don't return home until 4:20 p.m. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|---|--|------------------------------|
| | | 11/14/96 | James Murphy, Principal Cathoun High Grantsville, WV 26147 | 14.1.2 What about bank time? |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrestal Avenue St. Albans, WV 25177 | 14.1.3 What about the applied arts? This is sorely needed! Family and Consumer Science is vital training in life skills and feeds vocational technical programs as does the Intro. Tech. and Tech Ed. classes. Who will fill the trade schools, fix the plumbing and maintain tomorrow's homes and FAMILIES if you simply cancel out the life skills classes? | | |
| 11/14/96 | Greg Richmond New Martinsville School | 14.1.4 How can you guarantee protection of instructional time from interruption? | | |
| 11/14/96 | Stephen Rogalski 4th Grade Teacher New Martinsville School | 14.1.4 Clarify what "interruptions" are ... disruptive students, fire drills, school announcements, etc. If you take away all the fun "activities" Magnolia Day, pep assemblies, etc... some students will hate school. | | |
| 11/14/96 | Lynn Baraus New Martinsville WV 26155 | 14.1.4 High school students need to experience leadership opportunities; cooperation with peers and social development with classmates. Clubs, etc. should be included during the school day so that all students will have an opportunity to interact with each other. | | |
| 11/14/96 | Cindy Riley, Teacher New Martinsville School | 14.1.4 Clarify what interruption means. Kids need interruptions from a well rounded education. | | |
| 11/14/96 | Pam Chapman New Martinsville School | 14.1.4 The rule 14.1.4 of instruction time not interrupted. What does this mean? No aware's day, no class day. School is supposed to also be fun not like a job. They will be int he work force soon enough. Let them be a kid!!!! | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrestal Avenue St. Albans, WV 25177 | 14.1.6 It should be remembered that the teachers are the experts! | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|---|-------------|----------------------------|
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrestal Avenue St. Albans, WV 25177 | 14.1.7 "Testing Out" may lead to young people out in the world of work academically ready but socially immature and irresponsible; unable to cope with work and family pressures. They certainly won't be getting adequate life skills training since most of the Family & Consumer Science classes will be gone! | | |
| 11/13/96 | Cathy Rogers/Wick/Damico Jayene Elementary 1504 Country Club Road Fairmont, WV 26554 | 14.1.12 How can a teacher of split classrooms possibly do all this. We would have to know 4 levels of objectives. | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrestal Avenue St. Albans, WV 25177 | 14.1.13 Test data driving instruction will certainly narrow the focus & increase the intensity of the classes. | | |
| 11/13/96 | Glenda Follett, K-4 Tch. P. O. Box 328 Reader, WV 26167 | \$126-5-15. New statewide testing program | | |
| 11/13/96 | Brenda Nolan, Teacher Short Line School Box 328 Reader, WV 26167 | Kindergarten students are too young for standardized testing. | | |
| 11/13/96 | Joan Aberegg, Teacher Box 220 Reader, WV 26167 | Six hours is a long test for testing! Kindergarten is too young for this kind of testing. Too much stress. | | |
| 11/13/96 | Kay Blair, Teacher Short Line School Box 328 Reader, WV 26167 | Kindergarten is too young for standardized testing. The length of time consumed in testing in 1-11 is too great. | | |
| 11/13/96 | Dixie Holbert, 6th Grd. Tch. Short Line School P. O. Box 328 Reader, WV 26167 | It is too long. Kinds will get tired and put any answer. Younger children and children not on grade level will be very frustrated and emotional. | | Stanford Test is too long. |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/13/96 | Charles Blair, 6th Grd. Tch. Short Line School P.O. Box 328 Reader, WV 26167 | The Stanford Test is too long of a test for elementary students. | | |
| 11/13/96 | Carla Fluharty Early Start Teacher P.O. Box 328 Reader, WV 26167 | Kindergarten students are too young for standardized testing. | | |
| 11/13/96 | Connie Dakan, Teacher Short Line School P.O. Box 328 Reader, WV 26167 | Six hours is entirely too long for elementary students testing. Kindergarten is to young for this stress. One to three are totally stressed out! | | |
| 11/13/96 | Alice Burgess Short Line Schools P.O. Box 328 Reader, WV 26167 | the Stanford Test is too long for elementary students. | | |
| 11/13/96 | Barbara Ball, Teacher 1012 Kilgore Culloden, WV 25510 | There is too much tailoring of curriculum to testing and situations in which students are tested on things they haven't had. Testing takes a lot of time from instruction. | | |
| 11/13/96 | Sandra Foster Science Teacher 176 Riverbend St. Albans, WV 25177 | Too much testing - we should be teaching more. | | |
| 11/13/96 | Greg Conley, Teacher South Chas. Junior HS 400 3rd Avenue South Chas., WV 25303 | Too much testing and less instructional time. Also, is this loss of time cost effective? | | |
| 11/13/96 | Lynda Biron, Teacher 202 Village Ct. Scott Depot, WV 25560 | I feel like we are teaching a test and that is what our curriculum is based on. We are spending too much instructional time on testing. | | |
| 11/13/96 | Sue Goodwin, Teacher 1226 Stuart Street Charleston, WV 25302 | Social Studies still will not be in line with the testing program. | | |

| Date | Individual/Organization | Comments | Action Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/13/96 | Debra Moore, Teacher Art Dept. Chairperson South Chas. Junior HS 6206 MacCorkle Avenue St. Albans, WV 25177 | As a former Social Studies teacher, I am concerned about how test results will reflect on 8th grade Social Studies teachers negatively on them and their students since our curriculum focus is West Virginia Studies and no national testing program is that specific. | | |
| 11/13/96 | Dee Coleman Teacher/Parent 1834 Mountain Drive South Chas, WV 25303 | Social Studies curriculum is not and will not be in line with the testing program. | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St. Albans, WV 25177 | I administered the 8th grade practice test and I liked it. I am also a certified science teacher and I felt the science section tested graph reading and using skills much more than science skills and facts, however. I am also concerned that both tests will take six half days of instruction time. | | |
| 11/14/96 | Janice Kable, Instru. Spec. Jefferson County Schools P.O. Box 987 Charles Town, WV 25414 | Should be reexamined in that policy 2520 was revised based on purchase of test. We should not teach to a test! | | |
| 11/14/96 | Margaret Lancaster, Tchr. Short Line School Reader, WV 26167 | A 6 hour test is too long. Students cry and become stressed out. | | |
| 11/14/96 | Jennifer Bates, Teacher Short Line School Reader, WV 26167 | Kindergarten student are too young for standardized testing. | | |
| 11/14/96 | Tracy Mason Short Line School | The Stanford test is too long. | | |
| 11/14/96 | Greg Richmond New Martinsville School | Mandate alternative schools. | | |
| | | §126-5-16. Revision of Policy 2320 (Performance Based Accreditation) | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrestal Avenue St. Albans, WV 25177 | I'm afraid this is unrealistic as this restructured plan takes all the fund and student choice out of the educational process. The students will have little or virtually no opportunity for hands on classes unless it's the computer classes. The increased emphasis on work readiness will interfere with the socialization process like clubs, activities and perhaps even athletics & the arts will suffer. Eighty-five percent employment after one year seems very unrealistic to me. In this welfare/union minded give-me state, I don't think so! I'm concerned that the restructuring plan will run off so many students that only the upper level students remain and they are the ones who succeed with or without the restructuring plan. | | |
| 11/14/96 | Therese Hayes, Teacher Rt. 1, Box 149A Proctor, WV 26055 | Alternative schools for those students who habitually curse teachers, other students, refuse to work, etc. | | |
| 11/14/96 | Carolyn Zeppuhar, Teacher 61 Orchard Drive New Martinsville, WV 26155 | We need alternative schools for children that are extreme discipline problems. | | |
| 11/14/96 | George G. Wilson, Teacher 409 Edgewood Terrace New Martinsville, WV 26155 | Clarify what is meant by "preventative discipline programs." | | |
| 11/14/96 | Emily Fenton, Teacher 651 Maple Avenue New Martinsville WV 26155 | Alternative schools are needed. How funded and staffed? Prevent staff and other students from others "abuse"...? What are specific preventative programs - how funded - staffed? | | |
| 11/14/96 | Janice Kasseman, Tchr. New Martinsville School | What is meant by "preventative discipline programs?" Do we keep disruptive students in class at expenses of "normal" kids? | | |
| 11/14/96 | Barbara Quenel New Martinsville School | We need alternative schools. We need preventive school discipline. | | |
| 11/14/96 | Kim Underwood New Martinsville School | What are preventative programs?? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/14/96 | Debbie West New Martinsville School | What are preventative discipline programs??? | | |
| 11/14/96 | Connie Frye New Martinsville School | Define preventative discipline programs. We need alternative schools for disruptive students. | | |
| 11/14/96 | Jo Kirk, Teacher New Martinsville School | Preventative Discipline Programs needs to be clarified. What do we do with the children that cusses the teacher out and are very disruptive to the class? | | |
| 11/14/96 | Karen Talbert 4-6 Learning Disabilities New Martinsville School | Alternative Learning Situations need to be made available. I have been aware of students who "will not" complete assignments, are continually disruptive and verbally abusive to both students and educators. | | |
| 11/14/96 | Stephen Rogalski 4th Grade Teacher New Martinsville School | We need alternative schools for kids who call us "assholes", tell us "to go to hell," and tell us they will "kill us"! This was a 1st grader. What is preventive discipline programs that should exist in each school. | | |
| 11/14/96 | Lee Ann Schambach Second Grade Teacher New Martinsville School | What are preventative discipline programs? | | |
| 11/14/96 | Patricia Sullivan, Teacher New Martinsville School | What is meant by specific preventative discipline programs? Clarify in detail. Need for alternative schools addressed. | | |
| 11/14/96 | Cynthia Weber 4th Grade Teacher New Martinsville School | What are preventative discipline programs? Each school needs an alternative classroom?? | | |
| 11/14/96 | Cindy Riley, Teacher New Martinsville School | We need alternative schools in each county. | | |
| 11/14/96 | Debbie Keough New Martinsville School | What are preventative discipline programs?? Each county needs an alternative school!! | | |
| 11/14/96 | No name teacher New Martinsville School | Some students need an alternative school - especially behavior problem who do not follow school rules and interrupt classes. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/13/96 | Faculty Senate Coal City Elem. School DRAWER Y 900 Independence Road Coal City, WV 25823 | 16.1.1 This goes against norms of the test. Half of a school cannot be in the 75th percentile. | | |
| 11/14/96 | Coal City Elem. School 900 Independence Road Coal City, WV 25823 | 16.1.1 This goes against norms of the test, half of a school cannot be in the 75 percentile. | | |
| 11/14/96 | Coal City Elem. School 900 Independence Road Coal City, WV 25823 | 16.1.2 In poor, rural areas 93% is unreasonable. The law currently allows students to miss approximately 14 days before parents are held accountable. Too much time is wasted trying to get kids to school when parents won't take responsibilities. | | |
| 11/13/96 | Faculty Senate Coal City Elem. School DRAWER Y 900 Independence Road Coal City, WV 25823 | 16.1.2 In poor, rural areas 93% is unreasonable. The law currently allows students to miss approximately 14 days before parents are held accountable. Too much time is wasted trying to get kids to school when parents won't take responsible. | | |
| 11/14/96 | James Murphy, Principal Cathoun High Grantsville, WV 26147 | 16.1.2 How do we enforce attendance the state dept. tells students attendance is not important? Only the amount of work. | | |
| 11/13/96 | Debra Moore, Teacher Art Dept. Chairperson South Chas. Junior HS 6206 MacCorkle Avenue St. Albans, WV 25177 | How can it be proposed that all students be at level by the end of 4th grade while requiring that 95% of students be promoted regardless of proficiency. | | |
| 11/14/96 | James Murphy, Principal Cathoun High Grantsville, WV 26147 | 16.1.5 How do we enforce this? | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrestal Avenue St. Albans, WV 25177 | 16.1.6 Sixty percent involvement on the secondary level is wishful thinking! That figure dooms this part of the plan to failure. | | |
| 11/14/96 | Greg Richmond New Martinsville School | 16.1.6 How do you measure 60% parent involvement? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|---|-------------|-----------|
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St. Albans, WV 25177 | 16.1.7 Same as above. | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St. Albans, WV 25177 | 16.2.1 Absolutely! We need this! | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St. Albans, WV 25177 | 16.2.2 Ditto | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St. Albans, WV 25177 | 16.2.3 We need time to do the technology plans. | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St. Albans, WV 25177 | 16.2.7 Good idea! Glad teachers are finally getting some input. | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St. Albans, WV 25177 | 16.2.13 Dropout and attendance rates are not always a good measure of success. | | |
| 11/13/96 | Glenda Follett, K-4 Tch. P.O. Box 328 Reader, WV 26167 | §126-5-17. New Policy 2470 (Use of Technology by Students and Educators) | | |
| 11/13/96 | Brenda Nolan, Teacher Short Line School Box 328 Reader, WV 26167 | Integration of time - no time available to plan for it. | | |
| 11/13/96 | Kay Blair, Teacher Short Line School Box 328 Reader, WV 26167 | We need computer teachers and time to integrate the program. | | |
| 11/13/96 | Don't have time or expertise to do this, now. We need a computer teacher. We need computers that work. | | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|---|--|---|--|
| | | 11/13/96 | Dixie Holbert, 6th Grd. Tch. Short Line School P.O. Box 328 Reader, WV 26167 | How do we have time? Please, give funding for technology teachers!!! |
| 11/13/96 | Charles Blair, 6th Grd. Tch. Short Line School P.O. Box 328 Reader, WV 26167 | We need funding provided for computer teachers in each school. | | |
| 11/13/96 | Carla Fluharty Early Start Teacher P.O. Box 328 Reader, WV 26167 | There is not enough planning time for an integrated program | | |
| 11/13/96 | Connie Dakan, Teacher Short Line School P.O. Box 328 Reader, WV 26167 | Where is the funding for a computer teacher to integrate the program in the regular schedule? | | |
| 11/13/96 | Alice Burgess Short Line Schools P.O. Box 328 Reader, WV 26167 | The state needs to provide funding and time to integrate technology by students and educators. | | |
| 11/13/96 | Charlotte Norford, Teacher Short Line Schools P.O. Box 328 Reader, WV 26167 | How to teach and have time (How to integrate the program) | | |
| 11/13/96 | Sandra Foster Science Teacher 176 Riverbend St. Albans, WV 25177 | If this is required then money must be available for schools to purchase this equipment. | | |
| 11/13/96 | Debra Moore, Teacher Art Dept. Chairperson South Chas. Junior HS 6206 MacCorkle Avenue St. Albans, WV 25177 | Teacher training needs to take place before they can teach students. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|---|-------------|-----------|
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St Albans, WV 25177 | Excellent but needs separate line item funding specified for school and teacher software purchases and specific plan. It also needs to specify funds for upgrading existing computer labs in high schools, junior and middle schools. Ours has a math lab & basic computer lab that currently need to be upgraded! Emphasis should be on 7-12, not the K-6 as the older students are running out of time to catch up. | | |
| 11/14/96 | Jennifer Bates, Teacher Short Line School Reader, WV 26167 | Integration of time - not time available to plan for it. | | |
| 11/14/96 | Tracy Mason Short Line School | The state needs to provide the funds to employ a computer teacher at all schools. | | |
| 11/14/96 | Karen Talbert 4-6 Learning Disabilities New Martinsville School | Training needs to be within the school calendar. When left to individuals own time many choose not to participate. | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St Albans, WV 25177 | 17.1.3 Great idea but hard to implement. | | |
| 11/14/96 | Greg Richmond New Martinsville School | 17.1.3 After hours technology use access - Who will oversee this? Where will funds come from? | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St Albans, WV 25177 | Your teachers need TIME allotted for this!! | | |
| 11/14/96 | Margaret Lancaster, Tchr. Short Line School Reader, WV 26167 | No time to plan - we need a computer teacher and computers that work correctly. | | |
| | | \$126-5-18. Policies being repeated | | |
| 11/13/96 | Cathy Rogers Vicki D'Amico Jayeene Elementary 1504 County Club Road Fairmont, WV 26554 | The instructional goals seem to be geared one grade level too high. | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|---|---|---|---|
| | | 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St. Albans, WV 25177 | Just don't throw the baby out with the bath water!! After all, West Virginia schools have successfully educated thousands without all these new policies! Seems to me, we couldn't possible be doing everything wrong!! |
| | | Abbreviated Guide to Senate Bill 300 Implementation | | |
| 11/13/96 | Judy L. Malcolm, Teacher 2730 Forrester Avenue St. Albans, WV 25177 | I commented on this separately but in general, I think there are too many fingers in the educational "pie". The State Technology Policy and Plan look great so the less done to it, the better. (See previous comments about software and upgrading.) Final thought: Please make your comment forms with bigger spaces. | | |

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**POLICY 1100: GUIDE TO SENATE BILL 300 IMPLEMENTATION
COMMENT LOG
November 15, 1996**

December State Board Meeting
Part 2 (B) (mailed 11/27/96)

ACTION TYPE
N No Response - Negative
NA Not Accepted + Positive
A Accepted o Neutral

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|--|-------------|-----------|
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | Where does student responsibility for their education come in? Where does parent responsibility for the educator come in? | | |
| 11/15/96 | Gary Smith, Chair Bridgeport High School 515 Johnson Avenue Bridgeport WV 26330 | The Bridgeport High School Improvement Council in the strongest terms urges you to withhold implementation of the entire S. B. 300 Education Law until further study can be conducted on this vast and complicated piece of legislation. The has not been even nearly enough time for the public to look into the strengths and weaknesses of such a comprehensive plan of action in education which so greatly affects our children and their futures. Again, we strongly appeal to you to halt implementation of this S. B. 300 because putting in into effect at this time would not be in the best interest of the children and public of West Virginia. | | |
| 11/15/96 | Stan Rogerson Wheeling Park High Ohio County | I feel that you are in such a haste to make drastic changes in our system, that a lot of very good things we presently have are being tossed aside for what some of you call progress. There is a need for some change in the schools, but why throw away those things that we are doing well? Technology education is not the old wood shop anymore. It allows students to prepare for the life in which he lives and the world of his future. Technology education is an elective subject course at Wheeling Park | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|---|--|-----------------|-----------|
| 11/15/96 | Dr. H. Lawrence Jones Superintendent Ohio County Schools 2203 National Road Wheeling WV 26003 | <p>High School. As several of your proposed policy changes will greatly effect courses at our school, it is essential that these policies be changed to allow students a chance for success.</p> <p>In several states . . . technology education is a required course and in some school systems it is a central point of the school. Please do not make changes in policy that takes this away from our students. We can make changes that can improve our schools. . . .</p> <p>It is my understanding that the new policies eliminates any club activities during the day. This would have a big effect on TSA conferences and competitions.</p> <p>Please consider all the excellent things that happen in our schools now.</p> | | |
| | | <p>The WVASA Policy and Review Committee strongly endorses the concept of total revision of State Board of Education policies to refashion them as a coherent whole matched to national and state goals. Additionally, the development of Instructional Goals and Objectives with textbooks and materials adoption and assessment alignment is a major step forward for outlining for teachers and parents that which is important to master within each discipline and in totality for a well educated citizen for today and tomorrow. Specific elements of advice from the committee:</p> <ol style="list-style-type: none"> 1. Ensure that these policies remain living documents subject to designated periodic review and revision to take into account the changing nature of instructional technology, the growth of knowledge, and the changing nature of the work place. | | |
| | | <ol style="list-style-type: none"> 2. Provide explicit ways for schools and counties to seek waivers for regulatory and interpretive relief. Many schools and counties have innovative and successful programs that should not have to be dismantled to fit an overly prescriptive accreditation or funding process that robs individuals and districts of creativity. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|------|-------------------------|--|-------------|-----------|
| | | <p>3. Permit districts to develop their own instructional day timelines. It is contradictory to mandate a day's length, while simultaneously redefining units of credit as material to be mastered, rather than seat time. Should a school or district not meet accreditation standards, then length of day is a relevant issue. Otherwise, it should be left to local board discretion.</p> | | |
| | | <p>4. The arbitrary percentile and percentages rankings for accreditation purposes should initially be only reported for goal purposes and not used for accreditation until empirically established as reasonable, based on at least one year's experience with the new assessment device.</p> | | |
| | | <p>5. Workbased learning components should be flexible to meet the individual county situations regarding employers, employment opportunities, current economy, and other variables not within the control of districts.</p> | | |
| | | <p>6. The Career Clusters should be flexible and not dictated by funding mechanisms or state level mandates. Districts should have the flexibility to meet local needs.</p> | | |
| | | <p>7. Foreign language should be required for all new teacher certification. Then elementary teachers could provide the requisite introduction to foreign languages as part of their multi-subject certification expertise.</p> | | |
| | | <p>8. The Unified School Improvement Plan should be a replacement to multiple plans, not a new, administratively burdensome, additional plan on top of all the current plans.</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|--|-------------|-----------|
| | | <p>9. The number of county, school, and program steering committees required by all types of school-to-work, tech prep, safe schools, healthy schools, school improvement councils, etc., has reached the point of total confusion and duplication. Districts should have the option of combining these committees and having cross membership or multipurpose committees.</p> | | |
| | | <p>10. Textbook and instructional materials adoption process is bureaucratic, outdated, and unnecessary. Local districts should be given maximum flexibility in these areas. The number of waivers is indicative of the unwieldy nature of the current process.</p> | | |
| | | <p>11. As written in the proposed accreditation policy, no school with a single kindergarten class could exceed 20 students. The policy should reflect what the code says on the average class size.</p> | | |
| 11/15/96 | <p>Rosemary Anderson Title I Teacher Rt. 1 Box 121 Valley Grove WV 26060</p> | <p>More local input is needed.</p> | | |
| 1/15/96 | <p>Lynn Palmer, Teacher Gilton School 1905 Parkwood Drive Parkersburg WV 26104</p> | <p>Why require all employees to work on snow days? Don't you realize what a bargain you get with teachers? We work hours and hours of overtime with no compensation all school year. Putting us out in dangerous conditions makes no sense.</p> | | |
| 11/15/96 | <p>Karen Dillard, Teacher Malden Elementary 4001 Salinas Drive Charleston WV 25306</p> | <p>If the objectives and procedures are to be met in S.B.300, then the first and second grade teachers need their own aides. Even if you would hire one aide for both grades [this] would help.</p> | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|--|---|-----------------|-----------|
| 11/15/96 | Marsha Hall, K-Aide Malden Elementary 4001 Salinas Drive Charleston WV 25306 | I can't speak for any other kindergarten class, but in my school I do all the reteaching of our students. Therefore, if I am pulled one half day, who is going to help my teacher? Also, there are other tasks that a teacher can not do alone with 20 five year olds. If it is necessary to have an aide in first and second to help reteach, I feel there should be one hired to work half the day in first and half the day in second. | | |
| 11/15/96 | Denise Arthur, Teacher Malden Elementary 4001 Salinas Drive Charleston WV 25306 | I am afraid that teachers will be afraid to retain children who are not ready to go to the next grade level because of the 95% promotion rate. | | |
| 11/15/96 | Wetzel County Schools 333 Foundry Street New Martinsville WV 26155 | It appears that many of a local board of education's powers have been usurped by the Legislature and that this policy is further placing power at the state level instead of permitting local boards to make decisions concerning local levels. | | |
| 11/15/96 | Alice B. Browning Teacher & Parent Rt. 2 Box 9 Branchland WV 25506 | I totally support the comments made by the 24 speakers who had complaints with the senate bill wording. The overall results will greatly hinder the education of our students, instead of helping them. We need our fine arts, kindergarten aides in the classroom 100% of the day, money to fulfill S.B. 300, goals and objectives that are realistic (in all grades), and so on. Adding 15 minutes to our day will not help. What we need are classrooms where we can send disruptive students, who hinder the learning of other students, instead of eliminating the 8 hour day only adds more time for teachers to have more work placed on them. More time and thought needs to go into S.B. 300 before it becomes official. | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|--|---|-----------------|-----------|
| 11/15/96 | Richard S. Bailey 437 W Philadelphia Ave Bridgeport WV 263330 | I am very concerned about the proposed changes. The matter of not providing the funds in a consideration you must not leave out. Electronic portfolios sounds like a good idea to a businessman . . . privacy or misuse is a concern. Taking aides out of kindergarten and placing them with first and second grade classes sounds counterproductive. Strike this. Lengthening the school day could be done. Overall, a longer school day could be counterproductive. Arts, music and social studies must be given more emphasis rather than less. Physical education is a must and must not be cut back. | | |
| 11/15/96 | WV Education Association 1558 Quarrier Street Charleston WV 25311 David Haney Executive Director | <p>S.B. 300 represents a major education reform for the teachers and students in our state. The implications and changes that are coming as a result of this Legislation are far reaching and represent a major change from the curriculum & instruction models that most teachers currently use.</p> <p>The opportunity presented by the spirit of S.B. 300 is certainly one that we should seize. The goals of raising standards, enhancing the curriculum, and preparing our students for the 21st century are longstanding goals of the West Virginia Education Association and we applaud the West Virginia Legislature for taking the initiative in the reform.</p> <p>However, any reform should not be arrived at in a hasty manner.</p> <p>Much planning, collaboration preparation, training, reallocation or resources, networking and testing must to into an effort of this size. The Department's zeal to get these policies out to begin training and implementation without allowing for appropriate debate and discussion, time to iron out the question and problems in the minds of the people who will be implementing this reform is making this very distasteful in the eyes of many in the education community. For example:</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|------|-------------------------|--|-------------|-----------|
| | | <ul style="list-style-type: none"> • Many teachers did not receive copies of the policies until 3 weeks ago and then there was usually only one copy per building to be shared. They only had a short period of time to digest volumes of information and to make comments on policies that affect their daily lives and to which they are the experts. • These hearings themselves allocate only 5 minutes to address 6 policies of major importance that are out on comment. The normal procedure would allow 5 minutes for a single policy that is out for public comment. Once again...should not have to pick which issue they should address in order to fit into your time frame. • Many sections were so vague that we do not know where to begin to comment and when we refer a question to someone in the Department, the answer is "that's a good question". • The Department is conducting public hearing to gain input into policies that will be adopted...if these policies are just "drafts"...why is the Department out doing training to business and community leaders as if everything is set in stone? When asked about the presentations while the comment period is still open is the reply, "Little if any changes will be made." Is this a foregone conclusion and are we just spinning our wheels? <p>A couple of key ingredients appear to be missing in West Virginia's follow through, a proper time frame in which to implement the reform and the monetary resources necessary to support the changes.</p> <p>The West Virginia Education Association would like to see this train slow down and take the proper time to ensure that the reform we are proposing is the best that we can do, that our people are properly trained and are fully ready to tackle a task of this magnitude and that our resource allocation can be given time to match our needs.</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/15/96 | WV Education Association 1558 Quarrier Street Charleston WV 25311 Kevin Boggs President | <p>The West Virginia Education Association is extremely concerned about the additional costs associated with the implementation of the policies.</p> <p>No additional funding requests or formula changes are being sought by the Department to offset the burden to local boards of education. Some unfunded items include:</p> <ul style="list-style-type: none"> • All costs associated with making school accessible outside of normal instructional hours for enhancement and instruction - for example, staffing, instructional tools and facility costs. • Equal access to technology by all students. Who provides the new and upgraded equipment, installation, Internet hookups? Who pays for someone to oversee the lab, the electricity and access fees, and repair costs. • Transportation costs for work-based experience. The state cannot expect to add this requirement for graduation without providing transportation to and from the worksite. This means more buses and drivers, in addition to the cost of mid-day runs. • Costs associated with operating a library or a media center in each school. • Costs for honoring student warranties when students are returned to the system. <p>What kind of additional evening courses must be added in a county for those warranted students being forced to return...</p> <p>You persist in adding more and more things for the same number of employees provided within the formula to do.</p> <p>What programs are to be done away with in order to add two years of junior high foreign language, career clusters and majors, and work-based experiences?</p> <p>Who gets the additional duties of entering, verifying and printing all of the information required for certificates for proficiency? Who gets to serve on the additional committees created at the school and county level and who has to cover their classes while the committees meet or are the employees to give up their own free</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|---|-------------|-----------|
| 11/15/96 | WV Education Association 1558 Quarrier Street Charleston WV 25311 Tom Lange Vice-President | <p>time to serve on these committees? You seem to forget that there is not excess money lying around. Nearly all money allocated by the state or in a levy is specifically earmarked.</p> <p>The West Virginia Education Association in concerned about how certain provisions contained within these policies will impact education employees. Our first concern is with the elimination of the 8 hour workday for professional employees. Teachers work far in excess of 8 hours...most choose to take work home or stay in their classrooms after school. The removal of the 8 hour day opens up...administrators requiring attendance at faculty meetings, dances, and other events far in excess of 8 hours spent at the school. Secondly, we are concerned about the increase of 15 minutes in the school day. This marks the third increase in the school day in recent memory. Each time, no compensation is given to the employees, employees put in more time without getting compensation in return. To increase instructional time suggestions - alternative scheduling, extended learning, year round schools. • A guarantee that teachers (grades 4, 7, & 10) not be required to grade the writing assessments without compensation, release time & employed substitutes. • Additional classroom burden of the teach/reteach component in grades K-8. What assistance will be given to the classroom teacher. • If an aide is require for over 10 students, then that aide should remain in the classroom, not be reassigned for 50% of the day. Hire additional personnel. • Who is the 'school advisor' who is to assist in the transition plans? Who will be responsible for tracking the student after graduation? Who enters the data for certificates of proficiency & electronic portfolios? Who will serve on the new school & county committees? If</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|---|-------------|-----------|
| 11/15/96 | <p>WV Education Association 1558 Quarter Street Charleston WV 25311 Charlie Delauder Treasurer</p> | <p>classroom teachers are expected to do these tasks - what is being taken away to allow these new responsibilities? Performance measures by students - teachers cannot control & guarantee the learning of what is taught. Yet, schools are to be graded on student test scores, dropout rates, attendance, percentage of students meeting warranty levels and a 95% promotion rate.</p> <p>How will the new system be structured and what impact that system will have on the students. The current reform appears to be influenced by the business interest of the state and the long-adored Japanese model of education.</p> <p>Public schools are there to provide an opportunity for every youngster to receive and equal chance at a quality education.</p> <p>Specialized high schools were created [in Japan] where math and science were emphasized much like our curriculum under proposed policy 2510. The children had difficulty in mastering subjects...they became problems for the school and society.</p> <p>Our members, especially elementary teachers, are greatly concerned about the emphasis being placed on mastery, test results and limited curriculum in the early grades. Most feel this does not create a climate for effective learning nor does it take into account the differences of the individual child.</p> <p>While those who come from a broken home or a home in which the family does not take an active role in education...lowering of self esteem, creating a two-tiered system of have and have nots, taking the fun out of school and alienating children from school.</p> <p>These policies and objectives de-emphasize social studies.</p> <p>The WVEA is convinced that this reform can be achieved with both the improved standards and students needs.</p> | | |
| | | <p>\$126-5-2. Rule Format</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|--|-------------|-----------|
| 11/15/96 | Homeslead School Staff PO Box 158 Dailey WV 26253 | Technology outside normal school hours - would teachers be in charge? | | |
| 11/15/96 | Mark Fawcett, Laura Hlgginbotham, Velinda Phillips, Joanne Fawcett, Elizabeth Beale Nettie Jo Herrick, William Aberegg, Keith Herrick, Darrell Ballard Magnolia High School 120 South 1st Avenue Paden City WV 26159 | The annual report for the governor and legislature will result in an increased amount of paperwork for all levels of the state educational system, from the state department down through the schools. This increase is being placed on a system already inundated with paperwork. | | |
| | | §126-5-3. State Board Report on Meeting Educational Goals | | |
| 11/15/96 | Karen Dillard, Teacher Malden Elementary 4001 Sallinas Drive Charleston WV 25306 | With the increase demands on the kindergarten teacher to teach and reteach when a five year old does not master an objective, will be impossible if the kindergarten aide is removed for half of the day. It is also a health and safety issue. | | |
| 11/15/96 | Denis Arthur, Teacher Malden Elementary 4001 Sallinas Drive Charleston WV 25306 | For some children, their only success may come from PE, music and art. If these are taken from them so they feel that they are not successful in school, then what will keep them in school? | | |
| 11/15/96 | Lisa Green, Sp Ed Teacher Malden Elementary 4001 Sallinas Drive Charleston WV 25306 | If IEPs are going to be written for students who are below the 50th percentile, then more specialists must be hired to write and manage the case load. Special education teachers are unable to handle the job. | | |
| | | §126-5-4. Replacement of Certificate of Proficiency with Electronic Portfolio | | |
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | 1. - Kept where? <u>Required</u> by ___ state? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|---|-------------|-----------|
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | Educators have concerns about the electronic portfolio. Who will have ownership of the portfolio? The student or the school system? Will the electronic portfolio have any safeguards for confidentiality? Who will have access to student records? | | |
| 11/15/96 | Homestead School Staff PO Box 158 Dailey WV 26253 | Is the portfolio fully funded for implementing by the state? | | |
| 11/15/96 | Heidi Miller, Teacher Malden Elementary 4001 Salinas Drive Charleston WV 25306 | Since teachers will be busy teaching and reteaching skills, when will they be able to receive the training and materials to maintain the electronic portfolios? Will we be provided with the equipment? | | |
| | | §126-5-5. Revision of the School, School District and Statewide Report Cards | | |
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | 5.2 - in lieu of in conjunction with? | | |
| 11/15/96 | Rosemary Anderson Title I Teacher Rt. 1 Box 121 Valley Grove WV 26060 | Is there to be no local input or site based decision making? Should not faculty senates be, if not formulating, at least contributing to these decisions? | | |
| 11/15/96 | Homestead School Staff PO Box 158 Dailey WV 26253 | Statewide testing is good at all grades. Glad to have Metropolitan back in kindergarten. | | |
| | | §126-5-6. High Quality Standards and Performance Measures | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|--|---|-----------------|-----------|
| 11/15/96 | Mark Fawcett, Laura Higginbotham, Velinda Phillips, Joanne Fawcett, Elizabeth Beale Nettie Jo Herrick, William Aberegg, Keith Herrick, Darrell Ballard Magnolia High School 120 South 1st Avenue Paden City WV 26159 | 6.1 - Be certain that the standard being established are reasonable and attainable. Input from classroom teachers should be acquired rather than only from those who do not work directly with students. | | |
| | | \$126-5-7. Use of Computers for High Quality Basic Skills Development and Remediation | | |
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | Money from <u>where</u> to monitor computers after hours?? | | |
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | It will be wonderful to provide technology time for students and parents after school hours, but we have concerns as to who will be responsible for security of the school building and equipment. | | |
| 11/15/96 | Homestead School Staff PO Box 158 Dailey WV 26253 | 7.2 - Who fill be funding this project? Will there be a paid employee to keep school opened longer hours? | | |
| 11/15/96 | Homestead School Staff PO Box 158 Dailey WV 26253 | Use of technology outside normal hours - how to implement? | | |
| 11/15/96 | Wetzel County Schools 333 Foundry Street New Martinsville WV 26155 | Making technology available to the community after school hours will require additional resources. This utilization must be monitored by school personnel and they most certainly will require pay to provide this service. | | |

| Date | Individual/Organization | Comments | Action Type | Rationale |
|----------|---|---|-------------|-----------|
| 11/15/95 | Mark Fawcett, Laura Higginbotham, Velinda Phillips, Joanne Fawcett, Elizabeth Beale Nettie Jo Herrick, William Aberregg, Keith Herrick, Darrell Ballard Magnolia High School 120 South 1st Avenue Paden City WV 26159 | 7.2 - Caution should be exercised to avoid vandalism, computer viruses, and destruction of property. Strong security must be maintained. How will funding be provided for supervisors of labs? 7.5 - In order to insure student proficiency, will a class need to be implemented as a requirement for graduation? | | |
| | | \$126-5-8. Creating Jobs Through Education | | |
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | 8.2.3.b - All achieve @ 50th percentile? (Or 50%) students under average intelligence 8.2.7 - who orchestrates work based learner experiences? 8.2.14 - doesn't cover personality skills | | |
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | One positive aspect of the School-to-Work system is that students will realize early in their education the importance of preparing for tomorrow and setting goals. However, it will be important for both the business community and the school system to jointly develop curriculum and see that students have the opportunity to serve an internship in the workplace. | | |
| 11/15/96 | Rosemary Anderson Title I Teacher Rt. 1 Box 121 Valley Grove WV 26060 | 8.1.5B - When will staff development take place? Awarding stipends and graduate credit for summer workshops and the Governor's Institute has worked very well. | | |
| 11/15/96 | Homestead School Staff PO Box 158 Dailey WV 26253 | 8.2.4 - Career exploration - how will this be set up? Who will do it? What are the costs? How will it be funded? 8.2.13 - Funding available? | | |
| 11/15/96 | Homestead School Staff PO Box 158 Dailey WV 26253 | Basic skills in kindergarten - do <u>not</u> exclude social studies and science. Electronic portfolio - how is this funded? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|---|-------------|-----------|
| 11/15/96 | Mark Fawcett, Laciara Higinbotham, Velinda Phillips, Joanne Fawcett, Elizabeth Beale Nettie Jo Herrick, William Aberregg, Keith Herrick, Darrell Ballard Magnolia High School 120 South 1st Avenue Paden City WV 26159 | 8.2.7. - Will computer simulation be acceptable for work-based learning experiences? | | |
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | \$126-5-9. Criteria for selecting schools of excellence A main criteria for selecting schools of excellence should be the school's own improvement or implementation of programs, not comparing school-to-school. There are too many variables from neighborhood to neighborhood. | | |
| 11/15/96 | All Teachers Elm Grove Elementary RD2 Box 444 Wheeling WV 26003 | \$126-5-10. Training through the principals academy These academics are good, but they need to reestablish the teacher's academy and bring in some fresh ideas to the classrooms. Some of your tenured / degreed people need to go to some programs to reenergize their classrooms. The teachers are dealing with the day to day academics. | | |
| | | \$126-5-11. Curriculum for the principals academy as developed by the center for professional development | | |
| | | \$126-5-12. Higher Education Joint Rule | | |
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | 12.1.1 - Student's may graduate high school with skills, but not maintain them over three months . . . period of time. | | |
| | | \$126-5-13. Revision of Policy 2520 | | |

| Date | Individual/Organization | Comments | Action Type | Rationale |
|----------|---|---|-------------|-----------|
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | Taking ci: bold face off encourages teachers, teach to the test, not . . . 14.1.14 - would providing options not be appropriate 14.1.13 - sounds like homogenous . . . then get all tests from state and have . . . tests | | |
| 11/15/96 | All Teachers Elm Grove Elementary RD2 Box 444 Wheeling WV 26003 | Cross-grade communication is important. 14.1.13 - Test data from grades to drive instruction. When we stress one weak area, the next year some other area may then fall down. Some areas will encourage teaching to the test and a true measure of abilities may not be made. | | |
| 11/15/96 | Homestead School Staff PO Box 158 Dailey WV 26253 | Bold face and footnotes are beneficial. | | |
| 11/15/96 | Mark Fawcett, Laura Higginbotham, Velinda Phillips, Joanne Fawcett, Elizabeth Beale Nettie Jo Herrick, William Aberregg, Keith Herrick, Darrell Ballard Magnolia High School 120 South 1st Avenue Paden City WV 26159 | 13.2 - Objectives were written to match standardized test plan. The objectives do not always correspond to the curriculum for that grade level. | | |
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | §126-5-14. Revision of Policy 2510 14.1.6 - Refutes the legitimate . . . of creativity 14.1.7 - Who makes up tests to . . . subjects? Credits still given. 14.1.8 - All students? Even low Sp... 14.1.9 - Funding for remedial classes and extra . . . 14.1.11 - Punishes students who don't test well. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | Many of our educators have questions about students being pulled from one classroom to be in another for reteaching. Reteaching should be on the student's own time. An alternative would be to start reteaching at the grade school level making both parent and student accountable. If a student at the end of the school year is not on grade level, then they should mandatorily be placed in summer school for remediation. This should be continued throughout all grades. | | |
| 11/15/96 | Rosemary Anderson Title I Teacher Rt. 1 Box 121 Valley Grove WV 26060 | 14.1.13 - Good grief! 14.1.4 - Please elaborate. 14.1.9 - Please explain. When does this take place? We constantly reteach. Is this additional? In class, out of class? Not clear. | | |
| 11/15/96 | All Teachers Elm Grove Elementary RD2 Box 444 Wheeling WV 26003 | Pressure being passed down to students. This will not be productive. Concern that children with learning problems will not be able to meet standards. | | |
| 11/15/96 | Homestead School Staff PO Box 158 Dailey WV 26253 | 14.1.12. - How will it be determined if teachers are familiar with instructional goals & objectives? 14.1.13. - Test data from state testing? What if students aren't prepared for the next grade? | | |
| 11/15/96 | Homestead School Staff PO Box 158 Dailey WV 26253 | Increase time of day. | | |
| 11/15/96 | Mark Fawcett, Laura Higginbotham, Velinda Phillips, Joanne Fawcett, Elizabeth Beale, Nettie Jo Herrick, William Abernegg, Keith Herrick, Darrell Ballard Magnolia High School 120 South 1st Avenue Paden City WV 26159 | 14.1.4. - Does this mean co-curricula activities such as TSA, FBIA, State Drama Festival cannot be held during the regular school day? 14.1.7. - Who will design the test? Will the tests be statewide? Is there criteria as to who is eligible to take the test or is it available to everyone? 14.1.9. - Could reteaching cause less material to be covered by all students in the effort to reteach some? | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
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| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV/25413 | §126-5-15. New statewide testing program We question so much emphasis on test data. What will be done for the students who are poor test takers? | | |
| 11/15/96 | Rosemary Anderson Title I Teacher Rt. 1 Box 121 Valley Grove WV/26060 | I am in opposition to testing students in grades K, 1 and 2. I believe these children should be judged on daily academic performance. | | |
| 11/15/96 | All Teachers Elm Grove Elementary RD2 Box 444 Wheeling WV/26003 | Assessing students at the K level in reading, writing, math, and computer skills might be a difficult task. It is difficult to teach academics when students come to school not knowing how to hold a crayon, pencil, or scissors, or are unable to sit for more than 15 minutes. Social skills, emotional needs, gross motor/fine motor skills seem to require more instructional time for the first semester. A written test at the K level might not be developmentally appropriate. Too much is being pushed down to kindergarten and the maturity isn't there. | | |
| 11/15/96 | Homestead School Staff PO Box 158 Dailey WV/26253 | Metropolitan great for kindergarten. | | |
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV/25413 | <p>§126-5-16. Revision of Policy 2320 (Performance Based Accreditation)</p> <p>16.1.1 - See 8.2.3.b (all students or 50%) 16.1.2 - More attendance workers required. 16.1.3 - National drop-out rate? Graduation rate? 16.1.5 - Does any college have this guarantee? 16.1.6 - How is parent involvement determined? 16.1.8 - Who tests graduates? 16.2.1 - Penalize those who need "hands-on experience"?? 16.2.4 - Analyze how? To what detail? 16.2.11 - Review teams composed of ___? Effectiveness based on ___?</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| 11/15/96 | Rosemary Anderson Title I Teacher Rt. 1 Box 121 Valley Grove WV 26060 | 16.24 - Improve student achievement? On what? The test - life skills? Is achievement to be measured on one test? What about the other intelligences? | | |
| 11/15/96 | Homestead School Staff PO Box 158 Dailey WV 26253 | 16.2.9 - What is a student assistance team? | | |
| 11/15/96 | Mark Fawcett, Laura Higginbotham, Vellinda Phillips, Joanne Fawcett, Elizabeth Beale, Nette Jo Herrick, William Aberegg, Keith Herrick, Darrell Ballard Magnolia High School 120 South 1st Avenue Paden City WV 26159 | 16.1.2 - Will the state provide guidance or backing in developing an attendance policy with enough strengths to generate and maintain this attendance rate? 16.1.5 - Gathering the information will be a 'paper chase.' 16.2.8 - Define passing. Colleges vary as to what is accepted. | | |
| | | \$126-5-17. New Policy 2470 (Use of Technology by Students and Educators) | | |
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | 17.1.3 - Monitoring paid by ___? Repairs paid by ___? | | |
| 11/15/96 | All Teachers Elm Grove Elementary RD2 Box 444 Wheeling WV 26003 | Good idea to provide access of technology after normal school hours. 17.1.3 - Staff development of Saturday - practice getting on Internet. Teachers should be given E-mail address to access Internet free of charge through WVU or West Liberty or Wheeling Jesuit University. Parents should have access to the computers, also. There might be a need for a transitional class before students go to grade 1. Family values are deteriorating. Many single parent families. Students coming to K are not ready. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| 11/15/96 | Homestead School Staff PO Box 158 Dailey WV 26253 | 17.1.3 - Who is responsible? How is it funded? | | |
| 11/15/96 | Homestead School Staff PO Box 158 Dailey WV 26253 | Access technology after school hours for students, teachers, parents and citizens. How implemented - how funded? | | |
| 11/15/96 | Mark Fawcett, Laura Higginbotham, Velinda Phillips, Joanne Fawcett, Elizabeth Beale Nettie Jo Herrick, William Aberegg, Keith Herrick, Darrell Ballard Magnolia High School 120 South 1st Avenue Paden City WV 26159 | 17.1.3 - Concern exists about additional cost, providing supervision, and avoiding destruction of property, vandalism, and computer viruses. | | |
| | | \$126-5-18. Policies being repealed | | |
| | | Abbreviated Guide to Senate Bill 300 Implementation | | |
| 11/15/96 | Faculty Senate Messelman Middle School Rt. 2 Box 119 Bunker Hill WV 25413 | Who will be funding the implementation of S.B. 300? | | |

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POLICY 1100: GUIDE TO SENATE BILL 300 IMPLEMENTATION
COMMENT LOG
 November 15, 1996 - November 20, 1996

ACTION TYPE
 N - No Response - Negative
 NA - Not Accepted + Positive
 A - Accepted o Neutral

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
|----------|--|---|-----------------|-----------|
| 11/15/96 | Berkeley Heights Faculty Senate Rt. 5 Box 490 Martinsburg, WV 25401 | \$126-5-1. General | | |
| 11/15/96 | Laura Hudson Chesapeake Elementary 13620 MacCorkle Avenue Chesapeake, WV 25315 | If this policy has no force, why bother publishing it as a policy. If this bill is to repeal standing legislature, does this mean that the laws were ineffective or seldom referred to? | | |
| 11/15/96 | Chesapeake Elementary 13620 MacCorkle Avenue Chesapeake, WV 25315 | Because of the diversity of student abilities, I believe Teacher Aides in grades K-2 are a great idea. However, I believe that Aides should be hired in grades 1 and 2 rather than taken from Kindergarten. | | |
| 11/15/96 | Kindergarten Aide (2) Chesapeake Elementary 13620 MacCorkle Avenue Chesapeake, WV 25315 | I feel that kindergarten aide's should be left in the kindergarten classroom for a fully day and that aide's should be hired for 1st and 2nd grade classrooms. | | |
| 11/15/96 | Patricia Cathers Chesapeake Elementary 13620 MacCorkle Avenue Chesapeake, WV 25315 | K-2 teachers need a full time aide for each class in order for students to learn as much as they are capable. Evaluations should not be based on test scores and retentions. Children are different and require different things to succeed. Certain schools will always be different from other schools. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|---------------------------|---|--|-------------|-----------|
| 11/15/96 & 11/18/96 | Margaret Kursey Valley View Elementary Rt. 4 Box 269 Martinsburg, WV 25401 | Policy 1100 is unnecessary. On page 10 of this document 126CSRS, item 14.1.4 protects instructional time from interruption. What about the learning in progress in K-4 Specials and 5-8 Fine Arts classes? Item 14.1.3. Increases graduation requirements in the arts for all students, how prepared for the high school level Fine Arts teachers' standards will those students be prepared without a consistent, disciplined K-8 fundamental Art, Music & Physical Education foundation? The quality of our creative minds will most likely suffer. | | |
| 11/15/96 | Sherry Hetzel, Coordinator Gail Sherman, Specialist Jefferson County Schools 110 Mordington Avenue Charles Town, WV 25414 | Policy 1100 is unnecessary. | | |
| 11/15/96 | Faculty Senate Chair Bridge Elementary 5120 Elk River Road, N. Elkview, WV 25071 | Although it is not listed on the enclosed papers our staff is very concerned about eliminating the 8 hour work day for professionals and allowing principals to use Kindergarten Aides to be pulled out of the Kindergarten room. | | |
| 11/15/96 | WV Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive S. Charleston, WV 25303 | Since this policy was developed directly from legislation, our comments will be reflected in other proposed policy. The involvement of higher education must be realized in Policies 5100, 5200 and other related personnel preparations, personnel development and certification policies. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| 11/15/96 | Sandra L. Clovis Elementary Teacher 2220 Lynn Avenue Lane Fairmont, WV 26554 | I have read very carefully S.B. 300 and I have some serious concerns. The de-emphasizing of science, social studies, art, music, phys. ed., and health. Do you really expect to require more time from the teachers to serve on committee assignments, or is this to be done during school time? I find many points in this bill to be geared toward elimination of creative thinking, for it all seems to be educate enough to be part of a work force. The proposal that <u>all</u> students be at level by the end of grade 4 is totally impossible and not realistic - what is to be done with those students that are not on grade level? I <u>do not</u> support S.B. 300 for I really don't think those that created all of this have been in a classroom teaching, <u>ever!</u> | | |
| 11/15/96 | Faculty Senate Members Tuscarora Elementary 2000 Tavern Road Martinsburg, WV 25401 | Policy 1100 is a vague compilation of all other policies out for review at this time. We believe it is not necessary. | | |
| 11/15/96 | Sherman High School P O Box AB Seth, WV 25181 | Strongest attitude was positive with some concern that here will be requirements with no money to bring about technology needed to implement objectives. | | |
| 11/15/96 | Special Education Staff Hinton Area Elementary 121 Park Avenue Hinton, WV 25951 | See p. 3 -- Bank time/15 min. increase. New testing to include special education students. | | |
| 11/15/96 | Debbie Sampson Chesapeake Elementary 13620 MacCorkle Avenue Chesapeake, WV 25315 | In order to achieve the goal our country has set to have each child reading by the end of second grade, I think that some of this money should be spent to employ aides (full-time), for every first and second classroom. In order for a child to learn to read they must read every day. One person cannot listen to 27 children read each day. | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
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| 11/15/96 | Renata Berger, Teacher Chesapeake Elementary 13620 MacCorkle Avenue Chesapeake, WV 25315 | Aides are a must for K. They should not be removed and floated throughout the building at the principal's discretion. 1-2 could also benefit from having their own aides. Evaluation should be based on performance not test score and retentions. | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | Very informative document. | | |
| 11/15/96 | James & Margaret Pefferman 101 Glenview Drive New Martinsville, WV 26155 | We are concerned about the school-to-work legislation. Although it sounds nice on the surface, we are afraid the children in WV will not receive a broad based education in all academic subjects. Also, we are afraid the schools will become training centers rather than academic centers. In addition, the fact that it is tied to Goals 2000 and outcome-based-education concerns us. Especially, since outcome-based-education has proven to be a failure in other states over the years. We know from experiences our relatives in Maryland have had with outcome-based-education that it doesn't work. As of this school year both of their children are in a Catholic school that uses very traditional teaching and grading methods. Their mother reports that they are learning all subjects in more depth than in their former public school. | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
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| 11/15/96 | West Milford Elem. School 226 School Street West Milford, WV 26451 | <p>As professionals, our working hours need to be designated.</p> <p>A more defined policy on the testing and mastery of materials is needed for each grade level. There seems to be a conflict between this policy revision and the proposed standard of 95% promotion rate. If we are to maintain a 95% promotion rate, then how are we to implement a program where students must master skills before promotion can occur. Clarification must be given as to how promotion rates can be raised in relation to the new testing standards.</p> <p>We are also concerned with the amount of testing being given on certain grade levels. Fourth graders seems to be overloaded with the testing that must be given.</p> <p>We also understand that the kindergarten aides will only be spending 50% of their time in kindergarten and the rest of their time floating to first and second grades.</p> <p>These aides are needed at the kindergarten level. They allow for one-to-one dialogue with these students, especially with those who are at risk. This is such a critical time for these students. First and second grades do need aides, but not at the expenses of kindergarten.</p> <p>Another issue concerning the floating of kindergarten aides involves the teacher to student ratio. If aides are only in the kindergarten classroom for 50% of the time, then how will the 1 to 10 teacher to student ratio be met.</p> <p>Consideration must also be given to the de-emphasizing of science in grades K-2. Science is an essential subject for all grade levels. It is through science that students gain an understanding of the natural world and all of its processes. This understanding is a building block for many other skills which are basic to a student's success and essential to future scientific literacy.</p> <p>We are concerned with the de-emphasizing of the arts in K-4. As educators, we must provide for a balanced education. All students need to be given the opportunity to develop their minds, bodies, and souls. The exposure to the arts from pre-K to 5th grade is essential to the well-being of our students. Through the arts,</p> | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
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| | | <p>students can experience success. The arts are basic skills.</p> <p>Social Studies provides a cultural and historical perspective essential to a child's understanding of his/her environment. If left to be woven into the student's curriculum based on mastery, it is conceivable that some students might not be given exposure to the science, health, social studies, art, music and physical education areas of study.</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|---|-------------|-----------|
| 11/15/96 | <p>Derby Hammond Title I Reading Specialist Jefferson County Schools 110 Morlington Avenue Charles Town, WV 25414</p> | <p>The money policies that have been written for WV schools reflect the need for our education system to support the growth and development of individuals in order for them to meet the needs of our ever-changing world and work force. It seems as though these policies will enable the school systems to create and work within the parameters of the students' needs and continue to support and nurture students towards meeting their individual goals . . . whether it be post-secondary education, specialized training in a particular career, or a warranted high school diploma.</p> <p>It concerns me though that the philosophy of the policies states that students should not have time as a constant, but should be able to grow and develop in the time that is needed for them individually; yet, in most of the policies there is a direct conflict of this philosophy. I hope that the board will consider this point carefully, and stick to their original beliefs and allow the wording to support this.</p> <p>Also, as an educator, I believe strongly that implementation of these policies is critical, but, in order to be effective and confident through the transition period, I feel that the time lines stated in many of the policies needs to be extended to the school year 1998-1999. If we hurry on the implementation, we will lose the key ingredient . . . effectiveness. If the board truly believes in these policies, then they need to allow the counties time to learn the policies so that the implementation is understood. It sort of goes along with old educational saying . . . "We can talk the talk, but, we need to walk the talk also!" It takes time to read through the policies and relate them to programs already in place, thus to plan strategically where the next step must be and how to take that step effectively. Please take in to consideration these points when you finalize these policies.</p> | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
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| 11/15/96 | Diane Strippel 828 Clearview Terrace New Martinsville, WV 26155 | <p>In 22 years of teaching, I can't remember so many major changes being proposed all at the same time. My first concern is that we are rushing into programs and changes that most educators haven't even read let alone understand. All of the teachers that I talked to last Friday at my school in New Martinsville had not read the policies in question. We had about 3 hours to read, discuss, and comment. Hardly enough time.</p> <p>A second question revolves around the money needed to implement all these changes that are interwoven around SCHOOL TO WORK/CAREER. I have a copy of the budget for STW for just Wetzel Co. It calls for expenditures of \$257,000 for one year. \$150,000 of this will come from the Federal Grant, but when I asked a board member and the STW coordinator where the rest of the money would come from, neither one knew. My question is not only where will the money come from but is this program worth that kind of expenditure?</p> <p>The ideas of making career awareness more effective and "shadowing" opportunities more available and encouraging the accountability of teachers and our school system are all fine. However, much of what I saw in Wetzel County's budget for STW didn't seem to be about the students. Examples: for administration, salaries, travel, monitoring \$60,094; for marketing \$6,000; for other staff development \$61,000; for site coordination \$5,000. I could understand the expense for staff development if this was a grass-roots project, but it is coming from the top down, so it is unclear at this time how much support STW has. Then there is \$48,000 allotted for after school programming and \$15,000 for summer school. We have heard no specifics about what these after school or summer school programs are. All of these figures are for a one year budget, and as I understand it, the Federal Grant is a one time deal. Now some specific comments on Policy 1100. The State Board will be developing an electronic portfolio to replace the current certificate of proficiency (4.1). What will be in this p</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| | | <p>will be in this portfolio? How personal will the information be? And who will have access to it? I have grave concerns about the so-called warranty attached to these certificates. It seems that we have degraded our children to the level of applicances. All students, at a minimum, are expected to achieve at the 50th %ile on the 11th grade test to qualify for a warranty. What significance will be attached to this warranty in the future? What about students who do not "pass" this benchmark? I know of a student in Ohio, from a friend of mine, who passed all his high school courses, has taken their standardized test 8 times, has been unable to pass it, so at 21 years of age still does not have his diploma. Section 14.1.11 also provides for a warranty for suitability for future education for students scoring at or above the 70th %ile. Does this mean that some time in the future, our students ability to go to college will rest on the results of one test? As a teacher, the idea of putting so much on one test goes against what I have been hearing at seminars and workshops for years. We all know of children who have test anxiety, what about them? This kind of pressure can only make it worse. Don't get me wrong, I don't believe in building up false self-esteem at the cost of real academic standards. But I don't feel that the answer to poor student performance is a requirement to score at a specified level on one test in the Junior year.</p> <p>I have taught in the primary level for the last 12 years and I have seen practices gain support that lessen our ability to be accountable. I have seen grouping practically disappear with no alternative suggested to deal with a wide range of abilities in every classroom. I have seen children promoted who could have had a much better chance of achieving on grade level if they had been given additional time to develop necessary skills and maturity.</p> <p>By the way, I have given standardized tests to first graders and I can tell you that it can be very stressful for many of these young children.</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| | | <p>Finally, there seems to be much emphasis in Policy 1100 on ensuring that ALL graduates are prepared for gainful employment or continuing education. Does this mean that education now equals job training? For about 200 years this was not the case in this country. Do we really want to make this kind of change? And what about the very important and necessary vocation of homemaker? Will they be, once again, devalued? I have also noticed a loss of AP classes and other electives like Novel and Research Writing when I compared our high school's current offerings to the proposed changes. I feel that control of these kind of decisions should be returned to the local boards of education that are directly accountable to the voters and citizens. I pray that the State Board thinks heavily on all these matters and does not rush into a Federally mandated, but unfunded system.</p> | | |
| 11/16/96 | <p>Braxton Co. High School 200 Jerry Burton Drive Sulton, WV 26601</p> | <p>We have a general comment regarding required AP testing of <u>all</u> students enrolled in those classes - we feel it should remain an option.</p> | | |
| 11/18/96 | <p>Lyn Guy, Superintendent Monroe County Schools P. O. Box 330 Union, WV 24983</p> | <p>10.1.4 Principal leadership is essential for S.B. 300 to work. If principals are the lynch pin on which this rests, need to fund these positions for 220-240 days in order to attract quality applicants.</p> | | |
| 11/18/96 | <p>Cathy M. Westfall, Parent (New Martinsville School) HC 60 Box 70 New Martinsville, WV 26155</p> | <p>I have not read SB 300 or any of the policies but I have had access to some articles that are available in Wetzel County. Though "Goals 2000" is being mandated by the Federal government, I hope that the State Legislature is thoroughly reading what the Federal government is expecting our State to accomplish. As with any federal mandate . . . there is some good and there is some bad. Please be aware of what the State of West Virginia's people think is good or bad ---- NOT what the Federal government thinks.</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| 11/18/96 | <p>Retus M. Ramsey Eastern Greenbrier Jr. High Rt. 1 Box 150 Ronceverte, WV 24970</p> | <p>No limit to teachers' workday. Such parameters, at best, are unnecessarily vague, and, at worst, seem to set up a situation ripe for abuse. Children who do not achieve at the 50th percentile must be remediated. This sounded like an excellent idea, until, unless I misunderstand, one notices that those students are taken out of their elective classes for remediation. These students would then have a school day with increased stresses and few opportunities for success. For instance, a student doing poorly in English, would have his regular classes -- including English --- and a remedial English class! This appears to be a formula guaranteed to increase, not lower, the dropout rate.</p> <p>The goals and objectives to be followed seem to be an exercise in minutiae. Broad guidelines such as the general headings of "Reading Comprehension", "Listening/Speaking", "Spelling" and the others' lend themselves far more to usefulness than those that call for micro-management to a fare-thee-well. Ten sub-topics addressing themselves to capitalization, for example, point to an absurdity of details.</p> <p>Thank you for hearing my concerns. I hope the speakers that you hear at these public forums will give pause to a proposal which still contains more than a few points worthy of revision.</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| 11/18/96 | <p>Donna Z. Heuneman Executive Director WV Developmental Disabilities Planning Council 110 Stockton Street Charleston, WV 25312</p> | <p>Overall, the WVDDPC is pleased to see the new standards and their proposed application to ALL students, including those with disabilities. We believe the proper implementation of policies under SB 300 will raise standards and educational levels for all students, particularly those with developmental and other disabilities. We are aware, however, of the potential for exclusion (intentional and unintentional) for students with disabilities through blanket IEP exemptions, lower expectations, grouping of students with disabilities into "careers" that offer low wages, such as janitorial and food service. The Council's expectation is that the Department will be overseeing implementation of these policies with those potential pitfalls in mind.</p> | | |
| 11/18/96 | <p>Dr. Victoria Fergus Associate Professor WVU/MVAEA Box 6111, CCA, Art WV University Morgantown, WV 26506</p> | <p>Fine</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| 11/20/96 | Charles L. Harrison 45 Plum Tree Lane Huntington, WV 25701 | <p>On Tuesday, November 12th, I attend the public hearings held at Cabell Midland High School concerning the policies that will be followed in implementing the provisions of SB 300. Some of the concerns that were raised were legitimate, but most were frivolous and had nothing to do with the issues that were to be discussed. I have worked in education for over 30 years and can say without contradiction that public education is in crisis and we must act, and act now if we are to preserve our democracy and economy. No longer can we graduate students after 12 years of baby sitting which has prepared them for a life of unemployment or underemployment, to be takers instead of contributors, as the gap between the haves and have not's gets wider and wider.</p> <p>After much contemplation I am convinced that education does not have the fortitude to make the hard choices that will result in meaningful change. Remember the SCANS report came from the Department of Labor not the Department of Education. If we continue to just nibble around the edges we will never reach the mark and five years from now we will be right where we are today. Our education system is producing a product which is seriously flawed, a product that is not prepared for either employment or further training. A shocking statistic from my own county is that over 50% of the students who were graduated from our high schools and entered Marshall University had to be remediated in Math and/or English. In surveying local employers we find that the people who are leaving our schools and attempting to enter the work force are just as lacking in needed skills. We can not continue to tinker we must refurbish the complete system. One gets the feeling that many of the people who spoke were very misinformed about the intent of SB 300 or, very uncomfortable with the prospect of having to take responsibility for their lack of success in the classroom. We can not afford to wait until everything is perfect before we start to move. URGENT YOU TO STAY THE</p> | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| | | COURSE. We must do what our boss, the public, demands, but more importantly, what is right for our students and the future of our country. | | |
| | | §126-5-2. Rule Format | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | Well done. | | |
| 11/18/96 | Dr. Victoria Fergus Associate Professor WVU/WVAEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | Fine | | |
| | | §126-5-3. State Board Report on Meeting Educational Goals | | |
| 11/15/96 | Berkeley Heights Faculty Senate Rt. 5 Box 490 Martinsburg, WV 25401 | Don't you mean that the state board will require the counties to furnish this information? This means the teachers will bear this burden, not the administration. | | |
| 11/15/96 | Laura Hudson Chesapeake Elementary 13620 MacCorkle Avenue Chesapeake, WV 25315 | If we are to Teach/Re-teach, there is no way we can afford to loose our Kindergarten Aide for up to 50% of the day. | | |
| 11/15/96 | Patricia Catthers Chesapeake Elementary 13620 MacCorkle Avenue Chesapeake, WV 25315 | Against teach-reteach until mastery. Some students will never get to do the "extra" subjects in which they may excel. Some students are not ready for certain skills until later. Children cannot be tested in 3rd grade on skills they are not allowed to be exposed to because they may not have mastered the core program. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| 11/15/96 | Debbie Sampson Chesapeake Elementary 13620 MacCorkle Avenue Chesapeake, WV 25315 | If I am required to teach/reteach every day with all of my twenty one students then I <u>must</u> have a full-time aide - not ½ day. Aides are used for much more than just lunch room monitors - they are teachers also. These kindergarten students need the small group and one on one instruction that a teacher <u>and</u> an aide can give. | | |
| 11/15/96 | Renata Berger, Teacher Chesapeake Elementary 13620 MacCorkle Avenue Chesapeake, WV 25315 | Teach reteach is done in every classroom when needed. Taking activities from students who are already doing poorly will tear away at their self-esteem and should not be allowed. Students should be introduced to all subjects and be able to participate in art, PE, science, social studies, etc. | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | Well done. | | |
| 11/18/96 | Dr. Victoria Fergus Associate Professor WV/UMW/AEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | Fine | | |
| | | \$126-5-4. Replacement of Certificate of Proficiency with Electronic Portfolio | | |
| 11/15/96 | Berkeley Heights Faculty Senate Rt. 5 Box 490 Martinsburg, WV 25401 | WHAT is an electronic portfolio? How can one comment on an unknown measure? | | |
| 11/15/96 | Laura Hudson Chesapeake Elementary 13620 MacCorkle Avenue Chesapeake, WV 25315 | Nice idea but who will fund the equipment needed to implement this. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/15/96 | Debbie Sampson Chesapeake Elementary 13620 MacCorkle Avenue Chesapeake, WV 25315 | This would be great but once again Kanawha County will have an idea that they an neither fund nor provide proper training. This money could be better used elsewhere. | | |
| 11/15/96 | Renala Berger, Teacher Chesapeake Elementary 13620 MacCorkle Avenue Chesapeake, WV 25315 | How will this be funded? Who will input information, where will computers come from for teachers to spend time doing a good job with infor. | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | What does this mean for the professional in the classroom? Does this mean that there will no longer be a paper certificate issued? How will records be kept by the individual? | | |
| 11/18/96 | Dr. Victoria Fergus Associate Professor WVU/MWVAEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | Fine. Will this take additional funding and if so where does it come from? If it takes away from instructional resources it could be problematic. | | |
| | | \$126-5-5. Revision of the School, School District and Statewide Report Cards | | |
| 11/15/96 | Berkeley Heights Faculty Senate Rt. 5 Box 490 Martinsburg, WV 25401 | This section needs to be stated much clearer. | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | Will this revision provide for electronic generated report cards and will the current paper card system also be allowed? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/18/96 | Dr. Victoria Fergus Associate Professor WVUM/WVAEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | Not enough information to comment on. | | |
| | | \$126-5-6. High Quality Standards and Performance Measures | | |
| 11/15/96 | Berkeley Heights Faculty Senate Rt. 5 Box 490 Martinsburg, WV 25401 | This sounds like merit pay. We are opposed to any form of merit pay. | | |
| 11/15/96 | Sherman High School P O Box AB Seth, WV 25181 | Some feel that everyone should reach 50 percentile by 11th grade, others feel that this goal is impossible for many and non-accepting of humanity. | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | Policy 2320 is very thorough. | | |
| 11/18/96 | Deborah Russell, Principal Wayne Elementary 900 Norfolk Street Wayne, WV 25570 | I have a concern that students must be promoted at 95% yet 50% of the students must be higher than the 50% on the Stanford with 15% in the lowest quartile. There seems to be a contradiction. | | |
| 11/18/96 | Dr. Victoria Fergus Associate Professor WVUM/WVAEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | OK | | |
| | | \$126-5-7. Use of Computers for High Quality Basic Skills Development and Remediation | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|--|-------------|-----------|
| 11/15/96 | Berkeley Heights Faculty Senate Rt. 5 Box 490 Martinsburg, WV 25401 | Who is going to monitor this? Are teachers going to be given extra pay contracts for teaching computer ed. in the evenings. | | |
| 11/15/96 | Sherman High School P O Box AB Seth, WV 25181 | There was a statement in Goals 2000 about after school use and our computer teacher feels that this should be done by a certified teacher. | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | Computers can not replace regular classroom instruction. They should be used as remediation and reinforcement of skills. The time spent using a computer decreases time spent on other class instruction. | | |
| 11/16/96 | Braxton Co. High School 200 Jerry Burton Drive Sutton, WV 26601 | 7.2 Will a staff member be "required" to work an "evening shift" to accomplish this? | | |
| 11/18/96 | Deborah Russell, Principal Wayne Elementary 900 Norfolk Street Wayne, WV 25570 | When technology is used beyond the normal school day, will funds be available for replacement as more wear and tear is experienced? Will funds be made available for additional technology? All schools do not have Internet access. | | |
| 11/18/96 | Donna Z. Heuneman Executive Director WV Developmental Disabilities Planning Council 110 Stockton Street Charleston, WV 25312 | The Council strongly supports the use of computers and other assistive technology for the reasons stated. It has been demonstrated repeatedly that students with disabilities benefit from the use of a variety of types of technology, both in education and in work. | | |
| 11/18/96 | Dr. Victoria Fergus Associate Professor WVU/WVAAEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | OK | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/19/96 | Belinda Metz, Teacher RUG/L SIC Member Rt. 2 Box 22-A Ravenswood, WV 26164 | What happens to out-of-state students who enter the system late (i.e., senior year)? Will it be uniform across state? | | |
| | | \$126-5-8. Creating Jobs Through Education | | |
| 11/15/96 | Berkeley Heights Faculty Senate Rt. 5 Box 490 Martinsburg, WV 25401 | Re: Policy 2510: This sounds like tracking. Re: 8.1.3.-- What will be the composition of the committee? Re: 8.1.4.--The portable credential is again suspect. 8.2.3.b All at 50%? This may be unrealistic. | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | Primary teachers have some concern as to how much career education will be required in K-4 classes. We already include this area to some extent in the teacher of other subjects. | | |
| 11/16/96 | Braxton Co. High School 200 Jerry Burton Drive Sutton, WV 26601 | 8.1.1 Our teachers need training. 8.2.7 Hopefully this does not require actual at-the-work-place experience, because rural counties will have difficulty. | | |
| 11/18/96 | Deborah Russell, Principal Wayne Elementary 900 Norfolk Street Wayne, WV 25570 | Again, will funding be made available for implementation? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|---|-------------|-----------|
| 11/18/96 | Donna Z. Heuneman Executive Director WV Developmental Disabilities Planning Council 110 Stockton Street Charleston, WV 25312 | Once again, The Council is concerned that students with disabilities might be steered into career clusters which are traditionally low paying occupations such as janitorial, food services, sheltered workshops without the opportunity to explore other options. We also feel there should be a requirement for staff development which would include best practices in the field of supported employment for people with disabilities and disability awareness. (8.1.5.c) Section 8.2.7 we feel is an excellent way for students to explore career options. Section 8.2.14 references the Jobs Through Education Employer Panel. The Council would like to be certain that the panel members have received education regarding students with disabilities, and I.D.E.A. as a component of their work to certify skills, competencies and readiness for employment. | | |
| 11/18/96 | Dr. Victoria Fergus Associate Professor WVU/WVVAEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | OK - I hope this includes arts people. 1/3 of the jobs in the US today are related to the arts. Many school counselors and advisors are under educated in these areas and need more staff development. 8.2.6. How is this to be enforced. 8.2.15. I hope this includes <u>all</u> new programs of study. In the past the arts have been minimal or ignored. Many school personnel need training if this is to truly reflect skills needed in the work force. | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | \$126-5-9. Criteria for selecting schools of excellence | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | No comment. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/18/96 | Dr. Victoria Fergus Associate Professor WVU/MW/AEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | OK | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | \$126-5-10. Training through the principals academy | | |
| 11/18/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | Continue this training. It has been beneficial. | | |
| 11/18/96 | Deborah Russell, Principal Wayne Elementary 900 Norfolk Street Wayne, WV 25570 | Excellent idea. Please follow the model of the "old" principals academy. I have attended both. The new one needs re-vamping. | | |
| 11/18/96 | Dr. Victoria Fergus Associate Professor WVU/MW/AEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | Not enough information to comment on. | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | \$126-5-11. Curriculum for the principals academy as developed by the center for professional development | | |
| 11/18/96 | Deborah Russell, Principal Wayne Elementary 900 Norfolk Street Wayne, WV 25570 | No comment. | | |
| 11/18/96 | Deborah Russell, Principal Wayne Elementary 900 Norfolk Street Wayne, WV 25570 | Excellent idea. Please follow the model of the "old" principals academy. I have attended both. The new one needs re-vamping. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|--|-------------|-----------|
| 11/18/96 | Dr. Victoria Fergus Associate Professor WVU/MW/AEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | Should include all new programs of study. It has been my experience that many principals and administrators are totally unfamiliar with the new goals and standards in the arts and research that proves they improve performance in <u>all</u> areas of the curriculum for every student. | | |
| | | §126-5-12. Higher Education Joint Rule | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | No comment. | | |
| 11/18/96 | Dr. Victoria Fergus Associate Professor WVU/MW/AEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | It is my opinion that the new 5 year program at WVU in HR&E does not accomplish this. It has eliminated arts methods programs of study for all except early childhood, K-4. If there are no arts specialists in the schools these 5 year people will need immediate staff development after graduation to fulfill these guidelines and comply with the new WV programs of study. | | |
| | | §126-5-13. Revision of Policy 2520 | | |
| 11/15/96 | Berkeley Heights Faculty Senate Rt. 5 Box 490 Martinsburg, WV 25401 | What if the goals are not met? What is to be done then? | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | We did not receive a complete copy of this policy. We do believe that a lot of input from classroom teachers must be heard before implementation of new goals and objectives can be achieved. | | |
| 11/18/96 | Deborah Russell, Principal Wayne Elementary 900 Norfolk Street Wayne, WV 25570 | Instructional goals seemed to have been developed using the test as a guide. It's important to have curricular alignment however, is the test driving the curriculum? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| 11/18/96 | Dr. Victoria Fergus Associate Professor WVU/WV/AEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | The National Standards/Goals 2000 ED ACT include the arts as CORE . . . so should West Virginia. | | |
| 11/19/96 | Belinda Metz, Teacher RUGL/SIC Member Rt. 2 Box 22-A Ravenswood, WV 26164 | Increase of instructional time -- day is long enough, graduation credits do not need to be increased. | | |
| | | \$126-5-14. Revision of Policy 2510 | | |
| 11/15/96 | Berkeley Heights Faculty Senate Rt. 5 Box 490 Martinsburg, WV 25401 | 14.1.2.--When is the State Board of Education going to stop adding time onto the teacher's work day without compensation for the extra time? 14.1.10.--Will this warrantly be recognized in neighboring states? Instructional practices should be based on student needs, never on isolated research. | | |
| 11/18/96 | Margaret Kursey Valley View Elementary Rt. 4 Box 269 Martinsburg, WV 25401 | Increasing instructional time 15 minutes: the instructional day is too long now. Will teachers be compensated for the additional work time? Nobody should be required to work 75 min. extra a week. (6 hrs. 15 min. a month, 62½ hrs. a year = 1½ extra weeks a year without extra salary. Nobody!! Can the state afford to pay each teacher for the additional work time? (\$20.00 per hr. X 60 hrs. = \$1,260.00) You pay me - 'I'll work it! | | |
| 11/18/96 | Anonymous | Please clarify Policy 5-1 Does this refer to student individual report cards or the school/county report cards sent home to parents. | | |
| 11/15/96 | Special Education Staff Hinton Area Elementary 121 Park Avenue Hinton, WV 25951 | Eliminate (5.26) the 15 minutes per day increase. Bank time has been accrued and accounted for. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | We have several concerns about this policy revision. These concerns are attached to the Policy 2510 comment paper. We believe several areas need revised. (School Day, Deletion of 8 hour day; De-emphasizing of art, music, science, social studies, physical education; Establishment of several new committees; and others. | | |
| 11/16/96 | Braxton Co. High School 200 Jerry Burton Drive Sutton, WV 26601 | 14.1.7 Who devises the test? | | |
| 11/18/96 | Deborah Russell, Principal Wayne Elementary 900 Norfolk Street Wayne, WV 25570 | Please clarify if increased instructional time does away with banked time? If lost, much staff development will be lost as well as time for curricular meetings, grade level meeting, etc. If the day is increased, those schools dependent on bus will experience a hardship. | | |
| 11/18/96 | Dr. Victoria Fergus Associate Professor WVU/WV/AEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | 14.1.3. Good 14.1.4. and 14.1.9. This should include all programs of study. I know reteaching at some school is pulling students out of other required programs of study. This does not help. 14.1.8. Should include all programs of study - the arts are related to 1/3 of jobs in US today. We can not afford to leave them out if truly committed to making students job/ed ready. 14.1.12. . . . in all programs of study. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| 11/19/96 | Belinda Metz, Teacher RUG/SLIC Member Rt. 2 Box 22-A Ravenswood, WV 26164 | Attendance/dropout rates are difficult to control; with increased expectations, attendance rates will drop and dropout rates will rise; is not fair to penalize schools when students do not attend faithfully -- some responsibility must rest with the parents. The art, music, and PE classes should be taught daily! These courses are equally important to others and should not be eliminated or de-emphasized. Many students only receive exposure to these areas at school and opportunities should exist for them. Two years of foreign language is a little extreme for middle school. Health and PE is especially important in elementary grades as children across the nation are becoming less physically fit! | | |
| | | §126-5-15. New statewide testing program | | |
| 11/18/96 | Susan Cain, Teacher RD 1 Box 249 Wheeling, WV 26003 | 14.1.2 How will lengthening the day help children learn? Will media, art, music, & physical ed. classes be eliminated? Young children have short attention spans. | | |
| 11/15/96 | Special Education Staff Hinton Area Elementary 121 Park Avenue Hinton, WV 25951 | Let the I.E.P. Committee determine if a special education student should take the new statewide test. | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | We believe there may be too much emphases on test scores. Also, every school is different. Some provision should be made for these differences when meeting testing criteria. | | |
| 11/18/96 | Deborah Russell, Principal Wayne Elementary 900 Norfolk Street Wayne, WV 25570 | Will scores arrive in time for data to be utilized during the testing year for program planning next year. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|--|---|-------------|-----------|
| 11/18/96 | Dr. Victoria Fergus Associate Professor WVUWV/AEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | OK But these tests do not cover all ways of learning and penalizes those who do not learn, retain or internalize information in these very narrow ways. They are not predictors of success in work or in further education in some instances. | | |
| 11/19/96 | Belinda Metz, Teacher RUG/LSIC Member Rt 2 Box 22-A Ravenswood, WV 26164 | Should not force special education (MI) students to take as state regulations require specific testing instruments. | | |
| | | \$126-5-16. Revision of Policy 2320 (Performance Based Accreditation) | | |
| 11/15/96 | Berkeley Heights Faculty Senate Rt. 5 Box 490 Martinsburg, WV 25401 | Are these percentages the "magic bullets" of success"? What if they are never reached? 16.2.4--Merit pay/ No! | | |
| 11/18/96 | Susan Cain, Teacher RD 1 Box 249 Wheeling, WV 26003 | 16.1.1: Does not take into account student ability. 16.1.2. Does not take parents to task for absence. 16.2.4. When will this assessment take place? 16.2.5. Please put discipline back in schools first. Also these policies do not take into account disruptive, inclusion students. | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | See comments on Policy 2320 sheets. | | |
| 11/16/96 | Braxton Co. High School 200 Jerry Burton Drive Sutton, WV 26601 | 16.1.2 How? 16.1.3 How? 16.1.5 How can we be held accountable? 16.1.6 How? 16.1.7 How? 16.1.9 How? | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
|----------|---|---|-------------|-----------|
| 11/18/96 | Deborah Russell, Principal Wayne Elementary 900 Norfolk Street Wayne, WV 25570 | Levels of satisfaction are vague to be measured - how do we measure this? What is a unified improvement plan? Will technical assistance be provided? | | |
| 11/18/96 | Dr. Victoria Fergus Associate Professor WVU/WV/AEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | 16.1.3. How is this going to be enforced in reality? 16.2.2. Make sure all teachers in all programs are aware of this and its made available to them through staff development. | | |
| | | §126-5-17. New Policy 2470 (Use of Technology by Students and Educators) | | |
| 11/15/96 | John Rose, Assoc. Supt. Jefferson County Schools 110 Mordington Avenue Charles Town, WV 25414 | 17.1.3 Who will fund the personnel to provide after school access to technology? | | |
| 11/18/96 | Susan Cain, Teacher RD 1 Box 249 Wheeling, WV 26003 | 17.1.3. Who will man the schools and how will they be paid? 17.1.4. Need a computer for each student or a computer room in each school. Who will pay to build an extra room? | | |
| 11/15/96 | Sherman High School P O Box AB Seth, WV 25181 | Staff feels positive and hopes that there will be funding for equipment. | | |
| 11/15/96 | Renata Berger, Teacher Chesapeake Elementary 13620 MacCorkle Avenue Chesapeake, WV 25315 | Who will stay after hours? Will they be compensated or forced to stay at the days end as a requirement tacked onto our already busy day. | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | We need to be careful not to place too much emphases on computers and other technology to the exclusion of basic instruction especially in the primary grades. It could become too easy to think that computers will be the answer to all instruction problems and the answer to improving student performance. | | |

| Date | Individual/Organization | Comments | Action/Type | Rationale |
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| 11/18/96 | Dr. Victoria Fergus Associate Professor WVUWV/AEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | 17.1.4 Does this include specialist teachers? If no - it should. | | |
| 11/19/96 | Belinda Metz, Teacher RUGL/SIC Member Rt. 2 Box 22-A Ravenswood, WV 26164 | 17.1.3. Will there be funding for teachers to supervise after-hours use of equipment? 17.1.4. Preschool-4 should be basic skills only use of computers. | | |
| | | \$126-5-18. Policies being repealed | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | It seems ironic that policies are being repealed which teachers and others so recently worked so many hours to develop. Objectives and goals in Math, Social Studies and especially the new Science Framework were just completed. Was this a waste of everyone's time and resources? As teachers it is very difficult to know that is happening with policies and even more difficult to know what to teach. | | |
| 11/18/96 | Dr. Victoria Fergus Associate Professor WVUWV/AEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | No comment. | | |
| | | Abbreviated Guide to Senate Bill 300 Implementation | | |
| 11/15/96 | Betty Lou Harris, Chair Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070 | Many of the programs to be implemented are to be in effect by the summer or fall of 1997. This seems a fast timetable. How are educators to find the time (and still teach) to accomplish all this new committee work and submit programs on time? | | |

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
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| 11/18/96 | Dr. Victoria Fergus Associate Professor WVU/MW/AEA Box 6111, CCA, Art WV University Morgantown, WV 26506 | The "CORE" 2520 should include all programs of study. The national standards list the arts as essential and by adopting (endorsing) those in WV, so should the policy statements developed for WV schools. | | |

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| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
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| <p>10/16/96</p> | <p>Elaine Wine School Counselor Braxton County Schools 411 North Hill Road Sutton, WV 26601</p> | <p>What really frightens me about this bill is an undertone that what education should be about are creating technological drones to run the new high tech factories. While I agree that technology is important, I think we have to keep our perspective: We have to be well-rounded individuals. On a more personal level, I do not wish to give up my right to an eight-hour work day. Again, balance is what makes for fulfillment if life and work is only one component in my life: family, friends and community involvement are also important and demanding of my time. To sum up my objections:</p> <ol style="list-style-type: none"> 1. I feel that it would be a mistake to take away our right to have co-curricular activities during school time. 2. We make good use of our banked time at Sutton Elementary School by offering interesting and fun activities to our children. Yes, fun! And what's wrong with that! 3. I have no desire to work more than an 8-hour day, not do I agree with year round school. I feel creativity blossoms during leisure time. Yes, I believe everyone should have lots of opportunities to "do nothing". Read: <u>Deepock Chopra</u>. 4. A curriculum of basic skills only, will create one thing, fodder for future business corporations to further exploit our already over exploited population. | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|--|--|-------------|-----------|
| 10/16/96 | Elaine Wine School Counselor Braxton County Schools 411 North Hill Road Sutton, WV 26601 | <p>I sincerely hope the Department of Education reconsiders major portions of this bill. We need to set our priorities straight. Nations that put undue stress on youth to promote financial success for big business, pay the toll in youth suicide and other stress related disorders. Let's not rob our children of their youth. Education needs to focus on producing well-rounded individuals. As a school counselor, I deal every day with children who are insecure and neglected due to over stressed parents who have to work so hard they have nothing left to give their kids on an emotional level. Now we want to impose the same strain on the children: and what for? What is really behind this bill? This is what your committee need to ask.</p> | | |
| 10/17/96 | Mrs. Connie Wine 246 Sunset Acres Sutton, WV 26601 | <p>I am pleased to be able to express my views on Senate Bill 300. I have been a public school teacher in WV for the past twenty-two years and I have seen "the winds of change" many times in education in this state. While Senate Bill 300 has good intentions to prepare our young people for the next century, many questions must be realistically addressed about how to meet this proposal. While reading the Charleston Sunday paper I was surprised and rather disturbed to see that Kanawha County sixteen and seventeen year olds will be interviewed, hired, and paid for minimum wage jobs in West Virginia that adults are turned away from (in accordance with Senate Bill 300.) (Con't)</p> | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
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| 10/17/96 | Mrs. Connie Wine 246 Sunset Acres Sutton, WV 26601 | <p>So many of our adult population look in desperation for work to support their family and are turned away often a young person is hired in their place who has no responsibilities and no family to feed. This is totally unfair. I feel there should be language included that teachers will not work beyond an eight hour day. In the area of increased Staff Development for teachers the language should include how teachers will be paid for extra days of meetings. Increased instructional days (in minutes) are pushing bus schedules in rural counties to their limits. Can it be in a child's best interest, who lives at the end of a bus run, to leave home and return in total darkness? How can any teacher guarantee that every child, by a certain grade level, will test out at a certain percentile rank? What provisions have been made in this legislation for children of low intelligence and learning handicaps? Language in the bill as it now stands that a K-2 child must master reading, math, and computer skills before he has other subjects in an integrated block including: science, social studies, physical education, music and art. We need language to clarify just what this mastery level might be and take into consideration the fact that all children do not learn at the same speed. Also, all students do not have the same talents and abilities. As the language now reads, lower elementary students who do not learn at a certain rate, will have an extremely boring day of reading, math, and computers, when they may very well have a natural talent for the arts.</p> | | |

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| 10/17/96 | Mrs. Connie Wine 246 Sunset Acres Sutton, WV 26601 | Everyone, inside and out of the education field, wants to see students perform better. Business employers deserve to have well-trained employees. However, for the reasons mentioned in this letter, as Senate Bill 300 now stands, I cannot support it. | | |
| 10/17/96 | Robert L. Wheeler Guidance Director Parkersburg High School 2101 Dudley Avenue Parkersburg, WV 26101 | I am aware that the policy revisions suggested for implementation of Senate Bill 300 are a <u>done deal</u> and no matter what comments are received, the revised policies will be adopted. However, I must make a comment concerning Policy 2510 which increases graduation requirements. Increasing graduation requirements is a good idea. I have always felt that students should do more. However, I feel that by requiring <u>all</u> students to have two of their three required units of Math to be Algebra I or higher, we are setting up for failure. This will force students who can't pass Algebra or anything above basic math, to drop out. Perhaps the State Department is expecting schools to "water down" Algebra so anyone can pass. This last option is only lowering standards which is unacceptable. Three units of Math are good for a graduation requirement. However, don't expect all students to pass these required higher level math classes. It seems to me that the people setting these requirements haven't worked with students for a very long time, and don't have a good vision for what the outcome could be. | | |

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| Section II - Purpose | | | | |
| 10/2/96 | Karen K. Larry WV Department of Education | 2.1., Line 5 - "school, community, students and families of students..." Stay consistent with punctuation. Add a comma after students to be consistent with the previous sentence. | | |
| 10/18/96 | David M. Bess (WV Coalition for Arts Education) Division of Music P. O. Box 6111 WVU Morgantown, WV 26506-6111 | 2.2. - ...At early levels students will achieve basic skills in reading, writing, mathematics, and computer applications. - This statement implies that these are the only skills that will be achieved in grades K-4. Suggested statement: At early levels students will develop skill in the required basics--reading, writing, mathematics, and computer applications--as well as in other required programs of study (see Charts I and II, pp. 15-16). | | |
| 10/21/96 | Twyla Sullivan Winchester Avenue School 650 Winchester Avenue Martinsburg, WV 25425 | To ratify a new set of education goals and policies. This new set of goals and educational policies is going to be difficult and confusing to implement. In retrospect, the arts are not well represented. | | |
| 10/23/96 | Linda Kirk P. O. Box 343 Pine Grove, WV 26149 | 2.2. - Who pays? How will students engage in relevant activities? Will mastery tests be used? <u>What happens if s/he doesn't master a grade level?</u> 2.3. - Who will set accountability measures? <u>What are they?</u> | | |

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| 10/25/96 | Mary A. Blackshire George Washington Middle School Eleanor, WV 25070 | 2.1. - This purpose supports my belief that students must be trained in Consumer Homemaking Skills (Life Skills) because one needs to be a responsible skilled and trained family member in order to achieve what the purpose states. | | |
| 10/29/96 | Kenneth D. Waddell Director Curriculum & Instruction Barbour County Schools 105 South Railroad Street Philippi, WV 26416 | 2.2. - "County shall provide necessary resources, including technology." - Panley vs. Bailey, 84, addressed this equity issue. Barbour will never be able to compete in the technology area. We have <u>no</u> resources for technology. | | |
| 10/30/96 | Pattie Barber 10A Cedar View Farms Fraziers Bottom, WV 25082 | Students should be provided the necessary money needed for the 50% activities for instructional time to develop conceptual understanding and Research Laboratory skills. (Inquiry - BASE Science Instruction) not Lip Service. | | |
| 10/30/96 | Ann Barber 3985 East 39 Street Nitro, WV 25143 | Students should be provided the necessary money needed for the 50% activities for instructional time to develop conceptual understanding and Research Laboratory skills. (Inquiry - BASE Science Instruction) not Lip Service. | | |
| 10/30/96 | Michael D. Barber 10A Cedar View Farms Fraziers Bottom, WV 25082 | Students should be provided the necessary money needed for the 50% activities for instructional time to develop conceptual understanding and Research Laboratory skills. (Inquiry - BASE Science Instruction) not Lip Service. | | |

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| 10/30/96 | Carroll L. Staats, Superintendent Jackson County Schools P. O. Box 770 Ripley, WV 25271 | The purpose is noble but, the "high expectation" need to be tempered with reasonableness. | | |
| 10/31/96 | Janice Crane Kingwood Elementary School 207 S. Price Street Kingwood, WV 26537 | 2.2. - Please consider adding: as well as in other required programs of study, as evidenced on pages 15-16, Charts I and II. | | |
| Section III - Scope | | | | |
| 10/2/96 | Karen K. Larry WV Department of Education | <p>3.1.1.b. - uses semi colons in its listing; 3.1. uses commas. - Stay consistent with punctuation. Which do we want for a series - comma? semi colon?</p> <p>3.2, lines 4-5 - uses both semi colons and commas in a series. Which is it?</p> <p>3.3., line 3 - "to make informed choices among persons ..." I don't understand making choices "among persons."</p> <p>3.3., line 4 - "to assess self and the total environment to know options and choose life work;" What does this mean?</p> | | |
| 10/18/96 | Yvonne Fawcett WVDE Building 6, Room 243 Charleston, WV 25305 | Numbering system is inaccurate: Should be 3.2.2 high quality . . . , 3.3.3. safe and caring environment, 3.3.4. demanding curriculum, 3.3.5. accountability, 3.3. System Requirements. Should be: 3.2.3, 3.2.4, 3.2.5. | | |

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| 10/21/96 | Twyla Sullivan Winchester Avenue School 650 Winchester Avenue Martinsburg, WV 25425 | <p>Improve quality of learning and teaching. You say this policy will improve education. After reviewing, I can only see detriments and confusion being represented. The arts provide more than drawing pretty pictures or singing pretty songs, it involves lifelong learning skills that only specifically trained professional instructors can provide. Aesthetics, appreciation, history visual and auditory thinking skills are all major components taught through the arts. These can only be accomplished through a competently trained professional. An "understanding" of an emphasis to provide children with a quality children with a quality education. Research has proven that curriculums with integrated and emphasized arts curriculums provide more success and more learning situations than those that do not. Are we going to be responsible for downgrading our children's quality of education to save a dollar. What we should be doing is establishing the arts as a facet of the core curriculum so that all West Virginia students will graduate not only being able to read and write but to be able to apply divergent thinking show appreciation of new and old ideas, and be able to maintain a well-rounded philosophy of life. To put such a low emphasis on the arts is to jeopardize our student's future ability to reason. Do we want a society of readers and writers but no philosophers, no poets, no musicians, no artists?</p> | | |

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|---------------|---|--|-------------|-----------|
| 10/21/96 | Twylla Sullivan Winchester Avenue School 650 Winchester Avenue Martinsburg, WV 25425 | Or do we want a society of literate open-minded individuals with an established appreciation for the arts, for other ethnic cultures, for literature, for composing music, for being able to think and form opinions for themselves. This program will give us Einsteins, Newtons, and Pasteurs without any Mozarts, Michelangelos, or Platos. What a boring world our children will inherit. | | |
| 10/23/96 | Linda Kirk P. O. Box 343 Pine Grove, WV 26149 | <p>3.1. - Where will we find funding? We can provide opportunities, but how do you force someone to reach his potential?</p> <p>3.1.1.a. A. - How can this be guaranteed?</p> <p>Testing? Is there a list of characteristics? What happens if s/he is NOT ready? D. 90% - Is this realistic? E. Who will measure? How? F. Who will measure? How?</p> <p>3.2. - Who pays?</p> <p>3.2.1. - How can we provide "work-based" experiences in rural areas. Computer simulation is NOT the same.</p> <p>3.3.3. - How can we get the parents involved? Do we really want some of them?</p> | | |
| 10/25/96 | Mary A. Blackshire George Washington Middle School Eleanor, WV 25070 | 3.1. - Training at the Middle Level as well as the High School Level meets this goal at the present time since it includes units dealing with work-based experience, achieving one's potential and other effective instructional practices. | | |
| 10/25/96 | Mark Carl Fawcett Counselor - Magnolia H. S. 601 Maple Avenue New Martinsville, WV 26155 | 3.1.1.E. - If you already have 70% of HIS graduates entering post-secondary education, how can you increase by 50%. 70% + 35% = 105%. | | |

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| 10/29/96 | Kenneth D. Waddell Director Curriculum & Instruction Barbour County Schools 105 South Railroad Street Phillippi, WV 26416 | 3.1.1. - Goals - "Lower quartile improving by 50%." Is this inconsistent with general learning theory concerning standardized norm-referenced testing. This should be removed. b. Restructuring and accountability in the educational system. This is vague and not parallel in construction with the other items listed. Please be more specific. | | |
| 10/31/96 | Carol J. Thornton 2466 Virginia Avenue Hurricane, WV 25526 | 3.1.1. - E. Students will be ready for college or employment, impossible if science is decreased in middle school and technology is not taught as a separate course. | | |
| 10/30/96 | Diana L. Sutherland Hurricane Middle School 518 Midland Trail Hurricane, WV 25526 | 3.1.1. - E. Students will be ready for college or employment, impossible if science is decreased in middle school and technology is not taught as a separate course. | | |
| 10/30/96 | Jayne Koenig Hurricane Middle School 518 Midland Trail Hurricane, WV 25526 | 3.1.1. - E. Students will be ready for college or employment, impossible if science is decreased in middle school and technology is not taught as a separate course. | | |
| 10/30/96 | Patric Barber 10A Cedar View Farms Fraziers Bottom, WV 25082 | 3.1.1. - E. Students will be ready for college or employment, impossible if science is decreased in middle school and technology is not taught as a separate course. | | |
| 10/30/96 | Ann Barber 3985 East 39 Street Nitro, WV 25143 | 3.1.1. - E. Students will be ready for college or employment, impossible if science is decreased in middle school and technology is not taught as a separate course. | | |

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|--|--|---|-------------|-----------|
| 10/30/96 | Michael D. Barber 10A Cedar View Farms Fraziers Bottom, WV 25082 | 3.1.1. - E. Students will be ready for college or employment, impossible if science is decreased in middle school and technology is not taught as a separate course. | | |
| 10/30/96 | Amy Basler 1027 Jane Drive Culloden, WV 25082 | 3.1.1. - E. Students will be ready for college or employment, impossible if science is decreased in middle school and technology is not taught as a separate course. | | |
| 10/30/96 | Carroll L. Staats, Superintendent Jackson County Schools P. O. Box 770 Ripley, WV 25271 | These goal statements have measurements in them. Will these measurements be goals or minimum number that schools will be expected to achieve each year and verified through county accreditation? | | |
| Section IV - General Responsibilities | | | | |
| 10/2/96 | Karen K. Larry WV Department of Education | 4.2.10., line 2 - "... Virginia Report Cards", the quotation mark and comma need reversed. | | |
| 10/23/96 | Linda Kirk P. O. Box 343 Pine Grove, WV 26149 | 4.4., line 11 - "...and a county steering committee" What is the purpose of this county steering committee? Is it only for the purpose of collaborating with local business and community groups? If yes, then is it not redundant since there are partnerships? 4.3.4. - Will it really work? Will it be consistent? 4.4. - What qualifies board members to do so? | | |

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| 10/25/96 | Mary A. Blackshire George Washington Middle School Eleanor, WV 25070 | 4.1.1.b. - The present Life Skills Program AKA as BASE equips students with skills and knowledge to succeed, to learn throughout their lifetimes and to attain economic self-sufficiency. | | |
| 10/25/96 | Mark Carl Fawcett Counselor - Magnolia H. S. 601 Maple Avenue New Martinsville, WV 26155 | 4.3.4. - RESA 6 does not have the manpower necessary to implement WVEIS - no training of school personnel is being offered on WVEIS software. | | |
| 10/29/96 | Kenneth D. Waddell Director Curriculum & Instruction Barbour County Schools 105 South Railroad Street Philippi, WV 26416 | 4.4. - County Board of Education - Technology inequality is a problem for smaller, rural counties. They can plan but not implement these plans. | | |
| Section V - Glossary | | | | |
| 9/18/96 | Marion Ut 70 Kevin Lane Fairmont, WV 26554 | 5.26. - In reference to extending school fifteen minutes for elementary schools in WV. I oppose this option. Kindergarten, first and second grade students get tired now. According to the Communications Department of WVU, if a student is tired, he/she will not learn. Also, I would like to say that during the school year, we have the students more during the "waking" hours than their parents do. I feel we need to consider the value of family time. A third point is that I feel a kid should be a kid for just little while. Japan has suffered high teen suicide due, in part, to the amount of pressure to succeed. | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
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| 10/1/96 | <p>Jeanne Moore Coordinator, Fine Arts WV Department of Education</p> | <p>5.5. - Definition should read: "The programs of study for dance, music, theatre, and visual art." These are the programs of study the WVDIE has been working on for two years. They are aligned with the National Standards for Arts Education. This definition is accepted by professional arts educators and will lead to instruction in challenging subject matter.</p> <p>5.14. - This limited definition of "Core Academic Programs of Study" offends arts educators. The arts are both academic and essential.</p> <p>5.18. - Should be county's.</p> <p>5.36. - The example is not correct: reading is not a program of study, but rather an area of study within the English Language Arts program of study.</p> <p>5.38. - Definition is incorrect. It should read: Those levels of areas of study that all students must complete.</p> <p>Algebra I is required of all students, but the Algebra area of study includes both Algebra I and Algebra II.</p> | | |

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| 10/2/96 | Karen K. Larry WV Department of Education | <p>5.17, line 3 - "assessments in the areas of..." Should read "in the areas of..."</p> <p>5.18, line 2 - "satisfactorily completed the counties..." Should read "satisfactorily completed a county's..."</p> <p>5.22. - "Extracurricular and Co-curricular Time...may not be scheduled during the instructional day." I question the soundness of not scheduling co-curricular activities during the instructional day. For many students the school day is the only time they have an opportunity to see a play, to hear a symphony, to experience a ballet, to watch a science assembly, to hear a presentation or the need to avoid contact with drugs and those who use them. For these students, time spent in the co-curricular activity is not only well spent but at times better spent. It is times of this nature that contribute to purposes established in 2.1 re. "...lead rewarding and productive lives, and participate responsible in society." Let us not close the door of opportunity to many of our students.</p> <p>5.32. - "Local School Improvement Councils - A local advisory group..." No where in the law is the word "advisory" used. The use of the word conveys a meaning which is never even implied in the law. If fact, the law says, "The intent of this article (18-5A-1) is to facilitate and encourage the involvement of the school community in the operation of the local schools to improve educational quality. (Con'ly)</p> | | |

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| 10/2/96 | Karen K. Larry WV Department of Education | <p>The article is intended to establish processes at each school which provide opportunities for involvement of the school community in the operation of the local schools and to support local initiatives to improve school performance... Clearly, no "advisory" position is intended.</p> <p>5.32., lines 4-5 "...authorization to request waivers of local or state rules, policies, and state superintendent interpretations..." LSCs do not have to request to waive a state superintendent's interpretation. The law says, "That when a local school improvement council votes to waive a state superintendent's interpretation, the state superintendent need only be notified that the local council intends to waive the state superintendent's interpretation." Therefore, the sentence should more accurately read, "has authorization to request waivers of local or state rules and policies, and may vote to waive state superintendent's interpretations..."</p> <p>5.36. "Program of Study - A Curriculum..." No need for C in curriculum; use lower case c.</p> <p>5.37. "Required Basics - The knowledge and skills that are the fundamental to ... Should read "...that are fundamental to ..." drop the word "the."</p> | | |

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| 10/2/96 | Karen K. Larry WV Department of Education | <p>5.45. - "Unit of Credit - ...Credit shall also be granted for documented mastery of high school course requirements by a student prior to grade nine or for successful completion of college credit." The issue of alternative credit has to be addressed. Frequently asked questions in this arena relate to credit from correspondence schools, private tutors. Does the state want to give this decision to the local board where it has been or does the state want to make a statement?</p> <p>5.46. "Warranty -...workplace (50th percentile) or in post-secondary education (70th percentile)..." By establishing different levels of proficiency, we perpetuate the second class citizen image too frequently associated with vocational education, particularly since the workplace level is lower than post secondary education. In addition, I understand the technical manuals used by workplace entry personnel can be at year 16 level. Who is to say this does not require the higher proficiency? If we keep the 50/70 levels, we are saying students need to be average to go to work, and they need to be smart to go to college. Why would we even consider this? I really do not believe that obtaining a particular level on a norm referenced test says anything about workplace or post secondary work! If the test were criterion referenced or a performance demonstration then maybe the results would be meaningful!</p> | | |

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| 10/2/96 | Karen K. Larry WV Department of Education | 5.48. - The ; is used in this series - Is it going to ; or , ?? 5.49. - "develop personal skills and attributes..." What are these? The terms are very vague. While the other terms in the definition are somewhat broad, they are somewhat definable, not so "personal skills and attributes." | | |
| 10/3/96 | Faculty Senate Members Wharton Elementary School P. O. Box 60 Wharton, WV 25208 | 5.26. Instructional Day - That policy proposes to increase the instructional school day at all grade levels by fifteen minutes. Adults propose and approve such policy. Fifteen minutes may not appear to be a great length of time to an adult; however, to a five, six, seven, or eight year old child fifteen minutes can equate to an eternity. Our students presently begin boarding the bus at 7:30 a.m. each morning and do not arrive home until 4:30 p.m. each evening. In some schools in our county and other counties, this time is even greater. This presents a long day for a small child. Instead of increasing the instructional day, we would propose that methods are studied, developed and implemented to more efficiently use the present instructional time. For example, if schools were given the latitude to solely concentrate on basic skills and not be burdened with supplemental and social programs, there would be no need to increase the instructional day. (Con't) | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
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| 10/3/96 | Faculty Senate Members Wharton Elementary School P. O. Box 60 Wharton, WV 25208 | There have been instances where policies and programs were developed and implemented that were more attractive to secondary education. In this particular policy, we ask that you consider the developmental needs of very small children first. | | |
| 10/18/96 | David M. Bess (WV Coalition for Arts Education) Division of Music P. O. Box 6111 WVU Morgantown, WV 26506-6111 | 5.5. - The Arts - The programs of study in music, visual and performing arts, and dance. -- This definition of the arts does not conform to the definition that is used in national legislation. This statement should read: The Arts-The programs of study in dance, music, theatre, and visual art. | | |
| 10/23/96 | Denver Drake Braxton County Middle School 100 Carter Braxton Drive Sutton, WV 26601 | 5.14. - Core Academic Programs of Study - The English language arts, mathematics, science, and social studies programs of study. -- This definition of the core academic programs of study does not conform to the definition that is used in national legislation and national education reports, including "Prisoners of Time." For WV to become a viable participant in national reform efforts, Policy 2510 should include the arts among the core academic programs of study. | | |
| | | County Steering Committee doesn't guarantee the number of teachers chosen for this. Extra/Co-Curricular Activity not held during instructional day - What about field trips? Work day must be defined as 8 hour day. | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
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| 10/25/96 | Mary A. Blackshire George Washington Middle School Eleanor, WV 25070 | 5.6. - All the Middle Level Life Skills (BASE) Textbooks contain Career Awareness and does an excellent job teaching about Career Awareness. 5.21. - Include Family and Consume Sciences as an elective at the high school level. 5.26. - Instructional time must not be lengthened at the expense of a much needed short break at the middle school level. 5.42. - Industrial Technology is needed for this. | | |
| 10/25/96 | Mark Carl Fawcett Counselor - Magnolia H. S. 601 Maple Avenue New Martinsville, WV 26155 | 5.2. - We do not have sufficient staff to adequately address the intellectual needs of the students. By also addressing the career development needs we are spreading ourselves even thinner. | | |
| 10/29/96 | Carol E. Fultz, Coordinator of Vocational/Adult Education Hampshire County Brd. of Ed. 46 South High Street Romney, WV 26757 | 5.18.2. - Define "Severe" disabilities. All other special education student should be expected to achieve at high levels and should not be provided an "easy" out. 5.23. - Remove the last sentence. 5.12 & 5.22. - Extra-curricular and co-curricular needs to be defined to permit student organizations (academic and vocational) to be used as curriculum delivery (an instructional activity). Advisory programs integrating career development system goals, high schools that work goals, and student organizations, etc., need to be defined as instructional activities. | | |

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| 10/29/96 | <p>Carol E. Pultz, Coordinator of Vocational/Adult Education Hampshire County Brd. of Ed. 46 South High Street Romney, WV 26757</p> | <p>5.24. & 5.45. - Clarify if we are talking courses of study or units of credit. They mean different things. Courses are packages; credit implies mastery. 5.26. - Eliminate the 15 minutes per day increase in instructional time. Logistics is the problem (busing). 5.29. - Minimum requirements for an instructional year should be 180 x length of instructional day (state in minutes rather than days). Need clarification on 180 days particularly for systems utilizing full days for faculty senates and staff development. 5.46. - Major problem area. Warranty distinguishing between the needs to the workforce and higher education is a problem. Also, the standard of 30% at the 70th percentile implies that only 30% need to be prepared for college. (Reference Policy 2320, standards 4.14, 4.15, 4.16.) The college standard should be based on the new college entrance standard (Series 51, Leg. Rule) instead of the Stanford.</p> | | |
| 10/29/96 | <p>Kenneth D. Waddell, Director Curriculum & Instruction Barbour County Schools 105 South Railroad Street Philippi, WV 26416</p> | <p>5.22. - What are clubs for in high schools? They must be permitted. They are <u>good</u> for students.</p> | | |
| 10/31/96 | <p>Carol J. Thornton 2466 Virginia Avenue Hurricane, WV</p> | <p>5.5. The Arts - Add consumer/homemaking as a choice. 5.26. Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes.</p> | | |

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|---------------|--|--|-------------|-----------|
| 10/30/96 | Diana L. Sutherland Hurricane Middle School 518 Midland Trail Hurricane, WV 25526 | 5.5. The Arts - Add consumer/homemaking as a choice. 5.26. Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes. | | |
| 10/30/96 | Jayne Koenig Hurricane Middle School 518 Midland Trail Hurricane, WV 25526 | 5.5. The Arts - Add consumer/homemaking as a choice. 5.26. Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes. | | |
| 10/30/96 | Patic Barber 10A Cedar View Farms Fraziers Bottom, WV 25082 | 5.5. The Arts - Add consumer/homemaking as a choice. 5.26. Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes. | | |
| 10/30/96 | Ann Barber 3985 East 39 Street Nitro, WV 25143 | 5.5. The Arts - Add consumer/homemaking as a choice. 5.26. Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes. | | |
| 10/30/96 | Michael D. Barber 10A Cedar View Farms Fraziers Bottom, WV 25082 | 5.5. The Arts - Add consumer/homemaking as a choice. 5.26. Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes. | | |
| 10/30/96 | Amy Basler 1027 Jane Drive Culloden, WV 25082 | 5.5. The Arts - Add consumer/homemaking as a choice. 5.26. Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes. | | |
| 10/30/96 | April G. Mayes Tolsia High School #1 Rebel Drive Fort Gay, WV 25514 | 5.5. - The Arts - The programs of study in music, visual and performing arts, and dance. Theater/drama need to be included under "The Arts". | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|--|--|--|-------------|-----------|
| 10/30/96 | Tina Q. Tull Tolsia High School #1 Rebel Drive Fort Gay, WV 25514 | Fine Art Definition - Fine Arts should specifically include Theatre and Speech not "performing arts". | | |
| 10/30/96 | Carroll L. Staats, Superintendent Jackson County Schools P. O. Box 770 Ripley, WV 25271 | This appears to conflict with an athlete's contest scheduled after school at a time that will require the visiting team to leave before the end of the instructional day -- example--baseball. | | |
| 10/31/96 | Janice Crane Kingwood Elementary School 207 S. Price Street Kingwood, WV 26537 | 5.5. - The National Standards defines the Arts as programs of study in dance, music, theatre, and visual art. Please consider making our policy conform with the national legislation. 5.14. - The Core Academic Programs of Study is not conforming with national legislation. Please consider including the arts among the core academic programs of study. | | |
| Section VI - Program Definition | | | | |
| 10/1/96 | Jeanne Moore Coordinator, Fine Arts WV Department of Education | <p>6.4.2. and 6.4.4. - The intent of these two items is unclear:</p> <ul style="list-style-type: none"> • Since a number of electives are required for graduation, how can any substitution be made? • For which elective programs of study are the counties given permission to substitute something "less rigorous" than what the State Board has adopted? • 6.4.4. appears to grant the option for counties to ignore State Board approved instructional goals and objectives. | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|--|---|-------------|-----------|
| 10/1/96 | Jeanne Moore Coordinator, Fine Arts WV Department of Education | <ul style="list-style-type: none"> • These two items together nullify the entire purpose of WV Board of Education approval of instructional goals and objectives for all elective courses (including Algebra II, Physics, Creative Writing). Do you really mean that a county can give elective credit for a "watered-down" physics course? <p>6.4.9. - There is a discrepancy between this and Chart IV on page 18. After completion of the 22 required units plus 4 electives, the student will have completed <u>26</u> to <u>28</u> total units of credit. The number of elective courses will be <u>2</u> to <u>6</u> if the total is to remain 24 to 28 units.</p> <p>6.4.10. - Line four of this item should be corrected as follows: "permanent record for grades 9-12 shall indicate completion of the <u>level of the area of study.</u>"</p> <p>Page 17, Chart III - First footnote should read: "Choral and instrumental music <u>electives</u> must be offered beginning no later than grade six. Electives do not take the place of the required general music objectives provided for all students in grade five and six. In grades seven and eight the student may select general music or an elective in choral or instrumental music."</p> | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|--|--|-------------|-----------|
| 10/1/96 | Jeanne Moore Coordinator, Fine Arts WV Department of Education | <p>Page 18, Chart IV - Thank you for including the arts among the graduation requirements!</p> <p>Page 18, Chart IV - With 22 units required, the total electives required can only be 2 to 6, not 4 to 8.</p> <p>Page 19, Chart IV-A - English Language Arts - Spelling corrections: Theatre is the preferred spelling when referring to the subject; the alternate spelling more appropriately refers to a building. Theatre is a separate program of study, it is one of the four arts programs of study aligned with the National Standards.</p> | | |
| 10/2/96 | Karen K. Laury WV Department of Education | <p>Placement of sections of this section is confusing. 6.4.1.a,b,c,d; 6.4.; 6.4.7.; 6.4.9.; 6.4.10.; and 6.4.11 are all related to adolescent education. Putting them together would make finding them easier -- a more "user friendly" policy.</p> <p>6.4.9. "Authority for County Boards of Education to Increase Requirements" - The word "Graduation" should be inserted before "Requirements."</p> | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
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| 10/2/96 | Karen K. Larry WV Department of Education | <p>6.4.11. "County boards of education may adopt policies that allow students to earn credits for completion of college work. These units of credit may be used to meet graduation requirements." The use of "may" in this section conflicts with the wording of 5.4.5 which says, "Credit shall also be granted for documented mastery of high school course requirements by a student prior to grade nine or for successful completion of college credit." Either the credit "may" be given, as determined by the county board, or it "shall" be given. I believe students should receive credit for college course work; this is one way for schools to provide acceleration. Whether the credit may substitute for the school's required course work may be left up to the local. Whatever, the two sections cannot be in conflict.</p> <p>Chart I, II, III all use the same introductory sentence, "...mastery of the instructional objectives." I believe each sentence needs an addition for clarity -- "...mastery of the instructional objectives as outlined in State Policy 2520."</p> <p>Chart III "**This course must be taken during grade seven or eight." "Career Exploration" is not a course so cannot be referred to as such. Perhaps, "Career Exploration shall take place during grade seven or eight."</p> | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
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| 10/2/96 | Karen K. Larry WV Department of Education | <p>Chart III “****...” I suggest we designate the language as “conversational foreign language” so as not to mean a study of the grammar and language structure which is usually part of a later study. In addition, if the intent is that all students take this study, that has to be clearly stated. Perhaps, “Beginning the Fall of 2002, all seventh and eighth grade students will be required to take two years of conversational foreign language.”</p> <p>Chart IV Foreign Languages** 2 courses - This is still misplaced!! This particular chart lists requirements for graduation for all students. No reason exists to include a requirement for some students. Just eliminate it. The footnote also needs eliminated.</p> <p>Footnote* - “applied Math I and II” are names of particular courses; therefore, they need capitalized -- Applied Math I and II. Ditto Algebra I not “algebra I.”</p> <p>Footnote*** - Prior to students selecting career majors add a comma after “majors”. What are “opportunities for career decision making orientation”?? This is unclear.</p> <p>Chart IV-A - If counties are to determine electives, why do we have this list? What is this list, anyway?? Re. The courses that are required to be offered - should not this information be in Policy 2520.</p> | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
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| 10/2/96 | Karen K. Larry WV Department of Education | <p>Chart V - Footnote * should name the policy besides just giving the number.</p> <p>6.6. - Punctuation - This paragraph uses semi colons. Be consistent -- either semi colons or commas.</p> <p>6.7.2. - "These activities shall occur outside of the instructional day." - See comments under 5.22. I still do not like throwing out co-curricular activities.</p> | | |
| 10/18/96 | David M. Bess (WV Coalition for Arts Education) Division of Music P. O. Box 6111 WVU Morgantown, WV 26506-6111 | <p>6.3.1. - . . . Science, health, social studies, art, music, and physical education are woven into the schedule as students demonstrate mastery of the required basics. -- It is unclear what is meant by "woven into the schedule as students demonstrate mastery of the required basics." I am not sure what to suggest since I do not know the original intent of the writers of this statement. Certainly I believe that students must achieve skills in English Language Arts and Mathematics, but the policy should never imply that non-achievement of required goals and objectives in science, health, social studies, art, music, and physical education is acceptable for any student.</p> | | |

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|---------------|---|--|-------------|-----------|
| 10/18/96 | David M. Bess (WV Coalition for Arts Education) Division of Music P. O. Box 6111 WVU Morgantown, WV 26506-6111 | <p>Charts I and II: Teachers may not be able to schedule students on some days for instruction in the following programs of study if they require reteaching or extended instructional time in English language arts or mathematics. -- I strongly believe that this statement should be stricken from the document for two reasons: (1) the statement implies that some students may not be given the opportunity to achieve K-4 goals and objectives in programs of study other than English language arts and mathematics. As stated above, non-achievement of goals and objectives in any required program of study is not acceptable.</p> <p>(2) Certain administrators may be tempted to use this statement as a justification for limiting (or essentially eliminating) instruction in programs of study other than English language arts or mathematics.</p> <p>Chart III: *Choral and instrumental music must be offered no later than grade six. -- Thank you for maintaining this requirement! I suggest that we also maintain the flexibility of the old policy by allowing students who participate in choral or instrumental music to waive the general music requirement.</p> <p>Chart IV: Thank you for requiring one credit in the arts for graduation!</p> | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|---|--|-------------|-----------|
| 10/18/96 | David M. Boss (WV Coalition for Arts Education) Division of Music P. O. Box 6111 WVU Morgantown, WV 26506-6111 | Non-Core Electives 9-12 -- Under the arts, courses required to be offered should be indicated by asterisks as they are under mathematics, science, and social studies. Also, the chart should indicate that there are four levels of Instrumental Music (Band), Instrumental Music (Strings), and Choral Music. | | |
| 10/21/96 | Putnam County Board of Education Winfield, WV | 6.4.1. - Add students from foreign countries. | | |
| 10/23/96 | Linda Kirk P. O. Box 343 Pine Grove, WV 26149 | Chart IV - Adolescent 9-12 Mathematics - All students need to master basic mathematics first. When this happens, give them Algebra. At present, we are watering down math so much students aren't really mastering anything. It's more important students actually master basic math than for us to be able to say every student had Algebra and above and not really be able to do anything. The Arts - We'd love to include drama, debate, voice, etc., but we need staff members. Chart IV-A Core Electives - We need more staff to provide the opportunities students needs. | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|---|---|-------------|-----------|
| 10/25/96 | Mary A. Blackshire George Washington Middle School Eleanor, WV 25070 | 6.3.2. - Our present related Arts program does an excellent job providing educational opportunities to help students extend competence in basic skills, develop self understanding, self-knowledge, technological skills and experience. 6.4.6. - Career Exploration, especially in Life Skills and Industrial Technology. | | |
| 10/25/96 | Mark Carl Fawcett Counselor - Magnolia H. S. 601 Maple Avenue New Martinsville, WV 26155 | Chart IV - 2 credits of Algebra I and higher is not realistic for all students. 4 credits required in career majors will force us to reduce math and social studies from 4 to 3. | | |
| 10/29/96 | Roy P. Harper FFA Advisor The N ^o 1 Organ. of Agric. Students 401 North Main Street Moorefield, WV 26836 | I am a Agricultural Education Instructor at Moorefield High School and have a very active FFA program. While reading Policy 2510, I ran across a revision which I think, if not changed, will be devastating to my program. On page 22: 6.7. - Co-curricular and Extracurricular Activities, Item 6.7.2. - state "These activities shall occur outside of the instructional day." If this section remains, it would eliminate our FFA meetings, our FFA Petting Zoo and Food for American Program which is held at Moorefield Elementary, and other FFA activities during the instructional day. Please consider the negative results which will come from section 6.7.2. if it is implemented. | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|---|---|-------------|-----------|
| 10/29/96 | <p>Carol E. Fulz, Coordinator of Vocational/Adult Education Hampshire County Brd. of Ed. 46 South High Street Romney, WV 26757</p> | <p>6.3.1. - The reference to Pre K-4 needs to be consistent through the policy. Don't eliminate the Pre.</p> <p>6.4.9. - Clarify that the local systems must require 4 credits less than the total available for graduation.</p> <p>Chart I and II - Career awareness equal billing with other offerings.</p> <p>Chart III - Career exploration needs to be specified as either a separate or integrated. Is it annually or in grades 7 or 8? The terminology for the career guidance needs to be specified as: Career Development -- Awareness (Pre K-4) Career Development -- Exploration (5-8) Career Development -- Decision Making (9-10) Career Development -- Preparation (11-Adult)</p> <p>Developmental guidance should be specified separately from career development.</p> <p>Chart III prohibits block scheduling in the middle school by requiring social studies and science on a daily basis. This is not an issue with language arts and math which should be taught daily.</p> <p>Chart IV - Course designations of I, II, III, and IV should be used instead of 9, 10, 11, etc.</p> | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|--|---|-------------|-----------|
| 10/29/96 | <p>Carol E. Fultz, Coordinator of Vocational/Adult Education Hampshire County Brd. of Ed. 46 South High Street Romney, WV 26757</p> | <p>Foreign language should be required based on the career major rather than for all students. Foreign language needs to be on the non-core electives chart. Offering foreign language at the middle school level needs to be optional rather than required to be offered. The footnote for work-based experiences should be changed to reflect grades 9-12 instead of just 11-12. Remove all of the *. Courses offered will be those needed and recommended for programs of study and career majors of students. Chart IV-A - The approved elective lists are too restrictive. Available offerings need to be dictated by the "majors". Remove the * and leave the lists open or provide a procedure to have list added to or modified based on local input. Page 16, Policy 2420, should be included in Policy 2510. The inclusion of algebra/geometry preparation and algebra support on Chart IV-A is unacceptable. These courses cannot count for graduation.</p> | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|--|--|-------------|-----------|
| 10/29/96 | Lincoln County Schools 10 Marland Avenue Hamlin, WV 25523 | Chart III - Middle Childhood 5-8 - We request an exception be made on this chart for schools who have students in Grades 5-8 on a block schedule to allow science & social studies to be taught only 1 term rather than daily. At 90 minutes per class period, students would still receive as much instruction in one term as they would in a 7 period schedule with daily social studies and science classes. | | |
| 10/29/96 | Kenneth D. Waddell Director Curriculum & Instruction Barbour County Schools 105 South Railroad Street Philippi, WV 26416 | <p>Chart I and Chart II - These divisions are not needed. Grades 3-4 need to address the same priorities of Chart I. Social Studies and Science should be moved down as in Chart I.</p> <p>Chart III - The Foreign Language requirement is unnecessary. It would place hardships on the LEA in obtaining certified teachers.</p> <p>6.7.2. - All co-curricular and extra-curricular activities should <u>not</u> have to be after school hours. Clubs and other worthwhile activities should be held during school hours in rural, isolated, in 100% transported counties and schools.</p> | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|---|---|-------------|-----------|
| 10/29/96 | Robert Knotts FFA Advisor Mineral Co. Voc. Tech. Ctr. 600 Harley O. Staggers Sr. Drive Keyser, WV 26726 | <p>I wish to address Section 6.7 Co-curricular and Extracurricular Activities, item 6.7.2. states, "These activities shall occur outside the instructional day." I recommend the wording of item 6.7.2. be changed so all students may have the opportunity to be successful in youth organizations which provide leadership and educational skills. Item 6.7.2. should state, "These activities may occur inside the instructional day." Reasons be inclusion of co-curricular and extracurricular activities during the instructional day are:</p> <ol style="list-style-type: none"> 1. Requiring the activities to occur outside the instructional day limits the number of students who may participate. 2. FFA chapter meetings provide instructional learning by applied use of parliamentary procedure, public speaking skills and disciplined learning activities. 3. Many co-curricular and extracurricular activities are a direct extension of classroom learning. 4. Across the state the consolidation of schools, increased travel time on buses, block scheduling, etc., have already limited student participation in many co-curricular and extracurricular activities. 5. To be equitable for all students, these activities such as youth organization meetings during the instructional day is needed to insure the success of students. The consideration of these recommendations is strongly encouraged. | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|--|--|-------------|-----------|
| 10/31/96 | Carol J. Thornton 2466 Virginia Avenue Hurricane, WV | 6.3.2. - Include Consumer/Homemaking and Technology Skills. 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when & why. 6.7.2. - Extra Curricular Act - School allowed to bank time for activities on school time. | | |
| 10/30/96 | Diana L. Sutherland Hurricane Middle School 518 Midland Trail Hurricane, WV 25526 | 6.3.2. - Include Consumer/Homemaking and Technology Skills. 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when & why. 6.7.2. - Extra Curricular Act - School allowed to bank time for activities on school time. | | |
| 10/30/96 | Jayne Koenig Hurricane Middle School 518 Midland Trail Hurricane, WV 25526 | 6.3.2. - Include Consumer/Homemaking and Technology Skills. 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when & why. 6.7.2. - Extra Curricular Act - School allowed to bank time for activities on school time. | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|--|--|-------------|-----------|
| 10/30/96 | Pattie Barber 10A Cedar View Farms Fraziers Bottom, WV 25082 | 6.3.2. - Include Consumer/Homemaking and Technology Skills. 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when & why. 6.7.2. - Extra Curricular Act - School allowed to bank time for activities on school time. | | |
| 10/30/96 | Ann Barber 3985 East 39 Street Nitro, WV 25143 | 6.3.2. - Include Consumer/Homemaking and Technology Skills. 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when & why. 6.7.2. - Extra Curricular Act - School allowed to bank time for activities on school time. | | |
| 10/30/96 | Michael D. Barber 10A Cedar View Farms Fraziers Bottom, WV 25082 | 6.3.2. - Include Consumer/Homemaking and Technology Skills. 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when & why. 6.7.2. - Extra Curricular Act - School allowed to bank time for activities on school time. | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|--|---|-------------|-----------|
| 10/30/96 | Amy Basler 1027 Jane Drive Culloden, WV 25082 | 6.3.2. - Include Consumer/Homemaking and Technology Skills. 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when & why. 6.7.2. - Extra Curricular Act - School allowed to bank time for activities on school time. | | |
| 10/30/96 | Tina Q. Tutt Tolsia High School #1 Rebel Drive Fort Gay, WV 25514 | English Language Arts - Theatre, Drama, Speech and film are fine arts not English. | | |
| 10/30/96 | Carroll L. Steats, Superintendent Jackson County Schools P. O. Box 770 Ripley, WV 25271 | 6.4.1. a and b - Transfer Students - The appeals should be to the school principal or county superintendent of both of whom should be given the authority to waive the requirement. 6.4.1. - Programs of Study - The requirement that social studies and science be taught daily in grades 3 and 4 detracts from the focus of emphasizing the teaching of basic skills in Early Childhood Education. 6.4.2. - Graduation Requirements - The increase in graduation requirements to 24-28 units including three units in high level math is going to create conditions that will increase student dropout rates to a much higher percentage. | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|---|---|-------------|-----------|
| 10/31/96 | Janice Crane Kingwood Elementary School 207 S. Price Street Kingwood, WV 26537 | <p>6.3.1. - Music and other disciplines should be "WOVEN" into the schedule . . .</p> <p>Please consider a different choice of words, then the reader will know the intent of the writers of this proposal. There are required goals and objectives in music!</p> <p>Chart I and II - Eliminate "Teacher may not be able to schedule . . . in English Language Arts or Mathematics." Are you suggesting that only in English Language Arts and Mathematics will students achieve K-4 goals? A clarification would eliminate the possibility that administrators my eliminate all programs except English and Math.</p> <p>Chart III - Please consider Choral and instrumental music offered beginning in fifth grade.</p> <p>Chart IV - Good! One credit in the arts for graduation. Thank you!</p> <p>Non-Core Electives 9-12 - Please differentiate the arts requirements from math, science, and social studies. Please indicated four levels of Instrumental Music: Band, Strings, Choral need clarified.</p> | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------------------------------|--|--|-------------|-----------|
| Section VII - Program Delivery | | | | |
| 10/2/96 | Karen K. Larry WV Department of Education | <p>7.2.1. - "Ensure that all students ages 6-16 are attending public schools or are exempted from compulsory school attendance under..." - Make sure this is consistent with 6.6.5, which addresses students over 16 who are enrolled in school. The law requires that enrolled students over 216 also attend.</p> <p>7.2.7, line 3 "...students and other..." - Add a comma after "students."</p> <p>7.2.8.f, "...mentors and supervisors..." - Add a comma after "mentors,"</p> <p>7.2.9.a. "...social and emotional..." - Add a comma after "social,"</p> <p>7.2.9.d. "... before, after or during..." - Add a comma after "after."</p> <p>7.2.9.w. "...faculty senate and school..." - Add a comma after "senate."</p> <p>7.2.11. minimum instructional time - See comments for 5.26.</p> <p>7.3.1. "...assessment and staff..." - Add a comma after "assessment."</p> <p>7.3.2.b. "...commenting upon and..." - Add a comma after "upon."</p> | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|--|--|-------------|-----------|
| 10/2/96 | Karen K. Larry WV Department of Education | <p>7.3.2.e. "...peers and qualified..." - Add a comma after "peers."</p> <p>7.4. the outline format is incorrect - When outlining, numbers and letters alternate. The policy at this point has numbers, letters, letters. I think the computer program will correct if given the correct command.</p> <p>7.4.b.(b) "...team and local ..." - Add a comma after "team."</p> <p>7.4.b.(f) "...technology team and local..." - Add a comma after "team."</p> <p>7.4.2. - The outline format is incorrect - See comment at 7.4.</p> <p>7.4.C. "...specified on their certificate." - "certificate" should be plural.</p> <p>7.4.b.C "...to promote program articulation" - Does this practice promote "program articulation" or "program consistency"?</p> <p>7.4.3.a.A. "...of instructional materials" - Whether it's decided to use ; or , one of those marks is needed after "materials."</p> <p>Looks like all of 7. has outline format problems - Correct the problem.</p> | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|--|--|-------------|-----------|
| 10/2/96 | Karen K. Larry WV Department of Education | 7.6.5. "...teachers, parents and ..." - Add a comma after "parents." | | |
| 10/4/96 | Lawrence Hitt, Principal Shepherdstown Elementary 410 South Church Street Shepherdstown, WV 25443 | 7.2.11. - Instructional Day - It is my opinion, that we do not need to add time to the length of the day. It is quite long now for our five and six year olds. More time would not be beneficial. We need to let teachers teach during our current day and eliminate the "add ons" of curriculum demands, etc. We continually ask them to do more and more without removing anything. Dr. Fenwick English states that "The bomb is already bigger than the plane." Adding time to a day won't help. Some schools had to add time during years in which inclement weather caused many closings. Some added time voluntarily. We don't need a mandated addition of time. I have voiced my concerns to Mrs. Sheila Hamilton, too. | | |
| 10/7/96 | Jane M. Lewis Gloria Riggs Rhonda Mannor Carla Hager Genoa Elementary School Route 1, Box 10 Genoa, WV 25517 | Requesting reconsideration of Senate Bill 2510. As educators, we fear our students will suffer from the repercussions of this law. Our students load their buses as early as 6:45 a.m. each day. Many times these same students do not return home until after 4:15 p.m. These students already have an extremely long school day. Senate Bill 2510 is out of touch with reality. How can our students learn if they are exhausted? We invite any Senator to visit our school, witness first hand our daily schedule, and to hear further comments concerning Senate Bill 2510. | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|--|---|-------------|-----------|
| 10/21/96 | Mrs. Connie Schiffbauer 106 Willow Way Fairmont, WV 26554 | 7.4.3. - Support Staffing B - Implementing this policy will not be in the best interest of West Virginia kindergartners. The children need an aide in kindergarten to provide the extra assistance and attention that will enable them to be successful in school! | | |
| 10/21/96 | Linda Poling 1899 Ryan Road Fairmont, WV 26554-9268 | 7.4.3. - Support Staffing-B - I feel students will suffer greatly without the assistance of a full time kindergarten aide. Hire full time for First Grade and really help all the kids. | | |
| 10/21/96 | Genevieve Daniel Blackshere Elementary 206 Locust Street Mannington, WV 26582 | 7.4.3. - Support Staffing B - As an Aide in the kindergarten classroom with 23 students I feel that if the principal assigns me for any amount of time outside the kindergarten room, that it would be detrimental to the success of the kindergarten program. Outside of the thirty minute duty free lunch, I am in the classroom. | | |
| 10/21/96 | Donna L. Leeson Blackshere Elementary 201 4th Avenue Mannington, WV 26582 | 7.4.3. - Support Staffing B - As a Kindergarten Aide, I urge you to rethink taking Aides out of the classroom and using them elsewhere in the building. We agree 1st and 2nd grade could use Aides, but not ones from Kindergarten. If a 6 or 7 year old needs help then surely a 5 year old must need an Aide even more. As an aide, I assist the classroom teacher, the specialists and also physical needs such as lunch room duty with the children. Less time in the Kindergarten classroom would be detrimental to the success of the kindergarten programs. Please add to the success not take away. | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|---|---|-------------|-----------|
| 10/22/96 | Lynette Swiger Route 6, Box 345 Fairmont, WV 26554 | 7.4.3. - Support Staffing B - I do not support this proposal - kindergarten aides are needed by kindergarten teachers for the total day. | | |
| 10/22/96 | Janet Zirkle Route 1, Box 451 Lumberport, WV 26386 | 7.4.3. - Support Staffing B - While aides would certainly be beneficial in 1st and 2nd grade, this should not be implemented at the expense of kindergarten. These young children need full-time support. | | |
| 10/22/96 | Diana Garlow, Kindergarten Aide 306 East Main Street Mannington, WV 26582 | 7.4.3. - Support Staffing B - As an aide in the kindergarten classroom, I feel that if the principal assigned me for any amount of time outside of the kindergarten room, it would be very detrimental to the success of the kindergarten program and also to the students. Outside of the thirty minutes duty free lunch, I am in the classroom working with the children and assisting the teacher. I take the students to each of the specialists and assist there; I also assist the students at lunch. The teacher and I feel that my full time presence is very vital in her classroom. | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|--|---|-------------|-----------|
| 10/23/96 | Carolyn S. Markley Kindergarten Aide 77-Blackshe Drive Mannington, WV 26582 | 7.4.3. - Support Staffing B - As an aide in a kindergarten classroom, I feel that if a principal assigns me for any amount of time outside the kindergarten class that it would be detrimental to the success of the kindergarten program and directly to the students. Other than thirty minutes of duty free lunch I am working with the students or taking them to lunch and having lunch duty with them. I go with them to the Specialists and assist the specialist while our class are there. The teacher I assist feels my presence is needed full time in the kindergarten classroom. | | |
| 10/23/96 | Janet Hylton Jayenne Elementary School 1504 Country Club Fairmont, WV | 7.4.3. - Support Staffing B - We do not agree with losing our aide 50% of the time at the principal's discretion. We desperately need our aide 100% of the time. We now have to operate 1 hour without them and it is dangerous and difficult and not safe. It would be hard to achieve consistency with any one teacher or especially the kindergarten program. | | |
| 10/23/96 | Linda Kirk P. O. Box 343 Pine Grove, WV 26149 | 7.2.8. - Are simulations really work-based experiences? Who will an employer hire? One with a simulated experience or real experience? Where will money come from to finance all this? | | |
| 10/23/96 | Denver Drake Braxton County Middle School 100 Carter Braxton Drive Sutton, WV 26601 | Career Exploration, Developmental Guidance, Foreign Language - Who teaches each of these programs of study if you have no certified at the school level? | | |

| Date Received | Individual/Organization | Comment | Action/Type | Rationale |
|---------------|---|---|-------------|-----------|
| 10/23/96 | Cathy Rogers, Teacher Jayenne Elementary 1504 Country Club Road Fairmont, WV 26554 | 7.4.3. Support Staffing B - This would be a step backwards in education. Without full-time aides, children will not be ready for 1st grade. This policy seems to contradict the proposed goals and objectives for K. | | |
| 10/23/96 | Paula Wiley 1204 College Park Fairmont, WV 26554 | 7.4.3. Support Staffing B - I strongly oppose taking kindergarten aides out of their classrooms at all. | | |
| 10/24/96 | Joyce L. Evans Monongah Elementary 543 Pike Avenue Monongah, WV 26554 | 7.4.3. Support Staffing B - Aides are vital to the kindergarten program. With inclusion and the dysfunctional family unit, children need more help to prepare for first grade. I have taught 1st grade! First and second graders could benefit from aide instruction but not at the expense of the five year old who is building a foundation for the next 15 years (hopefully) of growth intellectually, emotionally and physically. | | |
| 10/25/96 | Louise Hayhurst 1st Grade Teacher 10 Bel Manor Drive Fairmont, WV 26554 | 7.4.3. Support Staffing B. - I would be overjoyed to have an aide but would not want to take one away from our kindergarten teacher. I feel it would take away from the quality of education in kindergarten thereby affecting their abilities at the beginning of 1st grade. All day kindergarten last year made my beginning school this year the easiest it has ever been. Thank you! | | |

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|---------------|---|--|-------------|-----------|
| 10/23/96 | Paula Dolog 1579 Mary Lou Retton Drive Fairmont, WV 26554 | 7.4.3. Support Staffing B - As a kindergarten teacher, I feel that the Aide is the cement in a child's education foundation. She provides support both physically and with materials used in the student's education. Removing these supports may cause serious damage to the child and his educational program. Great strides have been made using technology, but the basic needs must be met in kindergarten. Students will not be as ready for 1st grade. This only looks at the child think about think about the staff and how it would work. Spreading people to thin could cause major problems. | | |
| 10/23/96 | Patricia Lynn Rider ECE, Jayenne Elementary 1504 Country Club Fairmont, WV 26554 | 7.4.3. Support Staffing B - We do not agree with losing our Aide 50% of the time at the principal's discretion. We desperately need our Aide 100% of the time. We now have to operate 1 hour without them and it is dangerous, difficult and not safe. It would be hard to achieve consistency with any one teacher or especially the kindergarten program. | | |

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| 10/23/96 | Blackshire Elementary (Theresa Michael, Diane Evans, Judy Evans, Tracy Rogers, Carolyn Mackley, Diana Garlow, William Carpenter, Donna Leeson, and Geneviene Daniel) 77 Blackshere Drive Mannington, WV 26582 | 7.4.3. Support Staffing B - As the kindergarten staff we feel that the removal of our aides for any amount of time from our classroom will be detrimental to the success of our children. The children at this age need as much one-on-one, and small group instruction as possible. We understand that first and second grade teachers need help, but not at the expense of our children. You are only looking at dollar signs. Additional staffing of first and second grade aides should be proposed rather than reducing the time spend by aides in the kindergarten rooms. | | |
| 10/25/96 | Mark Carl Fawcett Counselor - Magnolia H. S. 601 Maple Avenue New Martinsville, WV 26155 | Who is going to develop the worked based learning sites? Who is going to coordinate and supervise the student placements? | | |
| 10/29/96 | Tina L. Potoczny Route 1, Box 151 Farmington, WV 26571 | 7.4.3. Support Staffing B - Especially the kindergarten classes need full time aides. A teacher alone can not possibly handle a class of kindergarten kids. Aides for first grade classes need to be hired. | | |
| 10/29/96 | Carol E. Fultz, Coordinator of Vocational/Adult Education Hampshire County Brd. of Ed. 46 South High Street Romney, WV 26757 | 7.2.4. - If required, this could constitute an unfunded mandate. 7.2.11. - Eliminate 15 minute increases. 7.4.2. - Change work process skills to process workplace skills. | | |

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| 10/29/96 | Kenneth D. Waddell Director Curriculum & Instruction Barbour County Schools 105 South Railroad Street Philippi, WV 26416 | 7.2.2 - At the end of grade 4 for all students to be on grade level is unrealistic. Review normal curves and determine a realistic percentage of students. | | |
| 10/30/96 | Judy Evans Route 9, Box 265 Fairmont, WV 26554 | 7.4.3. Support Staffing B - I feel that the removal of my aide for any part of the day will be detrimental to the success of these children. We do a lot of individualized instruction and small group instruction at this age level and the lack of a full-time aide will hinder the learning of my children. If at all possible think of the effect this will have on all 5 year old children. | | |
| 10/30/96 | Carroll L. Staats, Superintendent Jackson County Schools P. O. Box 770 Ripley, WV 25271 | 7.2.11. - Instructional Day - The increase in the minimum instructional day will create problems in trying to schedule buses to serve several different schools. It will create situations where students will leave home at 6:00 a.m. 7.2.4. Extended Day - School principals or counties will need additional funding for personnel. Rescheduling staff in an elementary school to provide extended day programs is next to impossible. | | |

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| 10/30/96 | <p>Romney Elementary School Faculty Senate - (Linda L. Shriver, President; Nancy L. Davis, K. Teacher; Ella Sue Voit, K. Aide; E. Smallwood, K. Teacher; Linda Weaver, K. Aide; Karina N. Gray, K. Teacher; Desiree Myers, K. Teacher; Loretta Snyder, K. Aide; Joanna Bennett, Para-Professional- Pre-School; Julie Crawford, Teacher; Marcia Hinkle; Joy Rice; Melissa Clark; Susan Brandon; Patricia A. Bosley; Eloise Y. Liller; Bonita Wilcox, Guidance Counselor; Jean Kesner, Teacher; Julie R. Wolford, Teacher; Jo Reece, Teacher; Angel Kraus, Teacher; Barbara Stein, Teacher; Linda Prah; Shirley Dodson; Sallie See; Linda Nixon; Andrea Kerns; Elizabeth Parsons; Kimberly McGregor; Delores Delander; and Michelle Cunningham 45 School Street Romney, WV 26757</p> | <p>7.4.3.B. - This section of the Policy reads "Kindergarten teachers have one aide if the class enrollment exceeds 10 students. If deemed appropriate by the principal, up to fifty percent of the aide's time may be allocated for instructional assistance in grades 1 and 2. (Effective Fall 1997)" It is our contention that kindergarten teachers need the assistance of an aide at all times to provide quality education and a safe environment for kindergarten students. Robbing from kindergarten to provide needed services to first and second grade is not an acceptable solution. This regulation implies, in fact, that kindergarten teachers who have 20 or more students should have two aides, much less have the one aide they now have, pulled for any amount of time. We ask that, in the interest of healthy schools for all students, teachers, and aides concerned, this section of the policy be deleted.</p> | | |

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| 10/30/96 | <p>Julene S. Carrington Kindergarten Aide Switchback Elementary School Drawer E Maybeury, WV 24861</p> | <p>7.4.3.B. - I strongly disagree with this item and I am convinced that if it is implemented as stated the kindergarten program will suffer tremendously. If the kindergarten program suffers, the quality of education will decline. I have worked for 14+ years as a kindergarten aide and although I strive to work conscientiously, quite often I have ended a typical work day wishing that I could do more to enhance student learning - but the element of time always enters the picture. How, then, could I effectively contribute to accomplishing the goals and objective outlined in our School's Improvement Plan and in Policy 2510, namely, to ensure that all students leave kindergarten ready for first grade thereby assuring the quality of education, if that time is cut 50%? Please reconsider this proposal.</p> | | |
| 10/31/96 | <p>Cynthia Keeling 34 Hallen Circle Fairmont, WV 26554</p> | <p>7.4.3. Support Staffing B - I do not support the Policy 2510 - Program Delivery 7.4.3. I feel that is it necessary for the kindergarten teacher to have an aide all day to develop skills and prepare for first grade.</p> | | |

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| 10/31/96 | Kathleen A. Kirk Box 165 Coalwood, WV 24824 | 7.4.3. - Support Staffing B - My aide is very important to the smooth running of my classroom. An aide is needed 100% of the time for supervision of my 5 year olds. I have been a kindergarten teacher for 15 years. My aides have been an important part of my program, especially since we have introduced computers in our classrooms. Five years olds require close supervision which one adult is often unable to provide. | | |
| 10/31/96 | Marlene Datson Panther Elementary School Box 226, Route 3 Panther, WV 24872 | I feel that if aides are needed anywhere or in any grade, it is in kindergarten. If we have to have 23 in a room we definitely need help, also. If we give the kindergarten students a good start the 1st and 2nd grade will not need as much help. With integrated learning and learning centers to do, aides are a very valuable tool. Keep aides in kindergarten, please all day, not a few hours. | | |

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| Section VIII - Program Accountabilities | | | | |
| 10/2/96 | Karen K. Larry WV Department of Education | <p>8.2.5. "A diploma is provided ..." - The wording needs reworked to reflect what is more accurate. "A <u>standard diploma</u> is provided...standard graduation requirements. <u>A modified diploma is provided every student who has completed modified graduation requirements.</u></p> <p>8.2.6. RE the listing of component parts of the Certificate of Proficiency - After the current a. add a new b. <u>WV's required level of proficiency for obtaining a warranty.</u></p> <p>Eliminate section I.</p> <p>Add a new piece of information-- <u>1. Results of Work Keys Test (for work place readiness skill performance).</u></p> <p>8.2.7. and 8.2.9. RE warranty levels - Sec comments on 5.4.6.</p> <p>8.3.1.b. "... processing a specific ..." Eliminate "d."</p> <p>8.4.1 a. "...team and school curriculum team." - Add a comma after "team."</p> | | |

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| 10/21/96 | Bill Raglin Kanawha County Schools 1520 Pinewood Park Dunbar, WV 25064 | Section 8.2.7 - 8.2.8 - 50th percentile for those entering the workforce is too broad. Some assessment of the knowledge, skills, and ability required by occupation code or cluster should be the basis for establishing the percentile. It seems like some assessment was done in order to establish the 70th percentile for college. How about the same approach for workforce entry requirement? | | |
| 10/23/96 | George M. Keency WVDOH 210 Jamestown Road Nitro, WV 25143 | Core Programs - Chart III Middle Childhood 5-8 - Add: (taught each year) *Industrial Technology *Consumer/Homemaking (Life Skills) Retain: (taught daily) *Social Studies *Science | | |
| 10/23/96 | Linda Kirk P. O. Box 343 Pine Grove, WV 26149 | a. - Basic skills? Is that what's on the test we use? Which tests will determine levels of proficiency? I. - What are the basic skill areas? What will be measured? How? | | |
| 10/23/96 | Denver Drake Braxton County Middle School 100 Carter Braxton Drive Sutton, WV 26601 | Certificate of Proficiency - Who's going to enter all this information into the records/files? No provisions here for exceptions if child has been ill or there have been personal extenuating circumstances. | | |

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| 10/25/96 | Mary A. Blackshire George Washington Middle School Eleanor, WV 25070 | Core Programs - Chart III Middle Childhood 5-8 - Add: (taught each year) * Industrial Technology * Consumer/HOMEMAKING (Life Skills) Retain: (taught daily) * Social Studies * Science | | |
| 10/25/96 | Mark Carl Fawcett Counselor - Magnolia H. S. 601 Maple Avenue New Martinsville, WV 26155 | 8.2.1. - What are "high stakes purposes"? 8.2.6. - All of this information should be printed out by WVEIS system but is not currently. | | |
| 10/29/96 | Carol F. Fulz, Coordinator of Vocational/Adult Education Hampshire County Brd. of Ed. 46 South High Street Romney, WV 26757 | 8.2.6. - Revise the contents of the Certificate of Proficiency to reflect the results expected of schooling including various forms of credentials and mastery of content. Completion of a program of study needs to be tied to receiving a Certificate of Proficiency. 8.2.8. - State students below 50th percentile are to be placed in skill improvement program. Counties need to have flexibility in the delivery model for skill improvement sessions. 8.2.7. & 8.2.9. - Same warranty issues addressed earlier. 8.2.10. - Change effective date to the year 2000. 8.3.1(A) - Change effective date to the year 2000. 8.3.1. - Needs to reflect working with partnerships and information obtained. 8.3.2. - Change section designation from 8.1.C. to 7.2.7. | | |

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| 10/29/96 | Kenneth D. Waddell Director Curriculum & Instruction Barbour County Schools 105 South Railroad Street Philippi, WV 26416 | 8.2.9. - 70th percentile is unrealistic. Average 50th percentile is preferred. | | |
| 10/30/96 | Carol J. Thornton 2466 Virginia Avenue Hurricane, WV | Core Programs - Chart III Middle Childhood 5-8 - Add taught each year Industrial Technology Consumer/Homemaking. Go hand in hand with school to work. Retain (taught daily) Social Studies and Science. | | |
| 10/30/96 | Diana L. Sutherland Hurricane Middle School 518 Midland Trail Hurricane, WV 25526 | Core Programs - Chart III Middle Childhood 5-8 - Add taught each year Industrial Technology Consumer/Homemaking. Go hand in hand with school to work. Retain (taught daily) Social Studies and Science. | | |
| 10/30/96 | Jayne Koenig Hurricane Middle School 518 Midland Trail Hurricane, WV 25526 | Core Programs - Chart III Middle Childhood 5-8 - Add taught each year Industrial Technology Consumer/Homemaking. Go hand in hand with school to work. Retain (taught daily) Social Studies and Science. | | |
| 10/30/96 | Pattie Barber 10A Cedar View Farms Fraziers Bottom, WV 25082 | Core Programs - Chart III Middle Childhood 5-8 - Add taught each year Industrial Technology Consumer/Homemaking. Go hand in hand with school to work. Retain (taught daily) Social Studies and Science. | | |
| 10/30/96 | Ann Barber 3985 East 39 Street Nitro, WV 25143 | Core Programs - Chart III Middle Childhood 5-8 - Add taught each year Industrial Technology Consumer/Homemaking. Go hand in hand with school to work. Retain (taught daily) Social Studies and Science. | | |

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|---|--|---|-------------|-----------|
| 10/30/96 | Michael D. Barber 10A Cedar View Farms Traziers Bottom, WV 25082 | Core Programs - Chart III Middle Childhood 5-8 - Add taught each year Industrial Technology Consumer/Homemaking. Go hand in hand with school to work. Retain (taught daily) Social Studies and Science. | | |
| 10/30/96 | Amy Basler 1027 Jane Drive Culloden, WV 25082 | Core Programs - Chart III Middle Childhood 5-8 - Add taught each year Industrial Technology Consumer/Homemaking. Go hand in hand with school to work. Retain (taught daily) Social Studies and Science. | | |
| 10/30/96 | Carroll L. Staats, Superintendent Jackson County Schools P. O. Box 770 Ripley, WV 25271 | 8.2.8. Skill Improvement Program - This reasoning is that we have no students who will achieve at a lower rate than the average student throughout the country. Is this reasonable? | | |
| Section IX - Optional Delivery Systems | | | | |
| 10/23/96 | George M. Keeney WVDOH 210 Jamestown Road Nitro, WV 25143 | Career Exploration - Allow to be integrated or separate course. | | |
| 10/23/96 | Denver Drake Braxton County Middle School 100 Carter Braxton Drive Sulton, WV 26601 | Core/AP Classes - Students only receive AP credit if they take AP exam - Who will be paying for these . . . school, county, state, individual? | | |
| 10/25/96 | Mary A. Blackshire George Washington Middle School Lileanor, WV 25070 | Career Exploration - Allow to be integrated or separate course. 9.3.6.a. - Day Care Centers could be part of the family and consumer science classroom work-based experience units. | | |

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| 10/25/96 | Mark Carl Fawcett Counselor - Magnolia H. S. 601 Maple Avenue New Martinsville, WV 26155 | How do you run an alternative education program for a county 5,000 students with \$21,000 per year? Wetzel County allotment for 96-97. | | |
| 10/30/96 | Carol J. Thornton 2466 Virginia Avenue Hurricane, WV | Career Exploration - Allow to be integrated or separate course. | | |
| 10/30/96 | Diana L. Sutherland Hurricane Middle School 518 Midland Trail Hurricane, WV 25526 | Career Exploration - Allow to be integrated or separate course. | | |
| 10/30/96 | Jayne Koenig Hurricane Middle School 518 Midland Trail Hurricane, WV 25526 | Career Exploration - Allow to be integrated or separate course. | | |
| 10/30/96 | Pattie Barber 10A Cedar View Farms Fraziers Bottom, WV 25082 | Career Exploration - Allow to be integrated or separate course. | | |
| 10/30/96 | Ann Barber 3985 East 39 Street Nitro, WV 25143 | Career Exploration - Allow to be integrated or separate course. | | |
| 10/30/96 | Michael D. Barber 10A Cedar View Farms Fraziers Bottom, WV 25082 | Career Exploration - Allow to be integrated or separate course. | | |
| 10/30/96 | Amy Basler 1027 Jane Drive Culloden, WV 25082 | Career Exploration - Allow to be integrated or separate course. | | |

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|----------------------------|--|--|-------------|-----------|
| Additional Comments | | | | |
| 10/21/96 | Mrs. Connie Schiffbauer 106 Willow Way Fairmont, WV 26554 | With the added emphasis on learning outcomes and with the inclusion of special needs students in kindergarten, aides are needed more now, not less! | | |
| 10/21/96 | Linda Poling 1899 Ryan Road Fairmont, WV 26554-9268 | How often do the people making these policies actually spend time in the classroom situation, if they did they would know the value of an Aide in a kindergarten class all day and give first grade an all day Aide. | | |
| 10/21/96 | Genevieve Daniel Blackshere Elementary 206 Locust Street Mannington, WV 26582 | Working with the students and assisting the teacher, I take the students to P.E., Art, Music, and media and assist each specialist while the students are in that particular class. I also take the students to lunch and have lunch duty with the students. The teacher I work with feels that my full-time presence is vital in a classroom with 23 students. | | |
| 10/23/96 | Margaret Persinger Kindergarten Teacher Hinton Arca Elementary School 121 Park Avenue Hinton, WV | Policy 2510 - Under Kindergarten English Language Arts - Reading comprehension section K. 24 - recognize sound-letter correspondence including beginning consonants, two-letter consonant blends, and two-letter consonant digraphs - all in initial word positions. The highlighted part above is a developmental thing and a kindergarten age child should not be expected to know this when developmentally he cannot make these sounds yet. (Some children can but some cannot.) (Con't) | | |

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| 10/23/96 | Margaret Persinger Kindergarten Teacher Hinton Arca Elementary School 121 Park Avenue Hinton, WV | Also <u>under Kindergarten Math K.1. Count forward to 100 with and without objects.</u> Overall I think too much is being expected of kindergarten students not taking into consideration whether some of these objectives are developmentally appropriate. | | |
| 10/23/96 | George M. Keeney WVDOH 210 Jamestown Road Nitro, WV 25143 | I have witnessed first hand the importance of these classes especially the Industrial Technology Class and believe that the children of Putnam County need these options. | | |
| 10/23/96 | Paula Wiley 1204 College Park Fairmont, WV 26554 | Also opposed to not mandating Media Specialists or not mentioning Media (Library) as a class. The Media Center should be staffed with a Professional holding a Library Science Degree and she should teach classes. | | |
| 10/25/96 | Mary A. Blackshire George Washington Middle School Eleanor, WV 25070 | Educators need to train students for the work of world but not at the expense of eliminating classes that will help them in personal and family living. How will the future citizens learn to participate as responsible productive people without the skills that we family and consumer science teachers are teaching? Please think about the child abuse, teen pregnancy rate and divorce rate at the present time. | | |
| 10/25/96 | Mark Carl Fawcett Counselor - Magnolia H. S. 601 Maple Avenue New Martinsville, WV 26155 | I do not feel the expectations of students or schools expressed in this policy are realistic. The staff time and energy spent trying to understand and meet these requirements, which change annually, greatly reduces the resources available to work with students. | | |

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|---------------|--|--|-------------|-----------|
| 10/28/96 | William A. Toussaint WV Department of Education Building 6, Room 362 Charleston, WV 25305 | Instead of omitting definition of the standard work day, I think that it not only should be defined but that it should become a rule, for our interpretation of it as a rule has been very helpful to teachers for more than two decades. | | |
| 10/29/96 | Kenneth D. Waddell Director Curriculum & Instruction Barbour County Schools 105 South Railroad Street Philippi, WV 26416 | I am surprised at the lack of understanding of norm-reference tests and the data obtained from such. Several items above the (given) percentile are hard to achieve. What is wrong with average achievement for most students? This is where norm-referenced tests indicate they are. Where is the budget document? Will the state provide funding for the massive changes? This document discriminates against the small, rural county. | | |
| 10/30/96 | April G. Mayes Tolsia High School #1 Rebel Drive Fort Gay, WV 25514 | Chart II - Early Childhood 3-4 - Art and Music need to be taught as separate programs by teachers certified in those areas. | | |
| 10/30/96 | Tina Q. Tut Tolsia High School #1 Rebel Drive Fort Gay, WV 25514 | All fine arts classes should be taught by teachers, certified teachers in Music, Art, Theatre and Speech Communication. These classes are too often taught by teachers not certified in these areas. | | |