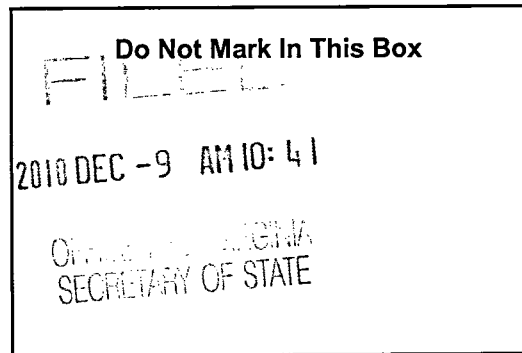


WEST VIRGINIA
SECRETARY OF STATE

NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

Form #5



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. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-2A-1

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

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 X NO _____

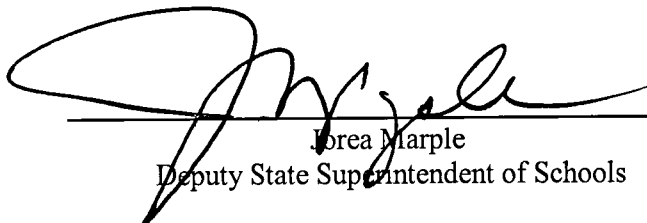
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 35

TITLE OF RULE BEING AMENDED: Groupings for Adoption of Instructional Resources for
Early Childhood Education, Middle Childhood Education and Adolescent Education (2445.40)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS January 10, 2011.



Joree Marple
Deputy State Superintendent of Schools

EXECUTIVE SUMMARY

WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title: Policy 2445.40 - Groupings for Textbook Adoption for Early Childhood Education, Middle Childhood Education, and Adolescent Education

Background: Since the inception of Global 21 the West Virginia Board of Education and the West Virginia Department of Education have been working to move toward the implementation of quality, digital instructional materials that can be updated annually for all content areas. We requested and received changes to WV Code §18-2A-1, -2, -3, -4, -5, -6, -7, and -8 through Senate Bill 631 and State Board of Education policy 2445.41- Notice, Request and Instructions to Publishers. The State Board of Education adopted the Common Core State Standards for English Language Arts and for Mathematics, has joined the group that will be developing the Common State Standards for Social Studies, and the science coordinators are monitoring the work on the Common State Standards for Science. Publishers are aware of the shift toward digital content and many have already started to develop interactive electronic content. In the current adoption cycle for the Social Studies adoption, limited resources met the criteria established for adoption. No materials are available for Grades K-8 and only one resource met the criteria for the Grade 12 Civics course. Few materials met the criteria for adoption in Grades 9, 10, and 11, and the few that did are either books currently in use in West Virginia classrooms or minimally met the criteria.

Discussions have been held with members of the Instructional Materials Advisory Committee about the adoption schedule as reflected in Policy 2445.40, and stakeholders meetings were held with members of the Social Studies Instructional Materials Review Committee and the Social Studies Electronic Resources Development Team to discuss the options for social studies adoption and additional stakeholders meetings will be held with representatives from the content areas of Science, English, and Mathematics. The adoption schedule submitted as Appendix A arose from these meetings.

Proposals: The following changes to Policy 2445.40 are proposed:

Title of Policy 2445.40: Language change to reflect language in the revised State Code presented through Senate Bill 631 which became effective July 1, 2010.

§126-35-1. General. Language change to reflect language in the revised State Code presented through Senate Bill 631 which became effective July 1, 2010.

§126-35-3. Implementation. Language change to reflect language in the revised State Code presented through Senate Bill 631 which became effective July 1, 2010. Updated adoption periods as reflected on Appendix A are reported. An explanation of how new materials can be added to the multiple list is provided.

Appendix A: Revised to reflect the proposed adoption schedule.

Impact:

The proposed revision delays the adoption of instructional resources for two years. This will allow districts to utilize Step 7 funding to strengthen the infrastructure so that students will be able to access digital content and purchase 21st Century instructional tools to provide equal access to digital content. Additionally, districts will be able to adopt quality instructional resources aligned to the Common State Standards in digital format.

Response to Comments:

126CSR35

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

FILED
2010 DEC -9 AM 10:41

SERIES 35

OFFICE OF THE
SECRETARY OF STATE

Groupings for Adoption of Instructional Resources for Early Childhood Education, Middle Childhood Education, and Adolescent Education (2445.40)

§126-35-1. General.

1.1. Scope. - This legislative rule sets the adoption period for Instructional Resources groupings I-VI for the required subjects taught in early childhood education, middle childhood education, and adolescent education.

1.2. Authority. - W. Va. Constitution, Article XII, §2 and W. Va. Code §18-2A-1 and §18-2-5.

1.3. Filing Date. - December 9, 2010.

1.4. Effective Date. - January 10, 2011.

1.5. Repeal of Former Rules. - This rule amends W. Va. 126CSR35 "Groupings for Textbook Adoption for Early Childhood Education, and Adolescent Education (2445.40)," filed December 13, 2007 and effective January 14, 2008.

§126-35-2. Purpose.

2.1. The purpose of this policy is to establish and classify the elementary and secondary school subjects required to be taught in the schools of West Virginia into adoption groups. The schedule for periods of adoption is found in Appendix A of this rule.

§126-35-3. Implementation.

3.1. The classification of required subjects to be taught will be early childhood education, middle childhood education, and adolescent education and will be grouped by adoption periods I-VI.

3.2. These groupings replace the periods of adoption indicated in W. Va. Code §18-2A-1, "Definition; adoption groups; adoption schedule."

3.3. The West Virginia Instructional Materials Review/Advisory Committee, acting as a total body, shall select "Instructional Resources" as defined in W. Va. Code §18-2A-1, for each group by grade and subject for recommendation to the West Virginia Board of Education to be approved and published in the yearly *Official State Multiple List of Instructional Resources*.

3.4. The adoption period is based on the fiscal year (July 1 to June 30) and, unless otherwise noted, is established for six (6) years.

126CSR35

3.5. Groupings I-VI are found in Appendix A along with ten (10) adoption periods for each group from 2011-2020.

3.6. The required subjects, as applicable, are listed under classifications of early childhood education, middle childhood education, and adolescent education.

3.7. The West Virginia Instructional Materials Review/Advisory Committee begins its “instructional resources” review process approximately one year prior to the group adoption period beginning date found in Appendix A.

3.8. Vendors may submit newly developed and substantially revised instructional resources which have not previously been reviewed or are available as open resources for up to four years following the content-specific adoption period. Resources found to be in compliance with the established criteria will be added to the Official State Multiple List of Instructional Resources for the duration of the content-specific adoption period as found in Appendix A.

126CSR35

Appendix A

**GROUPINGS FOR INSTRUCTIONAL Resources) ADOPTION
FOR
EARLY CHILDHOOD EDUCATION, MIDDLE CHILDHOOD EDUCATION,
AND ADOLESCENT EDUCATION**

The establishment of groupings and periods of adoption complies with W. Va. Code §18-2A-1, Adoption of Textbooks, Instructional Materials and Learning Technologies. The West Virginia Instructional Materials Review/Advisory Committees, acting as a total body, is expected to select instructional resources for each group for recommendation to be approved and published in the yearly Official State Multiple List of Instructional Materials.

ADOPTION PERIOD* July 1 - June 30	GROUP	SUBJECTS	
		Required subjects, as applicable, in Early Childhood Education, Middle Childhood Education, and Adolescent Education, unless otherwise indicated.	
		Early and Middle Childhood Education	Adolescent Education
2011 to 2017		Universal Pre-K 21 st Century Instructional Tools**	21 st Century Instructional Tools**
2012 to 2018		21 st Century Instructional Tools**	21 st Century Instructional Tools**
2013 to 2019	1	Social Studies Off-Cycle Programs: • Mathematics	Social Studies Off-Cycle Programs: • Mathematics

126CSR35

<p>2014 to 2020</p>	<p>II</p>	<p>Science Health</p> <p>Off-Cycle Programs:</p> <ul style="list-style-type: none"> • Mathematics • Social Studies 	<p>Science Health</p> <p>Off-Cycle Programs:</p> <ul style="list-style-type: none"> • Mathematics • Social Studies
<p>2015 to 2021</p>	<p>III</p>	<p>Music Visual Art</p> <p>Off-Cycle Programs:</p> <ul style="list-style-type: none"> • Mathematics • Social Studies • Science • Health 	<p>Driver Education Dance Theatre Agriculture Education Music Visual Art</p> <p>Off-Cycle Programs:</p> <ul style="list-style-type: none"> • Mathematics • Social Studies • Science • Health
<p>2016 to 2022</p>	<p>IV</p>	<p>Integrated Reading English Language Arts</p> <p>Off-Cycle Programs:</p> <ul style="list-style-type: none"> • Mathematics • Social Studies • Science • Health • Music • Visual Art 	<p>Integrated Reading English Language Arts</p> <p>Off-Cycle Programs:</p> <ul style="list-style-type: none"> • Mathematics • Social Studies • Science • Health • Music • Visual Art • Driver Education • Dance • Theatre • Agriculture Education

126CSR35

<p>2017 to 2023</p>	<p>V</p>	<p>World Languages</p> <p>Off-Cycle Programs:</p> <ul style="list-style-type: none"> • Social Studies • Science • Health • Music • Visual Art • Integrated Reading English Language Arts 	<p>World Languages</p> <p>Off-Cycle Programs:</p> <ul style="list-style-type: none"> • Social Studies • Science • Health • Music • Visual Art • Driver Education • Dance • Theatre • Agriculture Education Integrated Reading English Language Arts
<p>2018 to 2024</p>	<p>VI</p>	<p>Mathematics</p> <p>Off-Cycle Programs:</p> <ul style="list-style-type: none"> • Science • Health • Music • Visual Art • Integrated Reading English Language Arts • World Languages 	<p>Mathematics</p> <p>Off-Cycle Programs:</p> <ul style="list-style-type: none"> • Science • Health • Music • Visual Art • Driver Education • Dance • Theatre • Agriculture Education • Integrated Reading English Language Arts • World Languages
<p>2019 to 2025</p>	<p>I</p>	<p>Social Studies</p> <p>Universal Pre-K</p> <p>Off-Cycle Programs:</p> <ul style="list-style-type: none"> • Music • Visual Art • Integrated Reading English Language Arts • World Languages • Mathematics 	<p>Social Studies</p> <p>Off-Cycle Programs:</p> <ul style="list-style-type: none"> • Music • Visual Art • Driver Education • Dance • Theatre • Agriculture Education • Integrated Reading English Language Arts • World Languages • Mathematics

126CSR35

2020 to 2026	II	<p>Science Health</p> <p>Off-Cycle Programs:</p> <ul style="list-style-type: none"> • Integrated Reading English Language Arts • World Languages • Mathematics • Social Studies • Universal Pre-K 	<p>Science Health</p> <p>Off-Cycle Programs</p> <ul style="list-style-type: none"> • Integrated Reading English Language Arts • World Languages • Mathematics • Social Studies • Universal Pre-K
--------------	----	--	---

The West Virginia Instructional Materials Review/Advisory Committee commences its studies approximately one year prior to the beginning date identified above.

*The adoption period is based on the fiscal year and is established for six years unless otherwise indicated. The date on the *left* marks the *beginning* of the adoption; the one on the *right* indicates the *end* of the adoption. Adopted December 12, 1955; revised December 5, 1957; revised December 12, 1962; revised June 13, 1967; revised May 26, 1969; revised September 19, 1969; revised June 26, 1970; revised September 10, 1970; revised April 18, 1972; revised April 12, 1974; revised June 12, 1981; revised April 2, 1982; revised May 13, 1983; revised June 14, 1985; revised April 18, 1992; revised April 11, 1996; revised August 14, 2000; revised November 14, 2006; revised September 2007.

**The deviation from the traditional content specific adoption schedule will provide school districts a unique opportunity to focus their financial resources on 21st century instructional tools thereby providing students access to electronic instructional resources.

FISCAL NOTE FOR PROPOSED RULES

Rule Title: Policy 2445.40 – Groupings for Textbook Adoption for Early Childhood Education, Middle Childhood Education, and Adolescent Education

Type of Rule: Legislative Interpretive Procedural

Agency: West Virginia Department of Education, Office of Instruction

Address: Building 6, Room 608

1900 Kanawha Boulevard, East

Charleston, WV 25305-0330

Phone Number: 304-558-5325 Email: awsimpso@access.k12.wv.us

Fiscal Note Summary

Summarize in a clear and concise manner what impact this measure will have on costs and revenues of state government.

This measure will have no impact on costs and revenues of state government.

Fiscal Note Detail

Show over-all effect in Item 1 and 2 and, in Item 3, give an explanation of Breakdown by fiscal year, including long-range effect.

FISCAL YEAR			
Effect of Proposal	Current Increase/Decrease (use "-")	Next Increase/Decrease (use "-")	Fiscal Year (Upon Full Implementation)
1. Estimated Total Cost	0	0	0
Personal Services	0	0	0
Current Expenses	0	0	0
Repairs & Alterations	0	0	0
Assets	0	0	0
Other	0	0	0
2. Estimated Total Revenues	0	0	0

Rule Title: Policy 2445.40 – Groupings for Textbook Adoption for Early Childhood Education, Middle Childhood Education, and Adolescent Education

3. **Explanation of above estimates (including long-range effect);**
Please include any increase or decrease in fees in your estimated total revenues.

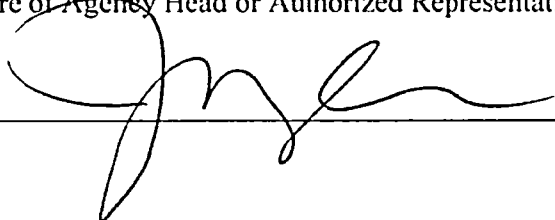
This measure will have no impact on costs and revenues of state government.

MEMORANDUM

Please identify any areas of vagueness, technical defects, reasons the proposed rule would not have a fiscal impact, and/or any special issues not captured elsewhere on this form.

The purpose of this proposed rule is to update the schedule for the adoption instructional materials which does not impact costs or revenues.

Signature of Agency Head or Authorized Representative



Date

9/10/10

**Policy 2445.40: Groupings for Textbook Adoption for Early Childhood Education, Middle Childhood Education, and Adolescent Education
Comment Log
October 8, 2010 – November 8, 2010**

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

Date	Individual/Organization	Comments	Action/ Type	Rationale
2010-10-14	James E. Goode / Independence High School	<p>126-35-1. General. Expecting teachers to go another 2 years before providing them with needed resources is unacceptable. The textbooks we are using now are 7 years old. Many have been lost and the Board will not replace them due to the new textbook adoption. To expect teachers to use electronic texts is equally ridiculous since we do not have computer labs in our classrooms and with the demands placed on the Math and English teachers we can not get into the computer labs as it is. Will we in 2 years be getting a mobile lab for each classroom or will we be using these old books for 20 years?</p> <p>126-35-3. Implementation. Appendix A.</p>	NA -	
2010-10-21	CAROL L. Foust / WV HISTORY TEACHER	<p>126-35-1. General. Our textbooks are seven years old and are out dated.....Governor Wise is in my book. In Raleigh County we have a lot of children without internet connections at home. How can you assure that each student will have access to a computer and internet at home . There are time that our school internet goes down or problems occur.</p>	NA -	

		<p>With Tech -Steps, New math concepts (labs), Writing assessment, benchmarks and other activities on line....how can each school be about to access internet everyday or when needed for each class.</p> <p>Can I ask , what is the problem with a printed textbook? If you are using the internet and activities with the text you are covering all learning styles .</p> <p>What about the special needs student which needs that access to a book for help and training ?</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>	
2010-10-21	Sandra Burdette / Cedar Grove Middle School	<p>126-35-1. General.</p> <p>Social Studies textbooks are out dated and falling apart. They will not last another year, much less three. We do not even have enough for our students this year and have resorted to using class sets only. Our students do not have computers at home. The school computer labs are in constant use by the math and R/LA classes because we are trying to raise WESTEST scores. Access to them is nearly impossible. We have only 1 computer in the classroom. When will teachers be trained to use all the digital materials? Who will pay for the training? Why is Social Studies always shuffled aside and put last? How many math textbook have the math teachers received in the last 7 years while we are struggling to get along with our scraps?</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>	NA -
			<p>Digital resources will solve the problem of textbooks that are out of date and falling apart.</p>

2010-10-22	Melody Cox / SSMS	<p>126-35-1. General. There are students who do not have a computer. Also there is a lack of internet connection within this region. Until cable or dsl is available in all areas, an online text would not be effective.</p> <p>126-35-3. Implementation. Appendix A.</p>	NA -
2010-10-22	Elizabeth Ellison / Raleigh County Schools	<p>126-35-1. General. There are students who do not have a computer. Also there is a lack of internet connection within this region. Until cable or dsl is available in all areas, an online text would not be effective.</p> <p>126-35-3. Implementation. Appendix A.</p>	NA - Direct copy of comment made by Melody Cox
2010-10-22	Sarah Anderson / Independence Middle School teacher	<p>126-35-1. General. I would like to express my support of adopting the new Clairmont Press edition of the West Virginia textbook. I have taught West Virginia studies since the 2003/2004 school year. I realize that the digital textbook would be a great resource, but I do not feel that at present we are capable of fully supporting that resource. Many of our students at present do not have adequate access to the internet either at home or here at the school. The actual textbook is readily accessible at both locations and provides a basis for instruction. The current textbook I am using is very old and I do not believe that it will survive for the two additional years needed to develop the digital textbook.</p>	NA - Clairmont Press did not participate in the adoption process.

		<p>126-35-3. Implementation. I would suggest that we adopt the new hard copy textbook and give the school systems additional time to implement the computer resources necessary to enhance the digital textbook.</p> <p>Appendix A.</p>		
2010-10-24	Kathy Jacques / Fairmont Senior teacher	<p>126-35-1. General. 126-35-3. Implementation.</p> <p>Appendix A. I know that this plan is submitted with needs of students in mind, but if this is not implemented carefully it is the teacher who will suffer as he/she tries to use the new instructional materials without the tools necessary to do so. No where in this policy does it say that we will be moving away from purchasing textbooks to use online resources, but that is my interpretation of the language. Teachers will need computers and reliable internet connections as the bare minimum. Students still do not all have computers and internet connections at home; so the schools will need to be staffed at longer hours in order to level the playing field for all students. These few items will require a huge amount of funds to implement and this policy change leaves that up to the counties. I am sorry but I am currently implementing at my school "chemistry for all" and there was no extra money spent at the county level to do this instructional change. State Board policy changes are not like magic wands--wave them and the change occurs. The teachers need and deserve support to make these changes and this policy falls short of guaranteeing that the monetary support will be given. This is another example of do more</p>	NA -	

2010-10-25	Patsy E. Triplett /Marlington Middle School teacher	with less and I am very disappointed.	
		<p>126-35-1. General. As to the possibility of having no new textbooks for the next two years: my textbooks are falling apart even now! It is imperative that they be replaced. As to the possibility of going entirely digital: my social studies students have little to no access to computers at school. Even with a stationary and a mobile lab, access is practically non-existent as language arts and math take up all of the computer time. My students, therefore, would have no access to their digital texts. Also, 1/2 or more of my students do not have access to computers at home. Many of those with computers have no internet access. This idea of digital texts would not work in my school/county.</p> <p>126-35-3. Implementation. What are my students to do for textbooks while the powers that be decide if we go digital. My books are falling apart now! What about special needs students?? How do they fit into the digital world? Most have no computer access in this school or at home. What kind of training, if any, will I receive in order to implement digital education? When will this training be offered? It would have to occur during the summer in order for teachers to be ready when school begins. Where do a student's parents fit into your digital plan? What happens to the product when the power system fails or if the digital text is stolen or corrupted in some manner?</p>	NA -

		<p>Appendix A. Hands on materials: I realize that we are in a digital age but what is wrong with having an actual textbook that students can get their hands on? Are books so "wrong" these days that they are not useful? Can we not have actual textbooks with digital supplements? My fear is that students/schools without sufficient technology will be left behind. In my school, this would definitely be the case. Please reconsider this policy. Books are still valuable in a child's education. In many cases, they are the only resource available.</p>		
2010-10-25	Adena Barnette	<p>126-35-1. General. I believe this is the only way that Social Studies is going to be able to have resources until the Common Core comes out in 2014. There are no textbooks out there for adoption and we must do what is in the best interest of the students. We must come up with alternative ways to educate our students so that they will be prepared to head to college.</p> <p>126-35-3. Implementation. I believe that the Social Studies Electronic Resource group will be a great way to help teachers supplement their work in the classroom. With no new textbook, teachers are going to need technology so that they can teach their students the content. I don't really use the textbook anyways, so this option is very appealing to me.</p> <p>Appendix A.</p>	NA +	

<p>2010-10-25</p>	<p>Michelle Holstein / teacher</p>	<p>126-35-1. General. The state should not spend money on textbooks that are no good. I applaud the state for making this move and encourage them to continue pressuring the textbook companies to put out excellent products.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>	<p>NA +</p>
<p>2010-10-26</p>	<p>Rob Wolford Romney Middle School</p>	<p>126-35-1. General. Ma'am: I just read the article in the <u>Charleston Daily Mail</u> regarding WVDE not adopting standard social studies textbooks.</p> <p>This is ironic. Just yesterday I received a book from Clairmont Press asking me to review their new textbook for West Virginia Studies. The book came with a CD and a letter asking me to please comment on the need for text books in the classroom.</p> <p>I was frankly stunned by this request.</p> <p>When we adopted the current Clairmont book in 2004 (I think) I reviewed it and found many mistakes. I informed the publishers of this and sent them copies of the pages that contained the errors putting "sticky notes" with corrections on the pages. Because they had to re-issue the books because of binding problems they assured me that the mistakes would be corrected.</p>	<p>NA +</p>

		<p>The mistakes were not corrected. My time spent, the opportunity to rectify, the justness of doing right by the students was all lost.</p> <p>This evening I was going to compose a comment to submit to the Department of Education suggesting that they save their money and not adopt the Clairmont WV Studies book this year.</p> <p>I see now that you are way ahead of me.</p> <p>It is refreshing to see this kind of vigilance; I appreciate it.</p> <p>Thank you.</p> <p>Rob Wolford Romney Middle School</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>		
2010-10-26	Lucinda Ward /Parent-Family	<p>126-35-3. Implementation.</p> <p>The school textbooks in social studies is already 8 years old and would be 10 to 11 years old by the time you have a new program. All digital programs will likely eliminate parents from participation in student's education. What happens when the electronic device fails or is stolen? What happens when the power goes out? Can you insure that every student will have access to a computer and internet access at home? I think</p>	NA -	<p>A copy of this comment was also submitted by Lucy Ward, Jack Ward, and Lucy Ferrel from the same IP address.</p> <p>Lucy, Jack, and Lucinda Ward all list their address</p>

learning will become fragmented with bits of information instead of interrelated concepts. Why can we not use printed textbooks with supplemented digital. I feel that in this economy with so many parents at or below poverty level with no computers in the home that these students will be at a disadvantage and be at risk of failure. I could see this problem also raising our dropout rate. I firm approve of technology in the classroom but I don't support putting students that are already at a disadvantage in a higher risk of failure.

Appendix A.

The school textbooks in social studies is already 8 years old and would be 10 to 11 years old by the time you have a new program. All digital programs will likely eliminate parents from participation in student's education. What happens when the electronic device fails or is stolen? What happens when the power goes out? Can you insure that every student will have access to a computer and internet access at home? I think learning will become fragmented with bits of information instead of interrelated concepts. Why can we not use printed textbooks with supplemented digital. I feel that in this economy with so many parents at or below poverty level with no computers in the home that these students will be at a disadvantage and be at risk of failure. I could see this problem also raising our dropout rate. I firm approve of technology in the classroom but I don't support putting students that are already at a disadvantage in a higher risk of failure.

as 3901 Chase Street,
Huntington.

Lucy Ferrell lists her
address as 3900 Chase
Street, Huntington.

2010-10-26	Lucy Ferrell / Vinson Middle School / West Virginia History Teacher	<p>126-35-1. General. The school textbooks in social studies is already 8 years old and would be 10 to 11 years old by the time you have a new program. All digital programs will likely eliminate parents from participation in student's education. What happens when the electronic device fails or is stolen? What happens when the power goes out? Can you insure that every student will have access to a computer and internet access at home? I think learning will become fragmented with bits of information instead of interrelated concepts. Why can we not use printed textbooks with supplemented digital. I feel that in this economy with so many parents at or below poverty level with no computers in the home that these students will be at a disadvantage and be at risk of failure. I could see this problem also raising our dropout rate. I firm approve of technology in the classroom but I don't support putting students that are already at a disadvantage in a higher risk of failure.</p> <p>126-35-3. Implementation. The school textbooks in social studies is already 8 years old and would be 10 to 11 years old by the time you have a new program. All digital programs will likely eliminate parents from participation in student's education. What happens when the electronic device fails or is stolen? What happens when the power goes out? Can you insure that every student will have access to a computer and internet access at home? I think learning will become fragmented with bits of information instead of interrelated concepts. Why can we not use printed textbooks with supplemented digital. I feel that in this economy with so many parents at or below poverty level with no computers in the home that these students will be at a disadvantage and be at risk of failure. I could see this problem also raising our dropout rate. I firm approve of technology in the classroom but I don't support putting students that are already at a disadvantage in a</p>	NA -
------------	---	--	------

		<p>higher risk of failure.</p> <p>Appendix A.</p> <p>The school textbooks in social studies is already 8 years old and would be 10 to 11 years old by the time you have a new program. All digital programs will likely eliminate parents from participation in student's education. What happens when the electronic device fails or is stolen? What happens when the power goes out? Can you insure that every student will have access to a computer and internet access at home? I think learning will become fragmented with bits of information instead of interrelated concepts. Why can we not use printed textbooks with supplemented digital. I feel that in this economy with so many parents at or below poverty level with no computers in the home that these students will be at a disadvantage and be at risk of failure. I could see this problem also raising our dropout rate. I firm approve of technology in the classroom but I don't support putting students that are already at a disadvantage in a higher risk of failure.</p>		
2010-10-26	Jack Ward / Parent-Family	<p>126-35-1. General.</p> <p>Textbooks are already 8 years old and will be 10 years old by the time a new program will be ready to use. What happens when the power goes out? What happens if the electronic device fails or is stolen? Will the State Department of Education guarantee that every student will have a computer and access to the internet at home? With the economy being what it is today and a great number of West Virginia's students being at or below poverty level makes these students at a disadvantage I know that if these students do not have computers with internet access they will be at high risk of failure.</p>	NA -	

	<p>126-35-3. Implementation. Textbooks are already 8 years old and will be 10 years old by the time a new program will be ready to use. What happens when the power goes out? What happens if the electronic device fails or is stolen? Will the State Department of Education guarantee that every student will have a computer and access to the internet at home? With the economy being what it is today and a great number of West Virginia's students being at or below poverty level makes these students at a disadvantage I know that if these students do not have computers with internet access they will be at high risk of failure.</p> <p>Appendix A. Textbooks are already 8 years old and will be 10 years old by the time a new program will be ready to use. What happens when the power goes out? What happens if the electronic device fails or is stolen? Will the State Department of Education guarantee that every student will have a computer and access to the internet at home? With the economy being what it is today and a great number of West Virginia's students being at or below poverty level makes these students at a disadvantage I know that if these students do not have computers with internet access they will be at high risk of failure.</p>		
2010-10-26	<p>126-35-1. General. Textbooks are already 8 years old and will be 10 years old by the time a new program will be ready to use. What happens when the power goes out? What happens if the electronic device fails or is stolen? Will the State Department of Education guarantee that every student will have a computer and access to the internet at home? With the economy being what it is today and a great number of West Virginia's students being at or below poverty level</p>	Lucy Ward	NA

		<p>makes these students at a disadvantage I know that if these students do not have computers with internet access they will be at high risk of failure.</p> <p>126-35-3. Implementation. Textbooks are already 8 years old and will be 10 years old by the time a new program will be ready to use. What happens when the power goes out? What happens if the electronic device fails or is stolen? Will the State Department of Education guarantee that every student will have a computer and access to the internet at home? With the economy being what it is today and a great number of West Virginia's students being at or below poverty level makes these students at a disadvantage I know that if these students do not have computers with internet access they will be at high risk of failure.</p> <p>Appendix A. Textbooks are already 8 years old and will be 10 years old by the time a new program will be ready to use. What happens when the power goes out? What happens if the electronic device fails or is stolen? Will the State Department of Education guarantee that every student will have a computer and access to the internet at home? With the economy being what it is today and a great number of West Virginia's students being at or below poverty level makes these students at a disadvantage I know that if these students do not have computers with internet access they will be at high risk of failure.</p>	
2010-10-26	Kathy Stout / Kanawha County Schools classroom teacher	<p>126-35-1. General. I appreciate the idea of not purchasing a set of books, simply because it is the year for that rotation. I appreciate even more the acknowledgement of the state that technology tools are essential for an educator in the 21st Century classroom. Allowing the monies to be used on improving the infrastructure will once again move WV into</p>	NA +

<p>the forefront of this progressive movement.</p> <p>126-35-3. Implementation. I'm afraid that without some guidelines, county administrators will take the money and use it on more computer programs geared toward assessment, or some fly-by-night program that promises major results.</p> <p>Appendix A.</p>	<p>126-35-3. Implementation. A guidance document will be provided to county leaders to assist them in using the instructional materials funds.</p>
<p>the forefront of this progressive movement.</p> <p>126-35-3. Implementation. I'm afraid that without some guidelines, county administrators will take the money and use it on more computer programs geared toward assessment, or some fly-by-night program that promises major results.</p> <p>Appendix A.</p>	<p>NA +</p>
<p>2010-10-27</p> <p>Charleston Daily Mail Editorial by "State educators give a real civics lesson"</p>	<p>126-35-1. General. State educators give a real civics lesson Bravo to the panel of teachers who refused standard textbooks by State educators give a real civics lesson</p> <p>It is not every day that a government official turns down a \$36 million expenditure, as evidenced by the federal deficits, but the state Department of Education just did that.</p> <p>The Legislature set aside \$36 million to buy new social studies textbooks. The state assembled master teachers to review the books that publishers submitted. These books covered various grade levels.</p> <p>The master teachers found the textbooks lacking.</p> <p>Reviewers felt the publishers submitted the textbooks "just to clean out their warehouses," said Carla Williamson, director of the state education department's Office of Instruction.</p> <p>Given the poor national economy, that very well may be the case as manufacturers seek to reduce their inventories.</p>

		<p>Also, publishers are moving to digital products and online classroom materials in the next few years.</p> <p>One textbook submitted contained only two changes: its cover and its copyright information. One publisher added a "West Virginia addition" to its submission.</p> <p>Some books were "just too Californian," as the publisher focused on that state, Williamson said.</p> <p>Some of the submissions were substandard. One book had the flag backward. While such an error might make the book a collector's item, a flopped flag is hardly instructional.</p> <p>All social studies textbooks are out of date on the day they are printed, she said. The world moves that fast.</p> <p>Soon, social studies "textbooks" will move just as fast thanks to digital technology.</p> <p>"But if we don't have the infrastructure of the broadband, the hardware and the wireless in the schools for the kids to be able to access that, it's not going to do us any good to have the materials out there," she said.</p> <p>Instead of spending the money on social studies books - and it will be two years before the state will get its next chance to buy social studies books - the department will use the money for technology in preparation for the eventual release of digital material.</p> <p>Taxpayers should appreciate this decision.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>	

2010-10-27	Tracy Gould / Bridgeport Middle School Social Studies teacher	<p>126-35-1. General. It is long overdue for there to be a new adoption for Social Studies textbooks. Last year was the year that we were supposed to adopt SS books. Due to the fact that others felt it more important to adopt another Math book early instead of letting the rotation cycle continue, Social Studies students were short changed as usual. I am embarrassed as a teacher to have to hand out these poor quality textbooks and outdated information to my students in Harrison County. We always support the levy etc, and I think it is a disgrace and we are doing our students of Harrison County a disgrace by not adopting a new Social Studies this year for the upcoming year. With the proper time and care, I am sure you can come up with an excellent series for our students in West Virginia!!!!!! Don't let the student in Harrison County down. Do what is right for the kids!!!!!!!!!!!!</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>	NA	Does not address the policy
2010-10-27	Travis Baldwin / Kanawha County Schools - Sissonville High School, Chair, Dept. of Social Studies	<p>126-35-1. General. As a member of the review team for the adoption of 10th and 11th grade social studies texts, I recall distinctly that our team recommended the adoption of the two Glencoe texts for those respective grades. They met the state criteria when other materials that were submitted for review did not. The comments in the newspapers that "none" of the materials submitted are misleading. The members of the team agreed that these two texts could be used with no problem whatsoever. The text had been totally revised and updated for 21st century learning</p>	NA	The newspaper story contained incorrect information. It should have state that there were no approved materials for K-8.

		with excellent electronic resources, a wonderful on-line Web site to support the text, and the inclusion of DOK questions in each chapter. 126-35-3. Implementation. Appendix A.		
2010-10-27	Shannan Hines / Bridgeport Middle School Social Studies Teacher	126-35-1. General. 126-35-3. Implementation. Appendix A. I am thoroughly in agreement that instructional materials should be increasingly focused on using technology. However, social studies was passed over last year in favor of adopting a new math program. Our materials are horribly outdated and the textbooks are falling apart. We simply cannot wait another two years for new materials. Who is to say that new, technology focused materials will be available in two years? Will we be forced to wait even longer then? It will take time to completely implement digital materials. Don't make the students suffer simply because they are not available yet.	NA -	The transition to digital content will solve the problem of outdated texts that are falling apart.
2010-10-27	Mary Ann Triplett / Clay County Middle School Curriculum Facilitator	126-35-1. General. As the curriculum facilitator at our middle school, I support the suggested revisions to Policy 2445.40 – Groupings for Textbook Adoption for Early Childhood Education, Middle Childhood Education, and Adolescent Education for many reasons. I support the change in the name of the policy because there are many	NA +	

		<p>exemplary instructional resources available to teachers, and we should not be limiting their thinking to a textbook.</p> <p>126-35-3. Implementation. I support delaying the adoption cycle because we need to identify what it is we want students to know, understand, and be able to do relative to the Common Core Standards. We do not need to adopt resources that are not aligned to the curriculum we are expecting teachers to teach nor do we need to adopt resources that are substandard because publishers are spending their time in development of new content not yet ready for the consumer. I support using the money that would be spent on instructional materials during the next two years to upgrade our technology, so we have the infrastructure to support the tools our students need to access twenty-first century resources.</p> <p>Appendix A. I support the changes made in Appendix A, especially delaying the adoption cycles and the integrated reading English language arts adoption because we need to be teaching this with an integrated approach. In conclusion, I support the revisions to Policy 2445.40 because our students and our teachers deserve the best instructional resources we can offer them.</p>		
2010-10-27	Deborah Sull-Lewis / Parent-Family	<p>126-35-1. General. The proposal would delay the the adoption of instructional resources for two years. This delay is being proposed to give time to strengthen the infrastructure so that students will be able to access digital content.</p>	NA	

		<p>According to the State Library Administration, 58% of WV households have a home computer. According to the WV State Technology Report 68.5 of classrooms have computers with the percentage raising to 86.5% with the inclusion of computer computer labs. In order for every student to have digital access a comprehensive program would be have to be implemented in two years that would ensure every student had computer access for all learning needs. Computer access in WV schools would need to be raised to 100%. For homework assignments, households who could not afford home computers and monthly internet access fees would have to have transportation provided to either a school (with extended hours) or a library. While it is certainly a worthwhile goal to have quality instructional resources aligned to the Common State Standards in digital format, we must ensure every student is given the same opportunity. I am in favor of adopting the best printed instructional resources now and move full force towards this comprehensive plan to provide equal access to a digital format.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>	
	<p>NA +</p>	<p>126-35-1. General. I am strongly in favor of this policy because I believe that it begins to aid in the needs of our schools to address the shortcomings in our abilities to teach to 21st century students in 21st century classrooms. We know that we must adapt to the changing needs of these digital</p>	<p>2010-10-27</p>
		<p>Carol Hamilton / Spring Mills Middle teacher</p>	

natives and this policy would allow the counties to improve and expand on our technology infrastructure. It is virtually impossible for teachers to utilize project based learning and incorporate technology when their building has 1400 students and two computer labs. Bandwidth issues, lack of hardware, and professional development will go far to improve WV public schools abilities to teach 21st century skills. This two year window of opportunity for the counties to improve the infrastructure will pay off many times over. As an educator who believes in project based learning and teaching students skills necessary for the job market that they will enter, I want and need technology that is current and usable.

126-35-3. Implementation.

I believe that the two year window will help our counties bring their schools into the 21st century. I also believe that this two year window will allow the resources available through vendors to catch up with what we need to teach to 21st century students. We need digital resources and the ability to use them in our classroom. The implementation plan will give the counties time and money to bring us forward, and then the schedule will bring each subject area the additional teaching resources that they will need to realize those goals - 21st century teacher for 21st century learners.

Appendix A.

I fully am in favor of the plan to move WV public schools into the 21st century. The implementation plan has been carefully created and will meet the needs of

		both the teachers and the students.		
2010-10-27	Hunter / vinson middle school student	<p>126-35-1. General. will the state department of education guarantee that every student will have a computer an internet access at home?</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>	NA	
2010-10-27	Richard Young / Clay County Middle School Sixth Grade Science Teacher	<p>126-35-1. General. As a sixth grade science teacher at our middle school, I support the suggested revisions to Policy 2445.40 for many reasons. I support the change from textbooks to instructional resources because many science textbooks as well as social studies textbooks are not current by the time they reach our students in the classroom.</p> <p>126-35-3. Implementation. I support delaying the adoption cycle because we need to first identify what it is we want students to know, understand, and be able to do, so teachers can identify and procure the instructional resources to best teach the knowledge and skills we want students to have. Because of the expense of science materials and the limited amount of money teachers have to spend on instructional resources, teachers need to know what students are expected to learn so they can acquire the necessary</p>	NA +	

		<p>equipment to teach those skills. With the advent of the Common State Standards for Science, we need to focus on acquiring the equipment to help us meet those standards. Adopting resources aligned to our present curriculum would not be wise given we know our curriculum is changing and monies are limited. I support using the money that would be spent on instructional materials over the next two years on building a better infrastructure to support the hardware necessary to move instruction into the!</p> <p>twenty-first century. I am concerned that even with this money being allocated to improving our technology, it will not be enough. There is more to it than putting the infrastructure and hardware into schools; schools need to have technology support specialists and professional development to use these tools to their fullest potential.</p> <p>Appendix A.</p> <p>I support delaying the changes made in Appendix A because I would prefer to adopt science materials after the Common State Science Standards are in place. By delaying the adoption, I am better able to make a wise decision about which instructional resources best align to the curriculum and the needs of my students. In conclusion, I support the revisions to the instructional resources policy because this is the first step in moving us forward.</p>	
2010-10-27	Sonya Noble / Vinson Middle School Parent-Family	<p>126-35-1. General.</p> <p>I am disturbed to hear that the texts are to be delayed for two years, when they are already of significant age. As for digital textbooks, I feel the children are already "dumbed down" enough now due to technology. The are</p>	NA -

		<p>becoming withdrawn, computer absorbed and only able to speak in jargon and incomplete sentences. In addition many children do not have access to a computer in their home.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>		
<p>2010-10-28</p>	<p>Juanita Spinks / Greenbrier East High School teacher</p>	<p>126-35-1. General.</p> <p>In the past four years (actually since I attended the first TLI session), I have witnessed the educational system making some remarkable changes in implementing 21st Century learning. As I have changed my teaching strategies to move in this direction, I have observed student engagement shifting to the positive side. For years we complained that students were getting lazy and no longer cared about an education. I think the problem had more to do with teaching methods and strategies than student interest. Through grants, I have been able to buy new technology. I share these with my peers who are not fortunate enough to have the same 21st Century tools. We have collectively noted that student performance increases with this 21st Century approach. Currently I am working with 2 groups of CTE students who did not make mastery on the Westest. Over and over I watch their level of engagement change when we use laptops, cameras, ebooks and document cameras. I have purposely experimented with the old textbook methods and then switched to technology. Overwhelmingly, their vocabulary comprehension and writing improve when using technology. I will always remember the student</p>	<p>NA +</p>	

		<p>from 2 years ago who begged me to get other teachers to use 21st Century teaching methods. He had struggled all year, but when we worked with a PBL and used critical thinking, he excelled. I honestly believe some students are so bored with the materials and teaching strategies we are using that they have "checked out" on us. The changes suggested in Policy 2445.40 are not going to affect students nearly as much as they will affect teachers who must change with the times.</p> <p>126-35-3. Implementation. This policy will not work if teachers do not receive the necessary training and support they will need to radically alter the way we teach. Many of us around the state have been fortunate to be involved in 21st Century teaching programs like TLI and the PBL Projects; however, there are teachers who have not participated in such programs. This lack of training will account for some negative feelings about Policy 2445.40. Change is always scary, but we can't continue to compete globally if we don't move with the times. Obviously there will have to be that time period when the infrastructure is updated around the state. And, we must constantly be aware of new tools and new technology as it becomes available. There is no way a 7 year old textbook can compete with information that changes daily. Also, if we look at the State Common Core Standards, we see the further need to purchase 21st Century materials for our classrooms. The standards are wonderful, but educators need: the equipment, tools and materials to effectively teach.</p> <p>Appendix A. I believe the schedule for instructional materials</p>		
--	--	--	--	--

		<p>presented in Appendix A is fair and obtainable. Obviously, Social Studies has gone the longest without new materials and they should be the first subject area to receive new products. Additionally, I don't believe anyone imagines that a change like this can occur overnight.</p>	
2010-10-28	Valerie Helmstetter / Poca High School teacher	<p>126-35-1. General.</p> <p>126-35-3. Implementation.</p> <p>I was particularly pleased to read Section 3.8 of the policy, where it addresses the need to update instructional materials for a period of time after the reflected materials adoption. This additional time period considers changes within the adopted period for each subject selected. Currently, the fixed adoption cycle for instructional materials does not offer flexibility within materials in terms of the Global 21 initiative. As new knowledge is adapted in content and instructional processes, instructors need to provide the most current information to WV students. I believe this policy is an opportunity to implement these changes for a more digital learner.</p> <p>Appendix A.</p> <p>I am encouraged to see the inclusion of the "21st Century Instructional Tools" within the adopted policy. This provides additional scope for the consideration of instructional resources, recognizing that all instructional materials encompass more than the previously defined "paper and pencil" tools.</p>	NA +

2010-10-28	Ellen Vannoy / GWMS teacher	<p>126-35-1. General.</p> <p>126-35-3. Implementation. What a wonderful idea in going further in 21st century learning! I can only hope my own child will see this advancement! As a teacher, I wish to be abreast of the latest tech & innovation to make my students COMPETITIVE members of the academic world!</p> <p>Appendix A.</p>	NA +
2010-10-28	Mark Swiger / John Marshall High School Social Studies teacher	<p>126-35-1. General.</p> <p>I trust that this form is for comment on Policy 2445.40; movement to digital instructional materials.</p> <p>I find the opportunity to transition to digital materials for instruction a challenge, yet a welcomed one from me. As we've moved to standards based instruction and now with movement to the Common Core for Social Studies, the timing for the transition a more digital instructional setting gives West Virginia an advantage in competing for 21st Century careers. The mantra of the Global 21 Initiative: "Students deserve it, the world demands it", fits perfectly with this opportunity. An outspoken proponent for digital advancement in education, I'm excited to comment on this policy. Equally, we want to make sure that the transition is done properly.</p> <p>I've personally believed that for the past decade, this move would eventually be upon us. The importance of this transition shouldn't be looked lightly upon. It is imperative to do this, and to study closely how this transition should take place.</p>	NA +

		<p>If we do this thoughtfully, making sound financial decisions, our classrooms will be using tools that students will be using for years to come in their jobs and careers. Opening instructional opportunities with as many open-source programs and purchasing intelligently, we can truly use the world as a learning laboratory for students. We should make sure that, like any frugal citizen, that we create more “bang for the buck” in this process. Moving to a “one-to-one” scenario could be a reality given the timing of this policy adoption.</p> <p>Under the leadership of Dr. Paine, Dr. Marple, and Carla Williamson, instructional strategies that require technology integration as learning tools has been strengthened. A vertically aligned state school system is well on its way to being a reality, where students learn in inquiry, then project and problem-based learning environments. These environments require technology-rich opportunities. Again, if planning is done properly, we can complete successfully major pieces of the puzzle. The puzzle pieces make up 21st Century learning.</p> <p>Together we all face some of the most uncertain times for our youth; the transition in providing learning experiences, including the use of digital materials and hardware, poses a challenge for our society unmatched since the Industrial Revolution. The definition of “job” is even changing as we discuss this policy. West Virginia students need to be challenged to shift the work paradigm from “job” to “career”. One thing we know is that we cannot continue to teach children to be prepared for a world that no longer exists. The reliance on “jobs” makes us dependent on others. The transition to</p>		
--	--	---	--	--

	<p>“careers” that utilize technology makes us less reliant on a single faceted economy. As we hope for our students, not only to stay here, live here, and work here, we need to provide an opportunity to make that happen through moving the state into the Post Industrial Age in a way that is aggressive, methodical, yet rational.</p> <p>We cannot take this policy shift lightly, but we shouldn't fear it either. Our future depends on this shift. “Students deserve it, the world demands it”. Please ask for my assistance concerning this very important transition if needed.</p> <p>Mark Swiger</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>		
2010-10-28	<p>Sonjia Richardson / Teacher</p> <p>126-35-1. General.</p> <p>I am so happy to know that the digital classroom is being considered and hopefully will become a reality for the students in West Virginia. The textbook driven classroom is rapidly becoming a thing of the past. When students have opportunities to use technology in the classroom, they are far more engaged in the learning. It was through the Teacher Leadership Institute in 2008 that I learned how to really incorporate technology into the curriculum in a valuable way. The student response was phenomenal and I will never go back to a textbook driven classroom.</p> <p>My classroom is predominantly paperless and was last year as well. We do not use the textbooks. At my grade</p>	NA +	

		level, the students scored higher than any of the other schools in the county. So, the argument that a student needs a textbook to achieve mastery on the WESTEST is unfounded. I have seen very positive results in my classroom.		
		126-35-3. Implementation. Appendix A.		
2010-10-28	Laura Perry / Vinson Middle School parent	126-35-1. General. I support the use of hardcopy textbooks in addition to online textbooks. I feel it necessary for students to be able to work with the visual aid of a textbook in front of them as a study technique. Not all students may have eligibility to internet access in their home in order complete work.	NA	
		126-35-3. Implementation. Appendix A.		
2010-10-29 email	Karen Taylor	126-35-1. General. I knew if anyone had the guts to do this you would. I have said for years that textbooks are a crutch for teachers K-12 and should not be used as the main source of the classroom curriculum. You know me as a librarian but my major was social studies and when I taught I never used a text with students we did theme study using every piece of reference I could gleem for instruction.	NA +	

		<p>I was so glad to see you stand up to the textbook deal. This has been a waste of money for too long. Do you think you might need any consultant people to get this off the ground. I work for food. hahaha. I just had to let you know how proud I am that you took a stand.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>		
2010-10-29	Rosie Rhodes / Kanawha County Schools Science Curriculum Specialist	<p>126-35-1. General.</p> <p>126-35-3. Implementation.</p> <p>The wording "instructional resources" will allow more flexibility in purchasing 21st century tools for the development of students for success in the global society.</p> <p>Appendix A.</p> <p>The proposed sequence will have a positive impact on science education through the opportunity to equip teachers and students with 21st tools and digital resources. Through the resources students can develop and implement the thinking and process skills that are necessary for college, post-secondary education, and/or gainful employment</p>	NA +	

2010-11-01	JuneChristian / parent	<p>126-35-1. General. I am against digital only textbooks. Many students don't have access or have limited access to dailey computer use. There is no excuse textbooks can't be provided to each and every student, considering how many tax dollars are designated for education in West Virginia and the US as a whole.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>	NA -	
2010-11-05	Vicki Wood / Community Member	<p>126-35-1. General. This section eliminates the word "textbook" and the substitution of the term "Instructional Resources" implies a move away from using traditional printed textbooks in schools. The change implies that, if schools are to use "textbooks" they must be in a digital format and/or available online. This requirement might be fine for classroom instruction, but what happens when students need outside help and their households do not have access to technology, e.g., a digital reader or a even a computer? How will parents be able to help their children? I believe the proposed change will result in frustration and failure for less economic-advantaged students, possibly causing the drop-out rate to rise. Even worse, the term "Instruction Resources" does not insure that any textbook--digital or online--will be adopted for use in the classroom. If schools adopt isolated digital resources that address Common Core Standards but do not address how social studies concepts are interrelated, students will not understand how history is dependent upon cause and effect</p>	NA	<p>Vicki Wood is the author of <i>West Virginia: The History of An American State</i>, the West Virginia studies textbook published by Clairmont Press and has a personal financial stake in this decision.</p> <p>Clairmont Press did not participate in the most recent social studies adoption.</p>

relationships. They will come away knowing isolated events, people, and places, but will not have an understanding of how the concepts are interrelated. Textbooks bridge that gap by previewing and reviewing. Textbooks provide an umbrella for the content of each course.

126-35-3. Implementation.

By allowing vendors to continue to provide instructional resources for up to four years following the content-specific adoption period implies the submission and adoption of more isolated, stand-alone materials. These materials might be good, but they need to be used within the framework of a textbook. They need to supplement and/or enhance a textbook lesson.

Appendix A.

The Social Studies adoption has been delayed one year already. If the adoption is delayed two more years, the current textbooks will be nine or ten years old. Students may be receiving outdated and possibly incorrect information unless the teacher makes a concerted effort to update the text material. Given all that teachers have to do and the amount of time it takes to search for and modify current information, I doubt that this happens too often.

Also, when social studies is finally up for adoption in 2013, schools have the option of purchasing additional mathematics material. That seems to imply that monies that are normally set aside for the subject area scheduled for adoption (social studies) may have to be shared with another subject area. Why is more money being given to mathematics when there have been two

		<p>formal adoptions in the last three years in that subject area? A second mathematics adoption was the reason for postponing social studies for one year--from 2010 to 2011.</p> <p>Giving counties two years (2011 and 2012) of Step 7 money to purchase technology tools to allow students to have access to "electronic instructional resources" is an admirable undertaking. However, there are a number of factors which also need to be considered. A well-equipped electronic classroom comes with some cautions. First, well-trained teachers must be willing and prepared to use the equipment. Second, monies must be available for repair and updates. What happens when the Kindles or iPads are stolen, broken, or upgraded? Repairs and replacements must be made in a "timely" manner. Where do the personnel and funds come from to keep the technology working and current? What does a teacher do if the computer lab is down or the Smart Board doesn't work and he or she has only electronic resources to use with students? How much instructional time will be wasted? (I can address this issue on a personal basis as the last three classrooms I have visited to observe!</p> <p>student teachers have had technology issues. In all three instances, the teacher planned to use technology, but it was not working on that day!!! They all used an "old-fashioned" method of instruction instead.)</p>	
		<p>126-35-1. General. It is my understanding that if this policy is approved that all textbook adoptions will be put on hold for 2 years and at the end of those two years only digital materials will be considered for adoption. If this is correct I feel</p>	<p>2010-11-05</p> <p>LaDonna Davis / Belington Middle School teacher</p>
		<p>NA -</p>	

		<p>that a great injustice is being done to our students. Our current social studies textbooks are already 7 years old--much, much out of date. Using a digital only approach to education is a wonderful idea, if each student in the state is provided with a computer for use at school and at home. Of course, each student would need to have technical support available when they are having problems--may schools in the state don't even have a tech. support person in the county, much less the school. Many of the students I deal with do not have access to internet in their homes. Would the state support internet service to those who do not have access?</p> <p>Our current books are not only outdated but in poor condition. Textbooks are a must if we wish to keep parents involved in our students education.</p> <p>Please reconsider this policy. We, the students in my school and I, have been looking forward to getting new textbooks next year.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p> <p>126-35-1. General. fine</p> <p>126-35-3. Implementation. 6 year cycle is fine unless a lot of information, particularly in social studies and science changes, then the cycle needs to be more frequent. You also need to keep in mind that not all homes are equipped with computers and technology to look at online or dvd</p>		
2010-11-07	Brian Bailey / Central Preston Middle School Special Education teacher		NA	No materials were bid for WV Studies; therefore, there is no way of replacing them at this time. Instructional Materials policy is written to allow

		<p>versions of textbooks, Most people still need the real thing.</p> <p>Appendix A.</p> <p>WV Studies books can't wait until 2013 to be replaced. The current books are in such bad shape now they won't last another 2 years. They need replaced NOW! The teacher I collaborate with in Social Studies has approximately 50% of her WV Studies textbooks barely useable because they are literally falling apart.</p>		<p>for updating materials within the adoption cycle.</p>
<p>2010-11-07</p>	<p>Amanda Bischoff / teacher</p>	<p>126-35-1. General.</p> <p>126-35-3. Implementation.</p> <p>The new textbook "West Virginia: Wild and Wonderful" issued by the Clairmont Press is a vibrant textbook rich in content and appeal. Going through the textbook, one could understand how the textbook has been changed and formatted to meet the needs of today's students. Students learn when the content is meaningful to them and is age appropriate. I feel the new proposed textbook is just that: meaningful and age appropriate. The pictures in the textbook are a great addition to the textbook in that they are eye catching and true to West Virginia. It is fact that students tend remember a picture more than words. The textbook also includes brief facts called "Something Extra" which promotes thinking and inquiry.</p> <p>In general the textbook is clear and coherent and fully serves its purpose. It promotes higher level thinking skills and really pushes students to understand more about West Virginia History. I would gladly replace my</p>	<p>NA</p>	<p>This comment is not about the policy; it is a review of a textbook that was not submitted for review.</p>

current textbooks with the proposed textbook because I would love to give students an even better educational environment. Yes, we need digital resources but teaching in a low SES county, the need for hands-on resources is crucial. New textbook adoption correlated with technology is vital if we wish to broaden the horizons of our future.

Appendix A.

The West Virginia Studies textbook for 8th grade is an informative textbook which helps create a valuable learning atmosphere when students are learning about their state's history. However, over 50% of the current WV Studies books in my classes are falling apart due to poor structure. Students are discouraged that they don't have resources which are new and exciting to them. Because textbooks are falling apart, I am losing textbooks needed for students.

The social studies programs cannot wait until 2013 for new textbooks. The textbooks again are falling apart and much of the content in them needs to be revised or updated. I do feel we need to incorporate 21st century learning skills and utilizing technology needs to occur. However, completely taking away textbooks inhibits students who do not have technological resources outside of the school atmosphere. By adopting the new textbooks in 2011 rather than 2013, each student would have access to the following textbook formats: printed, audio CD, online, and textbook on CD. Students would also have an additional workbook. Each classroom could greatly benefit from the use of diverse material which would address all different learning levels and abilities and would not hinder a child's learning. Textbook

		<p>adoption needs to occur at the appropriate time which is now. We cannot jeopardize the future of West Virginia.</p>	
<p>2010-11-07</p>	<p>Rachel Hull / George Washington Elementary teacher</p>	<p>126-35-1. General. First, I believe it is obvious why this is the appropriate move. Nearly all teachers understand the need for radical improvement to the technological infrastructure. This would allow for that to occur. Without this move, it would be impossible to locate and free the large amount of money necessary for these improvements.</p> <p>One might ask, "Can teachers provide quality instruction without the newest text?" The answer is: ABSOLUTELY. Most teachers already use the web and other materials to supplement their texts. The wealth found on sites, such as Thinkfinity, could provide enough support to never have the need for the text. Frankly, if a teacher is so tied to a book that took 5-6 years to produce, then that should be evidence that there is a need to remove the text from that teacher. We are not teaching children who've been waiting for a text to be written. They are living and breathing in this modern, rapidly-changing (by the minute) world. It seems preposterous that we would use a "cardboard" program to teach young people whose reality is fluid.</p> <p>When the WESTEST was reissued I was thrilled. For the first time I saw that it created an impetus for the number of teachers who simply focused on the standardized test to see the need to deliver in-depth opportunities for students to master the curriculum (CSOs, NOT a text!). Slowly, I think it is. I think the removal of a traditional text from the hands of the too-</p>	<p>NA +</p>

2010-11-07	Robert Allman / James and Law Co. VP Sales and Marketing Retail	<p>traditional teacher will force them into what research shows we must do--teach in response to the students currently in our classes. It will require teachers to spend quality time deconstructing the CSOs and understanding what is necessary for their mastery. The traditional text is one of the primary weights keeping our classrooms in the early decades of the 20th century.</p> <p>Go for it!!!!!!! Be brave enough to catapult us into the future. We desperately need this action.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p> <p>126-35-1. General.</p> <p>What criteria were used in deciding who the stakeholders would be who were consulted in this policy review?</p> <p>Why would the only current State Textbook Depository not be considered a stakeholder?</p> <p>Why wouldn't a company with forty West Virginia employees directly making it's livelihood in the textbook business not be welcomed at the table?</p> <p>During these discussions about delaying adoption cycles and diverting the funding to other uses, was any thought given to the effect this would have on tax paying West Virginian's?</p> <p>Are you aware that the State Textbook Depository runs in the red during those cycles when only Dance and</p>	NA	
				<p>Comment was made by the VP of Sales and Marketing for a company with a financial stake in this decision. It is not about the policy.</p>

		<p>Music and Art for instance are up for adoption?</p> <p>Was any consideration given to the fact that for James and Law to continue to operate the depository during the diverted years; it would have to operate at a loss for two years?</p> <p>Isn't it true that during these two years the State Department of Education would be doing everything possible to move all subjects to digital format and preferably in a web based format?</p> <p>Is it true a specific change was made in state law concerning any depository from handling any instructional product available over the World Wide Web?</p> <p>Isn't it true that this change was suggested by the software industry without any research showing this to be in the best interest of West Virginia, its schools and children?</p> <p>Fiscal Note</p> <p>The fiscal note attached to the policy claims there is no current cost or future costs involved in this policy change. It seems this note is a total exaggeration of the truth.</p> <p>Do the lost wages and taxes that will result from the changes in this policy not count?</p> <p>Does the loss of B & O taxes to the local government have no meaning?</p>		

		<p>What happens when people who had work, no longer have work, does unemployment have no cost to the State of West Virginia?</p> <p>I believe in technology, and it's use in the educational community is perhaps a forgone conclusion; however, any change in policy with such a wide reaching affect should be given a thorough review taking in account all parties concerns.</p> <p>A decision was made to eliminate the publishers and depository people from this discussion. Being told what you will do and being asked what can we do together, are totally divergent ideas, one is inclusive, while the other is exclusive.</p> <p>All this nations best ideas, even our form of democracy, is and always has been inclusive in nature. We would welcome a chance to more toughly discuss our views and concerns on this policy in an open inclusive environment</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>	
		<p>126-35-1. General. As a parent, business manager and participant on a school improvement committee, I am concerned over the wording of the policy that will make WV education solely electronic. I can understand that our children will need to be prepared to participate in an electronic world,</p>	
		<p>Nancy Brown / The James & Law Company - Secretary-Treasurer</p>	
			<p>2010-11-08</p>
			<p>Comment made by the Secretary/Treasurer of the State Depository, a company with a financial stake in the sale of print-</p>

but are we being hasty to totally disregard the value of a book as a teaching method? For years, our society has been taking measures to place books into the hands of our children. I was a read-a-loud volunteer for many years and the children not only wanted to hear the words, but handle the book, touch the pictures and turn the pages. Even fourth graders would light up at the opportunity to pick the book to be read aloud. Yes, WV wants to be a leader in technology, but are we disregarding a teaching method that works in favor of a teaching method that is not fully tested? As a child, I owned only a few books, but they were my treasures. As a parent, I flooded my home with childrens books and read to m!

y children each evening. Electronic textbooks are no doubt a valuable tool, but so are beautiful printed texts! Recently, I traveled to Webster Springs, WV. It is a lovely WV town...where my cell phone had no service. Does Webster Springs, WV have access to high speed internet for the school children to use? I am concerned that the desire to LEAD THE NATION may overshadow the facts of the matter. We are a state of mountains with many miles in between them. So if we can indeed construct the wireless towers over the next few years, will we be able to prepare our teachers for an all electronic classroom? Will WV have the funds to replace computers every four or five years? Will every school have a computer tech on staff to load, repair, replace, etc at the rate of \$100 per hour? Let's look at the broad picture. Do we want our children sitting at the desks staring at a computer for a full day, then each evening for homework? It tires me to work all day at a computer!!

I understand the need to look into the future and to prepare!

based textbooks.

		<p>our children for the wide world they are about to enter, but I hope you will reexamine the need for the written word as well as the electronic word.</p> <p>As a financial manager at The James & Law Company, I am asking you to make the electronic materials available thru the Textbook Depository. Our small company employees an average of 35 employees. Our earnings as a WV business pay: WV wages, WV taxes including Income Tax, Business Franchise, local B & O and property taxes, and payroll taxes. We work hard at doing the best job possible for the school districts, the publishers our company represents and our employees who ARE The James & Law Company. Are you willing to pull the life-line on a WV company established in 1899 and eliminate yet another well-established income producing company that DOES work hard to play by the rules and support the State of WV? The trickle down effect will hurt many people, locally and state-wide. I am asking for the opportunity to prove our value as a service provider to WV. If change is inevitable, please allow The James & Law Company to be a part of that change.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>		
2010-11-08	George I. Brown / The James & Law Co. - President, General Manager	<p>126-35-1. General.</p> <p>I oppose Policy 2445.40, which would delay adoption and acquisition of Social Studies and Science instructional materials/resources for two years. This policy is designed to permit districts to spend funds that</p>	NA -	Comment made by the President and General Manager of the State Depository, a company

<p>were originally intended for textbooks, to be spent on computers and high-speed internet access, as districts pursue the vision set forth in the Global 21 technology initiative. It is my understanding that the intent is to resume adoptions in 2012, for fully-manipulative, paperless resources only. I have two concerns with this policy, and the broader initiative it supports.</p> <p>First, while I agree that digital resources are an effective tool, I contend that they are only one component of the teachers' tools, and that the previous/current instructional media have not yet, and may never, outlive their usefulness. Traditional publishers own a wealth of well-researched intellectual content, but not all are prepared to provide the access WV's initiative demands. As independent businesses, the speed with which they address the initiative will vary. For instance, an unnamed publisher has produced a new grade 8 WV History text that, to my knowledge, is as cohesive as any product currently available on the subject. This publisher specializes in state histories, and has produced two previous editions that were approved by our State adoption committee, and the majority of our county adoption committees. The new edition is available in hardback, and was to be available on CD-ROM, and online. However, since this initiative requires fully-manipulative reso!</p> <p>urces, it does not meet the State standard, and will not be available for our students! So, by requiring fully-manipulative resources, we may be turning our backs on perfectly suited content. Is this wise?</p> <p>Also, I question the target date for implementation of completely digital instruction. Given the complexity of such a wholesale change (from print, CD-ROM, online</p>		<p>with a financial stake in the sale of print-based textbooks.</p>
---	--	---

		<p>materials to fully-manipulative resources) will we be ready in just two years? This initiative assumes that all students will have a computer in-hand – a Kindle, I-Pad, etc., are not sufficient, as they are not interactive. So, will all students in all schools have equal access to hardware and digital resources? Will there be enough bandwidth to accommodate all students at all times during the school day? Will there be sufficient power available in schools for the additional demand? How often will hardware need to be upgraded to keep pace with technological advances? How will districts handle abused hardware situations? How many additional pieces of hardware will districts need while inoperable units are serviced? How many more service technicians will RESA's and/or districts need? And what of homework?!!</p> <p>In short, I see this initiative progressing in fits and starts, rather than seamlessly, for students and schools, parents and administrators, taxpayers and businesses. I advocate a more measured approach. Are we not ahead to use all practical resources regardless of their format as this progression takes place?</p> <p>Secondly, my firm, The James & Law Company, has provided continual instructional materials depository service to the districts, and publishers of state-approved materials since 1912. We received official approval to operate as such from the WV Board of Education in 1992. State Code was changed last year to prohibit our depository (or any other) from providing digital resources to districts. This is short-sighted. Districts choose to purchase instructional materials thru our depository because of the efficiency and convenience 'one-stop' shopping offers. However, as these technology initiatives are currently designed, that choice</p>		
--	--	---	--	--

		<p>ceases, progressively, beginning with the resumption of adoptions in 2012. District business offices with then have no choice but to deal directly with vendors of state-approved programs. We presently represent over fifty publishers. So the districts' Purchasing, A/R, A/P departments' workloads will increase dramatically as they acquire the!</p> <p>se digital resources. Also, at present, a portion of the tax dollars spent on materials purchased thru our depository stays in-state, and turns over in our economy, as wages, benefits, State and local taxes, and operating expenses. Beginning in 2012, all of those dollars will go out-of-state. Is this wise? And last, it has been suggested that our depository could not provide access to digital content. I know that not all vendors of digital resources operate their own server farms, thru which their material is accessed. Just as they have done, our Company can, and will, if given the opportunity, lease or purchase sufficient server space in-state thru which our districts can access the same resources. In so doing, as with print materials, the districts can choose an in-state provider, and not be at the mercy of numerous ISP's, located throughout the Country.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>		
2010-11-08	Esther Messenger / WIMS secretary, parent, grandparent	<p>126-35-1. General.</p> <p>I feel we need textbooks. We cannot keep our computers working in our computer labs. I just feel we need paper copies of things. Technology is great but so</p>	NA -	

		<p>are BOOKS. What about all the students who do not have internet access at home and cannot afford it. I think it is unreasonable to think everyone is computer smart.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>		
2010-11-08	William Tucker / Harrison County schools Principal	<p>126-35-1. General.</p> <p>I believe that we will always need textbooks as a resource for our students.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>	NA	
2010-11-08	NANCY SHAWHAN / parent	<p>126-35-1. General.</p> <p>AS A PARENT AND GRANDMOTHER I HAVE READ TO MY FAMILY FROM HAND PICKED BOOKS THAT WERE CHOSEN FOR SPECIAL REASONS. IT WAS A TREASURE FOR ME TO READ ALOUD AND SEE THE THE ANTICIPATION OF A CHILD WANTING TO KNOW THE REST OF THE STORY. THE ILLUSTRATIONS WERE ALWAYS A MUST SEE. BEFORE MY DAUGHTER WAS BORN, I PURCHASED BOOKS FROM STORES, FLEE MARKETS, WHEREEVER I SAW BOOKS, IT DREW MY ATTENTION. JUST THE OTHER DAY MY GROWN DAUGHTER WITH A FAMILY OF HER OWN ASK ME WHERE HER BOOK WAS THAT SHE READ OVER AND</p>	NA	Does not address the policy

		<p>OVER AS A CHILD. SHE WANTED TO SHARE IT WITH HER DAUGHTER. BOOKS IN OUR HOME ARE CONSIDERED TREASURES THAT YOU HOLD IN YOUR HANDS, RUN YOUR FINGERS OVER THE PICTURES AND TRAVEL SOMEWHERE AND LIVE IN A DIFFERENT TIME FOR A WHILE. COMPUTERS ARE GREAT GATES INTO MEDIA, BUT THERE MUST ALWAYS BE THOSE TREASURES THAT ARE KEPT NEAR. WE ARE SLOWLY LOOSING A REAL CONNECTION WITH OUR CHILDREN IN THE ELECTRONIC WORLD. I HOPE THAT THE ELECTRONIC WORLD WILL LET ME KEEP THE ONE T!</p> <p>REASURE OF FAMILY CONNECTION WITH REAL HAND HELD BOOKS AND GIVE THE COMPUTER A MUCH NEEDED REST!</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>		
2010-11-08	Tammi Stotler / Middle School Teacher	<p>126-35-1. General.</p> <p>Shouldn't this be done gradually??? How are you going to train teachers? What about the parents?</p> <p>126-35-3. Implementation.</p> <p>Shouldn't this be done gradually??? How are you going to train teachers? What about the parents?</p> <p>Appendix A.</p>	NA	Legitimate questions that must be addressed.

2010-11-08	Wendy Adams / Sandy River Middle-McDowell Co. Classroom Teacher	<p>126-35-1. General. I am in favor of using both the suggested textbook and the digital CD-rom included with the text. The idea of an "all digital" scenario sounds intriguing, but in reality, not all students have access outside of the school for the required material and this will cause a drop in student participation and student success in the classroom. Students need both the book and the other resources to be successful at this time for several reasons. One reason is that not all schools will have adequate technology to support the all digital implementation. Ideally, even in the best scenario, there will arise situations where the material isn't as easily accessible and cause problems. Thank you for your consideration in this matter.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>	NA -	
2010-11-08	WSMS	<p>126-35-1. General. Text books do show wear and tear but technology cannot replace the scenes that a physical book can stimulate. It involves the student and stimulates the skill of reading that a monitor cannot substitute. Please consider the whole brain health of our students by keeping text books in our schools.</p> <p>126-35-3. Implementation. Please keep physical text books in our schools so students can fall asleep trying to memorize theories safely.</p>	NA	Name not provided; policy will not remove textbooks from schools; it will provide them in a different format.

		<p>Appendix A. Text books do show wear and tear but technology cannot replace the scenes that a physical book can stimulate. It involves the student and stimulates the skill of reading that a monitor cannot substitute. Please consider the whole brain health of our students by keeping text books in our schools. Please keep physical text books in our schools so students can fall asleep trying to memorize theories or develop hypothesis. Perhaps they might get soiled and wore but they are safe to safely.</p>		
2010-11-08	LINDA DAUGHERTY / parent-family	<p>126-35-1. General. AS A CONCERNED INDIVIDUAL OF WEST VIRGINIA, I AM VERY MUCH AGAINST THE IDEA OF SOLELY ELECTRONIC TEACHING OF OUR CHILDREN. I LOVE TO READ AND ALWAYS HAVE A BOOK OF SOMEKIND ON HAND. KIDS NEED THE PERSONAL TOUCH OF THEIR OWN BOOKS. 126-35-3. Implementation. Appendix A.</p>	NA	Does not address policy; Children will still be able to read and have access to books.
2010-11-08	Bonnie Allman / Doddridge County Child Nutrition Coordinator	<p>126-35-1. General. As an educator I am concern about these changes and how they affect children. I am not certain that this will help the children achieve more academically. Our teachers have not totally grasped the 21st Century Skills. If they're not ready why move ahead. Like a foundation</p>	NA	

		<p>of a house if it is not solid the walls and roof will tumble.</p> <p>Do I even have room on your site to speak about infrastructure, not of the schools but in the communities especially in the most rural areas such as mine. Many of our children will only have access to educational materials at school. And while we are on this subject who will be responsible for the electronic devices and their security. Will child molesters have even more access to our children? (May be off subject but a concern).</p> <p>Please slow down and help the schools, parents and public know about these changes and the effect it will have on our children.</p> <p>126-35-3. Implementation. It is not stated in the policy but is in the SB 613, that the RESAs will have committees to select books to be placed on the adoption list. This will take control from the local counties especially those that are small and surrounded by larger counties. What about the research that show small schools are better and parents need to be more involved. None of this is helping in my opinion.</p> <p>Appendix A. This measure will have no impact on costs and revenues of state government. This statement is in your policy. This is a powerful statement. What will be the cost to counties, schools and taxpayers? I have been taught to doubt that which is too good to be true. Nothing in life is free or even just the cost of two years of textbooks.</p>	<p>126-35-3. Implementation. SB 613 allows for RESA based Review Committees with approval and representation from all counties. Adoption is to be done at the county level.</p>
--	--	--	--

2010-11-08	Scott Lykins / Warm Springs Middle School 8th Grade Science teacher	<p>126-35-1. General. I am in favor of replacing formal textbooks with online versions and investing more in technology.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>	NA +	
2010-11-08	Sharon McDonald / Teacher of Social Studies at Washington Irving Middle School	<p>126-35-1. General. I am not sure if this is the correct box, but hopefully it is. I can not go another year or two or longer with the textbooks I have. They are worn out. I have had 50-60 rebound and the backs are worse than the originals. Going to completely digital or online is totally impractical. Online is an excellent resource and supplement, but can not and should not completely replace textbooks. Also, this could not be implemented in any reasonable time frame. We need textbooks and online sources. I hope logic and reason will prevail.</p> <p>126-35-3. Implementation.</p> <p>Appendix A.</p>	NA -	

2010-11-08	Phyllis Dunlevy / Next Steps Consulting, Owner	<p>126-35-1. General.</p> <p>I am a computer consultant who has taught in the public schools as well as at the college level. I use the computer every day for both earning my living and for leisure. With that in mind, I think you would be doing our students a great disservice if you spend their textbook money on computers, network infrastructure, and electronic programs. I think there are many issues unaccounted for in the implementation which I will discuss below. But, from the standpoint of a student, I think that using the computer as the primary access to educational information is assuming that all students learn the same way. I personally can not read from a computer screen and retain the information beyond an individual fact or two. I think that every student is different and taking the textbook away is a mistake of gigantic proportions. I began giving my nieces and nephews books by the time they were age 2. They number among them now a doctor, an architect, a chemist, a biologist and several school teachers. Several more are in college. Only 1 of the 35 has not gone on to college. Please do not make education a plan for learning the facts that are needed to pass standardized exams. Computers have their place as a tool but should not be used as the expense of the textbook where reading and learning is a continuous experience.</p>	NA -	
<p>126-35-3. Implementation.</p> <p>As a professional in the computer industry, I know that buying the hardware is only the beginning when it comes to computer expenses. You will need technicians to maintain, troubleshoot problems with, and update the equipment. You will also need network administrators</p>				

to maintain, troubleshoot problems with, and administer security for the networks. Where will the money for this come from after the second year? Second, if you intend to move our students to electronic programs available only through the school network or the internet, how will you ensure that students have the hardware and internet availability at home. My sister has 5 children. All 5 of them were in the public schools at one time. I know they can not now and could not then have been able to provide all 5 of them with computer access to to their homework. I know the State Department of Education claims that availability of educational materials 24 hours a day 7 days a week is an advantage to their proposals. But that presupposes that all students have the equipment and internet access available to them at home.

Another very important consideration. What will you do if this plan does not have the success that is hoped for? What will be the fall back plan if you can not maintain the infrastructure to the level needed to provide the students with reliable access to the materials? If you have never even had a pilot program of this nature, how do you know how much it will cost in the future? Is their some kind of reasonable estimate of PC failure rates, cost of maintenance and/or replacements, personnel costs, etc. What will you do if there are schools who do not have high speed internet access available by the time this plan is fully implemented?

As a consultant who is paid to think ahead when designing and implementing computer systems, I feel that simply using textbook money to start building infrastructure in the schools while betting that the rest of the pieces for an electronic educational system will be ready in two years is foolhardy. And, you are assuming

		<p>that all parents will be ready, willing, and able to provide their children with the necessities for home study at the same time.</p> <p>Appendix A.</p>		
--	--	--	--	--

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Thursday, October 14, 2010 10:17 AM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-14 10:17:01)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: James E. Goode
Organization: Independence High School
Email: jgoode@access.k12.wv.us
Title: social studies chair
Address1: 504 Quiet Oak St
Address2:
City/State/Zip: Beaver, WV 25813
Role: Teacher
Posted: 2010-10-14 10:17:01
Posted from IP: 168.216.56.239

Comments for section 126-35-1 General

Expecting teachers to go another 2 years before providing them with needed resources is unacceptable. The textbooks we are using now are 7 years old. Many have been lost and the Board will not replace them due to the new textbook adoption. To expect teachers to use electronic texts is equally ridiculous since we do not have computer labs in our classrooms and with the demands placed on the Math and English teachers we can not get into the computer labs as it is. Will we in 2 years be getting a mobile lab for each classroom or will we be using these old books for 20 years?

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Thursday, October 21, 2010 1:49 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-21 13:48:37)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: CAROL L. Foust
Organization:
Email: cfoust@access.k12.wv.us
Title: WV HISTORY TEACHER
Address1:
Address2:
City/State/Zip: DANIELS, WV 25832
Role: Teacher
Posted: 2010-10-21 13:48:37
Posted from IP: 168.216.119.124

Comments for section 126-35-1 General

Our textbooks are seven years old and are out dated.....Governor Wise is in my book. In raleigh County we have a lot of children without internet connections at home. How can you assure that each student will have access to a computer and internet at home . There are time that our school internet goes down or problems occur.

With Tech -Steps, New math concepts (labs), Writing assessment, benchmarks and other activities on line....how can each school be about to access internet everyday or when needed for each class.

Can I ask , what is the problem with a printed textbook? If you are using the internet and activities with the text you are covering all learning styles .

What about the special needs student which needs that access to a book for help and training ?

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Thursday, October 21, 2010 2:55 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-21 14:54:49)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Sandra Burdette
Organization:
Email: sjburdette@kcs.kana.k12.wv.us
Title:
Address1: Cedar Grove Middle School
Address2: John Street
City/State/Zip: Cedar Grove, wv 25039
Role: Teacher
Posted: 2010-10-21 14:54:49
Posted from IP: 168.216.30.174

Comments for section 126-35-1 General

Social Studies textbooks are out dated and falling apart. They will not last another year, much less three. We do not even have enough for our students this year and have resorted to using class sets only. Our students do not have computers at home. The school computer labs are in constant use by the math and R/LA classes because we are trying to raise WESTEST scores. Access to them is nearly impossible. We have only 1 computer in the classroom. When will teachers be trained to use all the digital materials? Who will pay for the training? Why is Social Studies always shuffled aside and put last? How many math textbook have the math teachers received in the last 7 years while we are struggling to get along with our scraps?

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Friday, October 22, 2010 8:21 AM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-22 08:21:13)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Melody Cox
Organization: SSMS
Email: mcox@access.k12.wv.us
Title:
Address1: 500 Flat Top Rd
Address2:
City/State/Zip: Shady Spring, WV 25918
Role: Teacher
Posted: 2010-10-22 08:21:13
Posted from IP: 168.216.104.34

Comments for section 126-35-1 General

There are students who do not have a computer. Also there is a lack of internet connection within this region. Until cable or dsl is available in all areas, an online text would not be effective.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Friday, October 22, 2010 12:36 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-22 12:35:42)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Elizabeth Ellison
Organization: Raleigh County Schools
Email: eaelliso@access.k12.wv.us
Title: social studies teacher
Address1: 129 Scenic Dr.
Address2:
City/State/Zip: Daniels, WV 25832
Role: Teacher
Posted: 2010-10-22 12:35:42
Posted from IP: 168.216.48.254

Comments for section 126-35-1 General

Social Studies books are already 7 years old. They are falling apart! We were skipped over earlier for another set of math books and now we are supposed to wait until the digital programs are developed. It will be 10 years before we get instructional material. A decade old social studies book is offensive to me as a tax payer and teacher.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Friday, October 22, 2010 2:10 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-22 14:10:07)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Sarah Anderson
Organization: Independence Middle School
Email: saanderson@access.k12.wv.us
Title: Teacher
Address1: 116 Minor Scott Lane
Address2:
City/State/Zip: Beaver, WV 25813
Role: Teacher
Posted: 2010-10-22 14:10:07
Posted from IP: 168.216.16.50

Comments for section 126-35-1 General

I would like to express my support of adopting the new Clairmont Press edition of the West Virginia textbook. I have taught West Virginia studies since the 2003/2004 school year. I realize that the digital textbook would be a great resource, but I do not feel that at present we are capable of fully supporting that resource. Many of our students at present do not have adequate access to the internet either at home or here at the school. The actual textbook is readily accessible at both locations and provides a basis for instruction. The current textbook I am using is very old and I do not believe that it will survive for the two additional years needed to develop the digital textbook.

Comments for section 126-35-3 Implementation

I would suggest that we adopt the new hard copy textbook and give the school systems additional time to implement the computer resources necessary to enhance the digital textbook.

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Sunday, October 24, 2010 1:55 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-24 13:55:00)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Kathy Jacquez
Organization: Fairmont Senior
Email: kjacquez@access.k12.wv.us
Title: teacher
Address1: PO Box 4
Address2: 611 Ice St
City/State/Zip: Barrackville, WV 26559
Role: Teacher
Posted: 2010-10-24 13:55:00
Posted from IP: 76.92.68.154

Comments for section 126-35-1 General

Comments for section 126-35-3 Implementation

Comments for section Appendix A

I know that this plan is submitted with needs of students in mind, but if this is not implemented carefully it is the teacher who will suffer as he/she tries to use the new instructional materials without the tools necessary to do so. No where in this policy does it say that we will be moving away from purchasing textbooks to use online resources, but that is my interpretation of the language. Teachers will need computers and reliable internet connections as the bare minimum. Students still do not all have computers and internet connections at home; so the schools will need to be staffed at longer hours in order to level the playing field for all students. These few items will require a huge amount of funds to implement and this policy change leaves that up to the counties. I am sorry but I am currently implementing at my school "chemistry for all" and there was no extra money spent at the county level to do this instructional change. State Board policy changes are not!

like magic wands--wave them and the change occurs. The teachers need and deserve support to make these changes and this policy falls short of guaranteeing that the monetary support will be given. This is another example of do more with less and I am very disappointed.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, October 25, 2010 8:43 AM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-25 08:43:28)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Patsy E. Triplett
Organization: Marlinton Middle School
Email: ptriplett@access.k12.wv.us
Title: Teacher
Address1: Route 2
Address2: Box 52-S.
City/State/Zip: Buckeye, WV 24954
Role: Teacher
Posted: 2010-10-25 08:43:28
Posted from IP: 168.216.16.50

Comments for section 126-35-1 General

As to the possibility of having no new textbooks for the next two years: my textbooks are falling apart even now! It is imperative that they be replaced. As to the possibility of going entirely digital: my social studies students have little to no access to computers at school. Even with a stationary and a mobile lab, access is practically non-existent as language arts and math take up all of the computer time. My students, therefore, would have no access to their digital texts. Also, 1/2 or more of my students do not have access to computers at home. Many of those with computers have no internet access. This idea of digital texts would not work in my school/county.

Comments for section 126-35-3 Implementation

What are my students to do for textbooks while the powers that be decide if we go digital. My books are falling apart now!
What about special needs students?? How do they fit into the digital world?
Most have no computer access in this school or at home.
What kind of training, if any, will I receive in order to implement digital education? When will this training be offered? It would have to occur during the summer in order for teachers to be ready when school begins.
Where do a student's parents fit into your digital plan?
What happens to the product when the power system fails or if the digital

text is stolen or corrupted in some manner?

Comments for section Appendix A

Hands on materials: I realize that we are in a digital age but what is wrong with having an actual textbook that students can get their hands on? Are books so "wrong" these days that they are not useful? Can we not have actual textbooks with digital supplements? My fear is that students/schools without sufficient technology will be left behind. In my school, this would definitely be the case. Please reconsider this policy. Books are still valuable in a child's education. In many cases, they are the only resource available.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, October 25, 2010 11:05 AM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-25 11:04:41)

Categories: Positive

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Adena Barnette
Organization: Ripley High School
Email: missbarnette@gmail.com
Title: Classroom Teacher
Address1: 2 school street
Address2:
City/State/Zip: Ripley, WV 25271
Role: Teacher
Posted: 2010-10-25 11:04:41
Posted from IP: 168.216.116.158

Comments for section 126-35-1 General

I believe this is the only way that Social Studies is going to be able to have resources until the Common Core comes out in 2014. There are no textbooks out there for adoption and we must do what is in the best interest of the students. We must come up with alternative ways to educate our students so that they will be prepared to head to college.

Comments for section 126-35-3 Implementation

I believe that the Social Studies Electronic Resource group will be a great way to help teachers supplement their work in the classroom. With no new textbook, teachers are going to need technology so that they can teach their students the content. I don't really use the textbook anyways, so this option is very appealing to me.

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, October 25, 2010 11:18 AM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-25 11:17:57)

Categories: Positive

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Michelle Holstein
Organization: Teacher
Email: mholstei@access.k12.wv.us
Title: second grade teahcer
Address1: Po box 74
Address2:
City/State/Zip: Wardensville, WV 26851
Role:
Posted: 2010-10-25 11:17:57
Posted from IP: 168.216.245.97

Comments for section 126-35-1 General

The state should not spend money on textbooks that are no good. I applaud the state for making this move and encourage them to continue pressuring the textbook companies to put out excellent products.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Tuesday, October 26, 2010 4:10 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-26 16:09:59)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Lucinda Ward
Organization:
Email: cinda91@msn.com
Title:
Address1: 3901 chase street
Address2:
City/State/Zip: Huntington, wv 25704
Role: Parent-Family
Posted: 2010-10-26 16:09:59
Posted from IP: 184.15.46.152

Comments for section 126-35-1 General

Comments for section 126-35-3 Implementation

The school textbooks in social studies is already 8 years old and would be 10 to 11 years old by the time you have a new program. All digital programs will likely eliminate parents from participation in student's education. What happens when the electronic device fails or is stolen? What happens when the power goes out? Can you insure that every student will have access to a computer and internet access at home? I think learning will become fragmented with bits of information instead of interrelated concepts. Why can we not use printed textbooks with supplemented digital. I feel that in this economy with so many parents at or below poverty level with no computers in the home that these students will be at a disadvantage and be at risk of failure. I could see this problem also raising our dropout rate. I firm approve of technology in the classroom but I don't support putting students that are already at a disadvantage in a higher risk of failure.

Comments for section Appendix A

The school textbooks in social studies is already 8 years old and would be 10 to 11 years old by the time you have a new program. All digital programs

will likely eliminate parents from participation in student's education. What happens when the electronic device fails or is stolen? What happens when the power goes out? Can you insure that every student will have access to a computer and internet access at home? I think learning will become fragmented with bits of information instead of interrelated concepts. Why can we not use printed textbooks with supplemented digital. I feel that in this economy with so many parents at or below poverty level with no computers in the home that these students will be at a disadvantage and be at risk of failure. I could see this problem also raising our dropout rate. I firm approve of technology in the classroom but I don't support putting students that are already at a disadvantage in a higher risk of failure.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Tuesday, October 26, 2010 4:12 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-26 16:12:09)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Lucy Ferrell
Organization: Vinson Middle School
Email: lferrell@access.k12.wv.us
Title: West Virginia History Teacher
Address1: 3900 Chase Street
Address2:
City/State/Zip: Huntington, wv 25704
Role: Teacher
Posted: 2010-10-26 16:12:09
Posted from IP: 184.15.46.152

Comments for section 126-35-1 General

The school textbooks in social studies is already 8 years old and would be 10 to 11 years old by the time you have a new program. All digital programs will likely eliminate parents from participation in student's education. What happens when the electronic device fails or is stolen? What happens when the power goes out? Can you insure that every student will have access to a computer and internet access at home? I think learning will become fragmented with bits of information instead of interrelated concepts. Why can we not use printed textbooks with supplemented digital. I feel that in this economy with so many parents at or below poverty level with no computers in the home that these students will be at a disadvantage and be at risk of failure. I could see this problem also raising our dropout rate. I firm approve of technology in the classroom but I don't support putting students that are already at a disadvantage in a higher risk of failure.

Comments for section 126-35-3 Implementation

The school textbooks in social studies is already 8 years old and would be 10 to 11 years old by the time you have a new program. All digital programs will likely eliminate parents from participation in student's education. What happens when the electronic device fails or is stolen? What happens when the power goes out? Can you insure that every student will have access to a computer and internet access at home? I think learning will become

fragmented with bits of information instead of interrelated concepts. Why can we not use printed textbooks with supplemented digital. I feel that in this economy with so many parents at or below poverty level with no computers in the home that these students will be at a disadvantage and be at risk of failure. I could see this problem also raising our dropout rate. I firm approve of technology in the classroom but I don't support putting students that are already at a disadvantage in a higher risk of failure.

Comments for section Appendix A

The school textbooks in social studies is already 8 years old and would be 10 to 11 years old by the time you have a new program. All digital programs will likely eliminate parents from participation in student's education. What happens when the electronic device fails or is stolen? What happens when the power goes out? Can you insure that every student will have access to a computer and internet access at home? I think learning will become fragmented with bits of information instead of interrelated concepts. Why can we not use printed textbooks with supplemented digital. I feel that in this economy with so many parents at or below poverty level with no computers in the home that these students will be at a disadvantage and be at risk of failure. I could see this problem also raising our dropout rate. I firm approve of technology in the classroom but I don't support putting students that are already at a disadvantage in a higher risk of failure.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Tuesday, October 26, 2010 5:34 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-26 17:34:01)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Jack Ward
Organization:
Email:
Title:
Address1: 3901 chase street
Address2:
City/State/Zip: Huntington, wv 25704
Role: Parent-Family
Posted: 2010-10-26 17:34:01
Posted from IP: 184.15.46.152

Comments for section 126-35-1 General

Textbooks are already 8 years old and will be 10 years old by the time a new program will be ready to use. What happens when the power goes out? What happens if the electronic device fails or is stolen? Will the State Department of Education guarantee that every student will have a computer and access to the internet at home? With the economy being what it is today and a great number of West Virginia's students being at or below poverty level makes these students at a disadvantage I know that if these students do not have computers with internet access they will be at high risk of failure.

Comments for section 126-35-3 Implementation

Textbooks are already 8 years old and will be 10 years old by the time a new program will be ready to use. What happens when the power goes out? What happens if the electronic device fails or is stolen? Will the State Department of Education guarantee that every student will have a computer and access to the internet at home? With the economy being what it is today and a great number of West Virginia's students being at or below poverty level makes these students at a disadvantage I know that if these students do not have computers with internet access they will be at high risk of failure.

Comments for section Appendix A

Textbooks are already 8 years old and will be 10 years old by the time a new program will be ready to use. What happens when the power goes out? What happens if the electronic device fails or is stolen? Will the State Department of Education guarantee that every student will have a computer and access to the internet at home? With the economy being what it is today and a great number of West Virginia's students being at or below poverty level makes these students at a disadvantage I know that if these students do not have computers with internet access they will be at high risk of failure.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Tuesday, October 26, 2010 5:43 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-26 17:42:40)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

Name: Lucy Ward
Organization:
Email:
Title:
Address1: 3901 chase street
Address2:
City/State/Zip: Huntington, wv 25704
Role:
Posted: 2010-10-26 17:42:40
Posted from IP: 184.15.46.152

Comments for section 126-35-1 General

Textbooks are already 8 years old and will be 10 years old by the time a new program will be ready to use. What happens when the power goes out? What happens if the electronic device fails or is stolen? Will the State Department of Education guarantee that every student will have a computer and access to the internet at home? With the economy being what it is today and a great number of West Virginia's students being at or below poverty level makes these students at a disadvantage I know that if these students do not have computers with internet access they will be at high risk of failure.

Comments for section 126-35-3 Implementation

Textbooks are already 8 years old and will be 10 years old by the time a new program will be ready to use. What happens when the power goes out? What happens if the electronic device fails or is stolen? Will the State Department of Education guarantee that every student will have a computer and access to the internet at home? With the economy being what it is today and a great number of West Virginia's students being at or below poverty level makes these students at a disadvantage I know that if these students do not have computers with internet access they will be at high risk of failure.

Comments for section Appendix A

Textbooks are already 8 years old and will be 10 years old by the time a new program will be ready to use. What happens when the power goes out? What happens if the electronic device fails or is stolen? Will the State Department of Education guarantee that every student will have a computer and access to the internet at home? With the economy being what it is today and a great number of West Virginia's students being at or below poverty level makes these students at a disadvantage I know that if these students do not have computers with internet access they will be at high risk of failure.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Tuesday, October 26, 2010 7:08 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-26 19:08:00)

Categories: Positive

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Kathy Stout
Organization: Kanawha County Schools
Email: kstout@kcs.kana.k12.wv.us
Title: classroom teacher
Address1: 1414 Sixth Avenue
Address2:
City/State/Zip: Charleston, WV 25312
Role: Teacher
Posted: 2010-10-26 19:08:00
Posted from IP: 184.15.7.133

Comments for section 126-35-1 General

I appreciate the idea of not purchasing a set of books, simply because it is the year for that rotation. I appreciate even more the acknowledgement of the state that technology tools are essential for an educator in the 21st Century classroom. Allowing the monies to be used on improving the infrastructure will once again move WV into the forefront of this progressive movement.

Comments for section 126-35-3 Implementation

I'm afraid that without some guidelines, county administrators will take the money and use it on more computer programs geared toward assessment, or some fly-by-night program that promises major results.

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Wednesday, October 27, 2010 9:49 AM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-27 09:48:57)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Tracy Gould
Organization: Bridgeport Middle School Social Studies teacher
Email: tgould@access.k12.wv.us
Title: Teacher
Address1: 413 Johnson Ave.
Address2:
City/State/Zip: Bridgeport, WV 26330
Role: Teacher
Posted: 2010-10-27 09:48:57
Posted from IP: 168.216.231.129

Comments for section 126-35-1 General

It is long overdue for there to be a new adoption for Social Studies textbooks. Last year was the year that we were supposed to adopt SS books. Due to the fact that others felt it more important to adopt another Math book early instead of letting the rotation cycle continue, Social Studies students were short changed as usual. I am embarrassed as a teacher to have to hand out these poor quality textbooks and outdated information to my students in Harrison County. We always support the levy etc, and I think it is a disgrace and we are doing our students of Harrison County a disgrace by not adopting a new Social Studies this year for the upcoming year. With the proper time and care, I am sure you can come up with an excellent series for our students in West Virginia!!!!!! Don't let the student in Harrison County down. Do what is right for the kids!!!!!!!!!!

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Wednesday, October 27, 2010 10:27 AM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-27 10:26:31)

Categories: Neutral

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Travis Baldwin
Organization: Kanawha County Schools
Email: tbaldwin@kcs.kana.k12.wv.us
Title: Chair, Dept. of Social Studies
Address1: Sissonville High School
Address2: 6100 Sissonville Drive
City/State/Zip: Charleston, WV 25312
Role: Teacher
Posted: 2010-10-27 10:26:31
Posted from IP: 168.216.68.10

Comments for section 126-35-1 General

As a member of the review team for the adoption of 10th and 11th grade social studies texts, I recall distinctly that our team recommended the adoption of the two Glencoe texts for those respective grades. They met the state criteria when other materials that were submitted for review did not. The comments in the newspapers that "none" of the materials submitted are misleading. The members of the team agreed that these two texts could be used with no problem whatsoever. The text had been totally revised and updated for 21st century learning with excellent electronic resources, a wonderful on-line Web site to support the text, and the inclusion of DOK questions in each chapter.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Wednesday, October 27, 2010 10:39 AM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-27 10:39:22)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Shannan Hines
Organization: Bridgeport Middle School
Email: smhines@access.k12.wv.us
Title: Social Studies Teacher
Address1: 413 Johnson Ave.
Address2:
City/State/Zip: Bridgeport, WV 26330
Role: Teacher
Posted: 2010-10-27 10:39:22
Posted from IP: 168.216.225.15

Comments for section 126-35-1 General

Comments for section 126-35-3 Implementation

Comments for section Appendix A

I am thoroughly in agreement that instructional materials should be increasingly focused on using technology. However, social studies was passed over last year in favor of adopting a new math program. Our materials are horribly outdated and the textbooks are falling apart. We simply cannot wait another two years for new materials. Who is to say that new, technology focused materials will be available in two years? Will we be forced to wait even longer then? It will take time to completely implement digital materials. Don't make the students suffer simply because they are not available yet.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Wednesday, October 27, 2010 5:10 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-27 17:09:47)

Categories: Positive

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Mary Ann Triplett
Organization: Clay County Middle School
Email: matriple@access.k12.wv.us
Title: Curriculum Facilitator
Address1: 71 Clearview Lane
Address2:
City/State/Zip: Maysel, WV 25133
Role: Teacher
Posted: 2010-10-27 17:09:47
Posted from IP: 70.100.68.147

Comments for section 126-35-1 General

As the curriculum facilitator at our middle school, I support the suggested revisions to Policy 2445.40 – Groupings for Textbook Adoption for Early Childhood Education, Middle Childhood Education, and Adolescent Education for many reasons. I support the change in the name of the policy because there are many exemplary instructional resources available to teachers, and we should not be limiting their thinking to a textbook.

Comments for section 126-35-3 Implementation

I support delaying the adoption cycle because we need to identify what it is we want students to know, understand, and be able to do relative to the Common Core Standards. We do not need to adopt resources that are not aligned to the curriculum we are expecting teachers to teach nor do we need to adopt resources that are substandard because publishers are spending their time in development of new content not yet ready for the consumer. I support using the money that would be spent on instructional materials during the next two years to upgrade our technology, so we have the infrastructure to support the tools our students need to access twenty-first century resources.

Comments for section Appendix A

I support the changes made in Appendix A, especially delaying the adoption cycles and the integrated reading English language arts adoption because we need to be teaching this with an integrated approach. In conclusion, I support the revisions to Policy 2445.40 because our students and our teachers deserve the best instructional resources we can offer them.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Wednesday, October 27, 2010 8:33 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-27 20:33:27)

Categories: Neutral

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#####

Name: Deborah Sull-Lewis
Organization:
Email: herdfanz@frontier.com
Title:
Address1:
Address2:
City/State/Zip: Huntington, WV 25704
Role: Parent-Family
Posted: 2010-10-27 20:33:27
Posted from IP: 184.15.4.242

Comments for section 126-35-1 General

The proposal would delay the the adoption of instructional resources for two years. This delay is being proposed to give time to strengthen the infrastructure so that students will be able to access digital content. According to the State Library Administration, 58% of WV households have a home computer. According to the WV State Technology Report 68.5 of classrooms have computers with the percentage raising to 86.5% with the inclusion of computer computer labs. In order for every student to have digital access a comprehensive program would be have to be implemented in two years that would ensure every student had computer access for all learning needs. Computer access in WV schools would need to be raised to 100%. For homework assignments, households who could not afford home computers and monthly internet access fees would have to have transportation provided to either a school (with extended hours) or a library. While it is certainly a worthwhile goal to have quality instructional resources aligned to the Common State Standards in digital format, we must ensure every student is given the same opportunity. I am in favor of adopting the best printed instructional resources now and move full force towards this comprehensive plan to provide equal access to a digital format.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Wednesday, October 27, 2010 9:04 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-27 21:03:38)

Categories: Positive

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Carol Hamilton
Organization: Spring Mills Middle
Email: cahamilt@access.k12.wv.us
Title: Teacher
Address1: 320 Edgemont Terrace
Address2:
City/State/Zip: Martinsburg, WV 25401
Role: Teacher
Posted: 2010-10-27 21:03:38
Posted from IP: 24.126.7.135

Comments for section 126-35-1 General

I am strongly in favor of this policy because I believe that it begins to aid in the needs of our schools to address the shortcomings in our abilities to teach to 21st century students in 21st century classrooms. We know that we must adapt to the changing needs of these digital natives and this policy would allow the counties to improve and expand on our technology infrastructure. It is virtually impossible for teachers to utilize project based learning and incorporate technology when their building has 1400 students and two computer labs. Bandwidth issues, lack of hardware, and professional development will go far to improve WV public schools abilities to teach 21st century skills. This two year window of opportunity for the counties to improve the infrastructure will pay off many times over. As an educator who believes in project based learning and teaching students skills necessary for the job market that they will enter, I want and need technology that it current an!
d usable.

Comments for section 126-35-3 Implementation

I believe that the two year window will help our counties bring their schools into the 21st century. I also believe that this two year window will allow the resources available through vendors to catch up with what we need to teach to 21st century students. We need digital resources and the

ability to use them in our classroom. The implementation plan will give the counties time and money to bring us forward, and then the schedule will bring each subject area the additional teaching resources that they will need to realize those goals - 21st century teacher for 21st century learners.

Comments for section Appendix A

I fully am in favor of the plan to move WV public schools into the 21st century. The implementation plan has been carefully created and will meet the needs of both the teachers and the students.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Wednesday, October 27, 2010 10:17 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-27 22:16:41)

Categories: Neutral

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

Name: hunter
Organization: vinson midle school
Email: hunter.meade@yahoo.com
Title: student
Address1: 3433 bradley rd
Address2: 3851 piedmont rd
City/State/Zip: huntington, wv 25704
Role: Parent-Family
Posted: 2010-10-27 22:16:41
Posted from IP: 76.111.191.156

Comments for section 126-35-1 General

will the state department of education guarantee that every student will
have a computer an internet access at home?

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Wednesday, October 27, 2010 10:29 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-27 22:28:58)

Categories: Positive

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Richard Young
Organization: Clay County Middle School
Email: rwyoung@access.k12.wv.us
Title: Sixth Grade Science Teacher
Address1: 71 Clearview Lane
Address2:
City/State/Zip: Maysel, WV 25133
Role: Teacher
Posted: 2010-10-27 22:28:58
Posted from IP: 70.100.68.147

Comments for section 126-35-1 General

As a sixth grade science teacher at our middle school, I support the suggested revisions to Policy 2445.40 for many reasons. I support the change from textbooks to instructional resources because many science textbooks as well as social studies textbooks are not current by the time they reach our students in the classroom.

Comments for section 126-35-3 Implementation

I support delaying the adoption cycle because we need to first identify what it is we want students to know, understand, and be able to do, so teachers can identify and procure the instructional resources to best teach the knowledge and skills we want students to have. Because of the expense of science materials and the limited amount of money teachers have to spend on instructional resources, teachers need to know what students are expected to learn so they can acquire the necessary equipment to teach those skills. With the advent of the Common State Standards for Science, we need to focus on acquiring the equipment to help us meet those standards. Adopting resources aligned to our present curriculum would not be wise given we know our curriculum is changing and monies are limited. I support using the money that would be spent on instructional materials over the next two years on building a better infrastructure to support the hardware necessary to move instruction into the!

twenty-first century. I am concerned that even with this money being allocated to improving our technology, it will not be enough. There is more to it than putting the infrastructure and hardware into schools; schools need to have technology support specialists and professional development to use these tools to their fullest potential.

Comments for section Appendix A

I support delaying the changes made in Appendix A because I would prefer to adopt science materials after the Common State Science Standards are in place. By delaying the adoption, I am better able to make a wise decision about which instructional resources best align to the curriculum and the needs of my students. In conclusion, I support the revisions to the instructional resources policy because this is the first step in moving us forward.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Wednesday, October 27, 2010 10:53 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-27 22:53:03)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Sonya Noble
Organization: Parent Vinson Middle School
Email: Noble1@zoominternet.net
Title: Mrs.
Address1: 1528 C Whaley Court
Address2:
City/State/Zip: Huntington, WV 25704
Role: Parent-Family
Posted: 2010-10-27 22:53:03
Posted from IP: 72.23.153.49

Comments for section 126-35-1 General

I am disturbed to hear that the texts are to be delayed for two years, when they are already of significant age. As for digital textbooks, I feel the children are already "dumbed down" enough now due to technology. They are becoming withdrawn, computer absorbed and only able to speak in jargon and incomplete sentences. In addition many children do not have access to a computer in their home.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Thursday, October 28, 2010 9:51 AM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-28 09:51:09)

Categories: Positive

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Juanita Spinks
Organization: Greenbrier East High School
Email: jspinks@access.k12.wv.us
Title: Teacher
Address1: Greenbrier East High School
Address2: One Spartan Lane
City/State/Zip: Lewisburg, WV 24901
Role: Teacher
Posted: 2010-10-28 09:51:09
Posted from IP: 168.216.51.20

Comments for section 126-35-1 General

In the past four years (actually since I attended the first TLI session), I have witnessed the educational system making some remarkable changes in implementing 21st Century learning. As I have changed my teaching strategies to move in this direction, I have observed student engagement shifting to the positive side. For years we complained that students were getting lazy and no longer cared about an education. I think the problem had more to do with teaching methods and strategies than student interest. Through grants, I have been able to buy new technology. I share these with my peers who are not fortunate enough to have the same 21st Century tools. We have collectively noted that student performance increases with this 21st Century approach. Currently I am working with 2 groups of CTE students who did not make mastery on the Westest. Over and over I watch their level of engagement change when we use laptops, cameras, ebooks and document cameras. I have purposely ex-
perimented with the old textbook methods and then switched to technology. Overwhelmingly, their vocabulary comprehension and writing improve when using technology. I will always remember the student from 2 years ago who begged me to get other teachers to use 21st Century teaching methods. He had struggled all year, but when we worked with a PBL and used critical thinking, he excelled. I honestly believe some students are so bored with the materials and teaching strategies we are using that they have "checked out" on us. The changes suggested in Policy 2445.40 are not going to affect

students nearly as much as they will affect teachers who must change with the times.

Comments for section 126-35-3 Implementation

This policy will not work if teachers do not receive the necessary training and support they will need to radically alter the way we teach. Many of us around the state have been fortunate to be involved in 21st Century teaching programs like TLI and the PBL Projects; however, there are teachers who have not participated in such programs. This lack of training will account for some negative feelings about Policy 2445.40. Change is always scary, but we can't continue to compete globally if we don't move with the times. Obviously there will have to be that time period when the infrastructure is updated around the state. And, we must constantly be aware of new tools and new technology as it becomes available. There is no way a 7 year old textbook can compete with information that changes daily. Also, if we look at the State Common Core Standards, we see the further need to purchase 21st Century materials for our classrooms. The standards are wonderful, but educators need!
the equipment, tools and materials to effectively teach.

Comments for section Appendix A

I believe the schedule for instructional materials presented in Appendix A is fair and obtainable. Obviously, Social Studies has gone the longest without new materials and they should be the first subject area to receive new products. Additionally, I don't believe anyone imagines that a change like this can occur overnight.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Thursday, October 28, 2010 12:42 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-28 12:42:17)

Categories: Positive

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Valerie Helmstetter
Organization: Poca High School
Email: vhelmste@access.k12.wv.us
Title: Teacher
Address1: Rt. 2 Box 5B
Address2:
City/State/Zip: Poca , WV 25159
Role: Teacher
Posted: 2010-10-28 12:42:17
Posted from IP: 168.216.16.50

Comments for section 126-35-1 General

Comments for section 126-35-3 Implementation

I was particularly pleased to read Section 3.8 of the policy, where it addresses the need to update instructional materials for a period of time after the reflected materials adoption. This additional time period considers changes within the adopted period for each subject selected. Currently, the fixed adoption cycle for instructional materials does not offer flexibility within materials in terms of the Global 21 initiative. As new knowledge is adapted in content and instructional processes, instructors need to provide the most current information to WV students. I believe this policy is an opportunity to implement these changes for a more digital learner.

Comments for section Appendix A

I am encouraged to see the inclusion of the "21st Century Instructional Tools" within the adopted policy. This provides additional scope for the consideration of instructional resources, recognizing that all instructional materials encompass more than the previously defined "paper and pencil" tools.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Thursday, October 28, 2010 1:42 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-28 13:41:58)

Categories: Positive

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Ellen Vannoy
Organization: GWMS teacher
Email: evannoy@access.k12.wv.us
Title: teacher
Address1: PO BOX 646
Address2:
City/State/Zip: Eleanor, WV 25070
Role: Teacher
Posted: 2010-10-28 13:41:58
Posted from IP: 168.216.16.50

Comments for section 126-35-1 General

Re: policy 2445.40 Virtual Textbook Adoption

Comments for section 126-35-3 Implementation

What a wonderful idea in going further in 21st century learning! I can only hope my own child will see this advancement! As a teacher, I wish to be abreast of the latest tech & innovation to make my students COMPETITIVE members of the academic world!

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Thursday, October 28, 2010 2:34 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-28 14:34:23)

Categories: Positive

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Mark Swiger
Organization: John Marshall High School
Email: mswiper@access.k12.wv.us
Title: Social Studies Teacher
Address1: 1300 Wheeling Avenue
Address2:
City/State/Zip: Glen Dale, WV 26003
Role: Teacher
Posted: 2010-10-28 14:34:23
Posted from IP: 168.216.222.148

Comments for section 126-35-1 General

I trust that this form is for comment on Policy 2445.40; movement to digital instructional materials.

I find the opportunity to transition to digital materials for instruction a challenge, yet a welcomed one from me. As we've moved to standards based instruction and now with movement to the Common Core for Social Studies, the timing for the transition a more digital instructional setting gives West Virginia an advantage in competing for 21st Century careers. The mantra of the Global 21 Initiative: "Students deserve it, the world demands it", fits perfectly with this opportunity. An outspoken proponent for digital advancement in education, I'm excited to comment on this policy. Equally, we want to make sure that the transition is done properly.

I've personally believed that for the past decade, this move would eventually be upon us. The importance of this transition shouldn't be looked lightly upon. It is imperative to do this, and to study closely how this transition should take place.

If we do this thoughtfully, making sound financial decisions, our classrooms will be using tools that students will be using for years to come in their jobs and careers. Opening instructional opportunities with as many open-source programs and purchasing intelligently, we can truly use the

world as a learning laboratory for students. We should make sure that, like any frugal citizen, that we create more "bang for the buck" in this process. Moving to a "one-to-one" scenario could be a reality given the timing of this policy adoption.

Under the leadership of Dr. Paine, Dr. Marple, and Carla Williamson, instructional strategies that require technology integration as learning tools has been strengthened. A vertically aligned state school system is well on its way to being a reality, where students learn in inquiry, then project and problem-based learning environments. These environments require technology-rich opportunities. Again, if planning is done properly, we can complete successfully major pieces of the puzzle. The puzzle pieces make up 21st Century learning.

Together we all face some of the most uncertain times for our youth; the transition in providing learning experiences, including the use of digital materials and hardware, poses a challenge for our society unmatched since the Industrial Revolution. The definition of "job" is even changing as we discuss this policy. West Virginia students need to be challenged to shift the work paradigm from "job" to "career". One thing we know is that we cannot continue to teach children to be prepared for a world that no longer exists. The reliance on "jobs" makes us dependent on others. The transition to "careers" that utilize technology makes us less reliant on a single faceted economy. As we hope for our students, not only to stay here, live here, and work here, we need to provide an opportunity to make that happen through moving the state into the Post Industrial Age in a way that is aggressive, methodical, yet rational.

We cannot take this policy shift lightly, but we shouldn't fear it either. Our future depends on this shift. "Students deserve it, the world demands it". Please ask for my assistance concerning this very important transition if needed.

Mark Swiger

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Thursday, October 28, 2010 3:58 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-28 15:58:18)

Categories: Positive

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Sonjia Richardson
Organization:
Email: snrichar@access.k12.wv.us
Title: Teacher
Address1: P.O. Box 209
Address2:
City/State/Zip: Poca, WV 25159
Role: Teacher
Posted: 2010-10-28 15:58:18
Posted from IP: 168.216.16.50

Comments for section 126-35-1 General

I am so happy to know that the digital classroom is being considered and hopefully will become a reality for the students in West Virginia. The textbook driven classroom is rapidly becoming a thing of the past. When students have opportunities to use technology in the classroom, they are far more engaged in the learning.
It was through the Teacher Leadership Institute in 2008 that I learned how to really incorporate technology into the curriculum in a valuable way. The student response was phenomenal and I will never go back to a textbook driven classroom.
My classroom is predominantly paperless and was last year as well. We do not use the textbooks. At my grade level, the students scored higher than any of the other schools in the county. So, the argument that a student needs a textbook to achieve mastery on the WESTEST is unfounded. I have seen very positive results in my classroom.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Thursday, October 28, 2010 6:11 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-28 18:10:49)

Categories: Neutral

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Laura Perry
Organization: Vinson Middle School
Email: lareper@msn.com
Title: Parent
Address1: 3355 Harvey Road
Address2:
City/State/Zip: Huntington, WV 25704
Role: Parent-Family
Posted: 2010-10-28 18:10:49
Posted from IP: 184.15.228.183

Comments for section 126-35-1 General

I support the use of hardcopy textbooks in addition to online textbooks. I feel it necessary for students to be able to work with the visual aid of a textbook in front of them as a study technique. Not all students may have eligibility to internet access in their home in order complete work.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Friday, October 29, 2010 11:37 AM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-10-29 11:37:11)

Categories: Positive

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Rosie Rhodes
Organization: Kanawha County Schools
Email: rrhodes@kcs.kana.k12.wv.us
Title: Science Curriculum Specialist
Address1: 200 Elizabeth St.
Address2:
City/State/Zip: Charleston, WV 25311
Role: Professional Support
Posted: 2010-10-29 11:37:11
Posted from IP: 168.216.16.50

Comments for section 126-35-1 General

Comments for section 126-35-3 Implementation

The wording "instructional resources" will allow more flexibility in purchasing 21st century tools for the development of students for success in the global society.

Comments for section Appendix A

The proposed sequence will have a positive impact on science education through the opportunity to equip teachers and students with 21st tools and digital resources. Through the resources students can develop and implement the thinking and process skills that are necessary for college, post-secondary education, and/or gainful employment

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, November 01, 2010 10:54 AM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-01 10:54:10)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: JuneChristian
Organization: parent
Email: christij@somc.org
Title: students who do not have access to technology at home
Address1: PO Box 1148
Address2:
City/State/Zip: Lavalette, WV 25535
Role: Parent-Family
Posted: 2010-11-01 10:54:10
Posted from IP: 184.14.6.213

Comments for section 126-35-1 General

I am against digital only textbooks. Many students don't have access or have limited access to dailey computer use. There is no excuse textbooks can't be provided to each and every student, considering how many tax dollars are designated for education in West Virginia and the US as a whole.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Friday, November 05, 2010 12:03 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-05 12:03:01)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Vicki Wood
Organization:
Email: dw57chev@aol.com
Title:
Address1: 4311 State Rt. 34
Address2:
City/State/Zip: Hurricane, WV 25526
Role: Community Member
Posted: 2010-11-05 12:03:01
Posted from IP: 76.111.178.158

Comments for section 126-35-1 General

This section eliminates the word "textbook" and the substitution of the term "Instructional Resources" implies a move away from using traditional printed textbooks in schools. The change implies that, if schools are to use "textbooks" they must be in a digital format and/or available online. This requirement might be fine for classroom instruction, but what happens when students need outside help and their households do not have access to technology, e.g., a digital reader or a even a computer? How will parents be able to help their children? I believe the proposed change will result in frustration and failure for less economic-advantaged students, possibly causing the drop-out rate to rise.

Even worse, the term "Instruction Resources" does not insure that any textbook--digital or online--will be adopted for use in the classroom. If schools adopt isolated digital resources that address Common Core Standards but do not address how social studies concepts are interrelated, students will not understand how history is dependent upon cause and effect relationships. They will come away knowing isolated evetns, people, and places, but will not have an understanding of how the concepts are interrelated. Textbooks bridge that gap by previewing and reviewing. Textbooks provide an umbrella for the content of each course.

Comments for section 126-35-3 Implementation

By allowing vendors to continue to provide instructional resources for up to four years following the content-specific adoption period implies the submission and adoption of more isolated, stand-alone materials. These materials might be good, but they need to be used within the framework of a textbook. They need to supplement and/or enhance a textbook lesson.

Comments for section Appendix A

The Social Studies adoption has been delayed one year already. If the adoption is delayed two more years, the current textbooks will be nine or ten years old. Students may be receiving outdated and possibly incorrect information unless the teacher makes a concerted effort to update the text material. Given all that teachers have to do and the amount of time it takes to search for and modify current information, I doubt that this happens too often.

Also, when social studies is finally up for adoption in 2013, schools have the option of purchasing additional mathematics material. That seems to imply that monies that are normally set aside for the subject area scheduled for adoption (social studies) may have to be shared with another subject area. Why is more money being given to mathematics when there have been two formal adoptions in the last three years in that subject area? A second mathematics adoption was the reason for postponing social studies for one year--from 2010 to 2011.

Giving counties two years (2011 and 2012) of Step 7 money to purchase technology tools to allow students to have access to "electronic instructional resources" is an admirable undertaking. However, there are a number of factors which also need to be considered. A well-equipped electronic classroom comes with some cautions. First, well-trained teachers must be willing and prepared to use the equipment. Second, monies must be available for repair and updates. What happens when the Kindles or iPads are stolen, broken, or upgraded? Repairs and replacements must be made in a "timely" manner. Where do the personnel and funds come from to keep the technology working and current? What does a teacher do if the computer lab is down or the Smart Board doesn't work and he or she has only electronic resources to use with students? How much instructional time will be wasted? (I can address this issue on a personal basis as the last three classrooms I have visited to observe !

student teachers have had technology issues. In all three instances, the teacher planned to use technology, but it was not working on that day!!! They all used an "old-fashioned" method of instruction instead.)

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Friday, November 05, 2010 3:45 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-05 15:45:02)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: LaDonna Davis
Organization: Belington Middle School
Email: levismomlbd@aol.com
Title: Mrs.
Address1: Rt. 4 Box 102
Address2:
City/State/Zip: Philipi, WV 26416
Role: Teacher
Posted: 2010-11-05 15:45:02
Posted from IP: 168.216.194.20

Comments for section 126-35-1 General

It is my understanding that if this policy is approved that all textbook adoptions will be put on hold for 2 years and at the end of those two years only digital materials will be considered for adoption. If this is correct I feel that a great injustice is being done to our students. Our current social studies texbooks are already 7 years old--much, much out of date. Using a digital only approach to education is a wonderful idea, if each student in the state is provided with a computer for use at school and at home. Of course, each student would need to have technical support available when they are having problems--may schools in the state don't even have a tech. support person in the county, much less the school. Many of the students I deal with do not have access to internet in their homes. Would the state support internet service to those who do not have access?

Our current books are not only outdated but in poor condition. Textbooks are a must if we wish to keep parents involved in our students education.

Please reconsider this policy. We, the students in my school and I, have been looking forward to getting new textbooks next year.

Comments for section 126-35-3 Implementation

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Sunday, November 07, 2010 7:06 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-07 19:06:19)

Categories: Neutral

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Brian Bailey
Organization: Central Preston Middle School
Email: bebailey@access.k12.wv.us
Title: Special Education teacher
Address1: 500 Knight Drive
Address2:
City/State/Zip: Kingwood, WV 26537
Role: Teacher
Posted: 2010-11-07 19:06:19
Posted from IP: 184.11.231.33

Comments for section 126-35-1 General

fine

Comments for section 126-35-3 Implementation

6 year cycle is fine unless a lot of information, particularly in social studies and science changes, then the cycle needs to be more frequent. You also need to keep in mind that not all homes are equipped with computers and technology to look at online or dvd versions of textbooks, Most people still need the real thing.

Comments for section Appendix A

WV Studies books can't wait until 2013 to be replaced. The current books are in such bad shape now they won't last another 2 years. They need replaced NOW! The teacher I collaborate with in Social Studies has approximately 50% of her WV Studies textbooks barely useable because they are literally falling apart.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Sunday, November 07, 2010 7:24 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-07 19:23:56)

Categories: Not Accepted

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Amanda
Organization: Bishoff
Email: abishoff@access.k12.wv.us
Title: Teacher
Address1: 500 Knight Dr.
Address2:
City/State/Zip: Kingwood, WV 26537
Role: Teacher
Posted: 2010-11-07 19:23:56
Posted from IP: 74.38.198.74

Comments for section 126-35-1 General

Comments for section 126-35-3 Implementation

The new textbook "West Virginia: Wild and Wonderful" issued by the Clairmont Press is a vibrant textbook rich in content and appeal. Going through the textbook, one could understand how the textbook has been changed and formatted to meet the needs of today's students. Students learn when the content is meaningful to them and is age appropriate. I feel the new proposed textbook is just that: meaningful and age appropriate. The pictures in the textbook are a great addition to the textbook in that they are eye catching and true to West Virginia. It is fact that students tend remember a picture more than words. The textbook also includes brief facts called "Something Extra" which promotes thinking and inquiry.

In general the textbook is clear and coherent and fully serves its purpose. It promotes higher level thinking skills and really pushes students to understand more about West Virginia History. I would gladly replace my current textbooks with the proposed textbook because I would love to give students an even better educational environment. Yes, we need digital resources but teaching in a low SES county, the need for hands-on resources is crucial. New textbook adoption correlated with technology is vital if we

wish to broaden the horizons of our future.

Comments for section Appendix A

The West Virginia Studies textbook for 8th grade is an informative textbook which helps create a valuable learning atmosphere when students are learning about their state's history. However, over 50% of the current WV Studies books in my classes are falling apart due to poor structure. Students are discouraged that they don't have resources which are new and exciting to them. Because textbooks are falling apart, I am losing textbooks needed for students.

The social studies programs cannot wait until 2013 for new textbooks. The textbooks again are falling apart and much of the content in them needs to be revised or updated. I do feel we need to incorporate 21st century learning skills and utilizing technology needs to occur. However, completely taking away textbooks inhibits students who do not have technological resources outside of the school atmosphere. By adopting the new textbooks in 2011 rather than 2013, each student would have access to the following textbook formats: printed, audio CD, online, and textbook on CD. Students would also have an additional workbook. Each classroom could greatly benefit from the use of diverse material which would address all different learning levels and abilities and would not hinder a child's learning. Textbook adoption needs to occur at the appropriate time which is now. We cannot jeopardize the future of West Virginia.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Sunday, November 07, 2010 7:47 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-07 19:46:58)

Categories: Positive

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Rachel Hull
Organization: George Washington Elementary
Email: rjhull@access.k12.wv.us
Title: Teacher
Address1: Rt. 1, Box 159
Address2:
City/State/Zip: Buffalo, WV 25033
Role: Teacher
Posted: 2010-11-07 19:46:58
Posted from IP: 75.198.83.200

Comments for section 126-35-1 General

First, I believe it is obvious why this is the appropriate move. Nearly all teachers understand the need for radical improvement to the technological infrastructure. This would allow for that to occur. Without this move, it would be impossible to locate and free the large amount of money necessary for these improvements.

One might ask, "Can teachers provide quality instruction without the newest text?" The answer is: ABSOLUTELY. Most teachers already use the web and other materials to supplement their texts. The wealth found on sites, such as Thinkfinity, could provide enough support to never have the need for the text. Frankly, if a teacher is so tied to a book that took 5-6 years to produce, then that should be evidence that there is a need to remove the text from that teacher. We are not teaching children who've been waiting for a text to be written. They are living and breathing in this modern, rapidly-changing (by the minute) world. It seems preposterous that we would use a "cardboard" program to teach young people whose reality is fluid.

When the WESTEST was reissued I was thrilled. For the first time I saw that it created an impetus for the number of teachers who simply focused on the standardized test to see the need to deliver in-depth opportunities for students to master the curriculum (CSOs, NOT a text!). Slowly, I think it is. I think the removal of a traditional text from the hands of the

too-traditional teacher will force them into what research shows we must do--teach in response to the students currently in our classes. It will require teachers to spend quality time deconstructing the CSOs and understanding what is necessary for their mastery. The traditional text is one of the primary weights keeping our classrooms in the early decades of the 20th century.

Go for it!!!!!!! Be brave enough to catapult us into the future. We desperately need this action.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Sunday, November 07, 2010 9:49 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-07 21:48:40)

Categories: Not Accepted

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Robert Allman
Organization: James and Law Co.
Email: rallman@jamesandlaw.com
Title: VP Sales and Marketing Retail
Address1: 217 W. Main St.
Address2:
City/State/Zip: Clarksburg, WV 26301
Role: Business-Industry
Posted: 2010-11-07 21:48:40
Posted from IP: 72.47.84.92

Comments for section 126-35-1 General

What criteria were used in deciding who the stakeholders would be who were consulted in this policy review?

Why would the only current State Textbook Depository not be considered a stakeholder?

Why wouldn't a company with forty West Virginia employees directly making it's livelihood in the textbook business not be welcomed at the table?

During these discussions about delaying adoption cycles and diverting the funding to other uses, was any thought given to the effect this would have on tax paying West Virginian's?

Are you aware that the State Textbook Depository runs in the red during those cycles when only Dance and Music and Art for instance are up for adoption?

Was any consideration given to the fact that for James and Law to continue to operate the depository during the diverted years; it would have to operate at a loss for two years?

Isn't it true that during these two years the State Department of Education

would be doing everything possible to move all subjects to digital format and preferably in a web based format?

Is it true a specific change was made in state law concerning any depository from handling any instructional product available over the World Wide Web?

Isn't it true that this change was suggested by the software industry without any research showing this to be in the best interest of West Virginia, its schools and children?

Fiscal Note

The fiscal note attached to the policy claims there is no current cost or future costs involved in this policy change. It seems this note is a total exaggeration of the truth.

Do the lost wages and taxes that will result from the changes in this policy not count?

Does the loss of B &O taxes to the local government have no meaning?

What happens when people who had work, no longer have work, does unemployment have no cost to the State of West Virginia?

I believe in technology, and it's use in the educational community is perhaps a forgone conclusion; however, any change in policy with such a wide reaching affect should be given a thorough review taking in account all parties concerns.

A decision was made to eliminate the publishers and depository people from this discussion. Being told what you will do and being asked what can we do together, are totally divergent ideas, one is inclusive, while the other is exclusive.

All this nations best ideas, even our form of democracy, is and always has been inclusive in nature. We would welcome a chance to more toughly discuss our views and concerns on this policy in an open inclusive environment

Comments for section 126-35-3 Implementation

No Comment

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, November 08, 2010 11:04 AM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-08 11:03:50)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Nancy Brown
Organization: The James & Law Company
Email: nbrown@jamesandlaw.com
Title: Secretary-Treasurer
Address1: 217 West Main Street
Address2:
City/State/Zip: Clarksburg, WV 26301
Role: Business-Industry
Posted: 2010-11-08 11:03:50
Posted from IP: 216.30.245.195

Comments for section 126-35-1 General

As a parent, business manager and participant on a school improvement committee, I am concerned over the wording of the policy that will make WV education solely electronic. I can understand that our children will need to be prepared to participate in an electronic world, but are we being hasty to totally disregard the value of a book as a teaching method? For years, our society has been taking measures to place books into the hands of our children. I was a read-a-loud volunteer for many years and the children not only wanted to hear the words, but handle the book, touch the pictures and turn the pages. Even fourth graders would light up at the opportunity to pick the book to be read aloud. Yes, WV wants to be a leader in technology, but are we disregarding a teaching method that works in favor of a teaching method that is not fully tested? As a child, I owned only a few books, but they were my treasures. As a parent, I flooded my home with childrens books and read to m!

y children each evening. Electronic textbooks are no doubt a valuable tool, but so are beautiful printed texts! Recently, I traveled to Webster Springs, WV. It is a lovely WV town...where my cell phone had no service. Does Webster Springs, WV have access to high speed internet for the school children to use? I am concerned that the desire to LEAD THE NATION may overshadow the facts of the matter. We are a state of mountains with many miles in between them. So if we can indeed construct the wireless towers over the next few years, will we be able to prepare our teachers for an all

electronic classroom? Will WV have the funds to replace computers every four or five years? Will every school have a computer tech on staff to load, repair, replace, etc at the rate of \$100 per hour? Let's look at the broad picture. Do we want our children sitting at the desks staring at a computer for a full day, then each evening for homework? It tires me to work all day at a computer!!

I understand the need to look into the future and to prepare!
our children for the wide world they are about to enter, but I hope you will reexamine the need for the written word as well as the electronic word.

As a financial manager at The James & Law Company, I am asking you to make the electronic materials available thru the Textbook Depository. Our small company employs an average of 35 employees. Our earnings as a WV business pay: WV wages, WV taxes including Income Tax, Business Franchise, local B & O and property taxes, and payroll taxes. We work hard at doing the best job possible for the school districts, the publishers our company represents and our employees who ARE The James & Law Company. Are you willing to pull the life-line on a WV company established in 1899 and eliminate yet another well-established income producing company that DOES work hard to play by the rules and support the State of WV? The trickle down effect will hurt many people, locally and state-wide. I am asking for the opportunity to prove our value as a service provider to WV. If change is inevitable, please allow The James & Law Company to be a part of that change.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, November 08, 2010 11:39 AM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-08 11:38:54)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: George I. Brown
Organization: The James & Law Co.
Email: gbrown@jamesandlaw.com
Title: President, General Manager
Address1: 217 W. Main St.
Address2: PO Box 2468
City/State/Zip: Clarksburg, WV 26301
Role: Business-Industry
Posted: 2010-11-08 11:38:54
Posted from IP: 216.30.245.195

Comments for section 126-35-1 General

I oppose Policy 2445.40, which would delay adoption and acquisition of Social Studies and Science instructional materials/resources for two years. This policy is designed to permit districts to spend funds that were originally intended for textbooks, to be spent on computers and high-speed internet access, as districts pursue the vision set forth in the Global 21 technology initiative. It is my understanding that the intent is to resume adoptions in 2012, for fully-manipulative, paperless resources only. I have two concerns with this policy, and the broader initiative it supports.

First, while I agree that digital resources are an effective tool, I contend that they are only one component of the teachers' tools, and that the previous/current instructional media have not yet, and may never, outlive their usefulness. Traditional publishers own a wealth of well-researched intellectual content, but not all are prepared to provide the access WV's initiative demands. As independent businesses, the speed with which they address the initiative will vary. For instance, an unnamed publisher has produced a new grade 8 WV History text that, to my knowledge, is as cohesive as any product currently available on the subject. This publisher specializes in state histories, and has produced two previous editions that were approved by our State adoption committee, and the majority of our county adoption committees. The new edition is available in hardback, and was to be available on CD-ROM, and online. However, since this initiative

requires fully-manipulative reso!

urces, it does not meet the State standard, and will not be available for our students! So, by requiring fully-manipulative resources, we may be turning our backs on perfectly suited content. Is this wise?

Also, I question the target date for implementation of completely digital instruction. Given the complexity of such a wholesale change (from print, CD-ROM, online materials to fully-manipulative resources) will we be ready in just two years? This initiative assumes that all students will have a computer in-hand – a Kindle, I-Pad, etc., are not sufficient, as they are not interactive. So, will all students in all schools have equal access to hardware and digital resources? Will there be enough bandwidth to accommodate all students at all times during the school day? Will there be sufficient power available in schools for the additional demand? How often will hardware need to be upgraded to keep pace with technological advances? How will districts handle abused hardware situations? How many additional pieces of hardware will districts need while inoperable units are serviced? How many more service technicians will RESA's and/or districts need? And what of homework?!!

In short, I see this initiative progressing in fits and starts, rather than seamlessly, for students and schools, parents and administrators, taxpayers and businesses. I advocate a more measured approach. Are we not ahead to use all practical resources regardless of their format as this progression takes place?

Secondly, my firm, The James & Law Company, has provided continual instructional materials depository service to the districts, and publishers of state-approved materials since 1912. We received official approval to operate as such from the WV Board of Education in 1992. State Code was changed last year to prohibit our depository (or any other) from providing digital resources to districts. This is short-sighted. Districts choose to purchase instructional materials thru our depository because of the efficiency and convenience 'one-stop' shopping offers. However, as these technology initiatives are currently designed, that choice ceases, progressively, beginning with the resumption of adoptions in 2012. District business offices with then have no choice but to deal directly with vendors of state-approved programs. We presently represent over fifty publishers. So the districts' Purchasing, A/R, A/P departments' workloads will increase dramatically as they acquire the!

se digital resources. Also, at present, a portion of the tax dollars spent on materials purchased thru our depository stays in-state, and turns over in our economy, as wages, benefits, State and local taxes, and operating expenses. Beginning in 2012, all of those dollars will go out-of-state. Is this wise? And last, it has been suggested that our depository could not provide access to digital content. I know that not all vendors of digital resources operate their own server farms, thru which their material is accessed. Just as they have done, our Company can, and will, if given the opportunity, lease or purchase sufficient server space in-state thru which our districts can access the same resources. In so doing, as with print materials, the districts can choose an in-state provider, and not be at the mercy of numerous ISP's, located throughout the Country.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, November 08, 2010 11:47 AM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-08 11:47:28)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Esther Messenger
Organization: WIMS secretary
Email: emesseng@access.k12.wv.us
Title: Secretary/parent/grandparent
Address1: 443 Lee Avenue
Address2:
City/State/Zip: Clarksburg, WV 26301
Role: School System Staff
Posted: 2010-11-08 11:47:28
Posted from IP: 168.216.204.37

Comments for section 126-35-1 General

I feel we need textbooks. We cannot keep our computers working in our computer labs. I just feel we need paper copies of things. Technology is great but so are BOOKS. What about all the students who do not have internet access at home and cannot afford it. I think it is unreasonable to think everyone is computer smart.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, November 08, 2010 1:27 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-08 13:26:43)

Categories: Neutral

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: William Tucker
Organization: Harrison County schools
Email: wtucker@access.k12.wv.us
Title: Principal
Address1: 443 Lee Ave.
Address2:
City/State/Zip: Clarksburg, WV 26301
Role: Principal
Posted: 2010-11-08 13:26:43
Posted from IP: 168.216.206.198

Comments for section 126-35-1 General

I believe that we will always need textbooks as a resource for our students.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, November 08, 2010 1:43 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-08 13:42:43)

Categories: Not Accepted

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: NANCY SHAWHAN
Organization:
Email: NSHAWHAN@GMAIL .COM
Title:
Address1: P. O. BOX 56
Address2:
City/State/Zip: WEST MILFORD , WV 26451
Role: Parent-Family
Posted: 2010-11-08 13:42:43
Posted from IP: 216.30.245.195

Comments for section 126-35-1 General

AS A PARENT AND GRANDMOTHER I HAVE READ TO MY FAMILY FROM HAND PICKED BOOKS THAT WERE CHOSEN FOR SPECIAL REASONS. IT WAS A TREASURE FOR ME TO READ ALOUD AND SEE THE THE ANTICIPATION OF A CHILD WANTING TO KNOW THE REST OF THE STORY. THE ILLISTRATIONS WERE ALWAYS A MUST SEE. BEFORE MY DAUGHTRER WAS BORN, I PURCHASED BOOKS FROM STORES, FLEE MARKETS, WHEREEVER I SAW BOOKS, IT DREW MY ATTENTION. JUST THE OTHER DAY MY GROWN DAUGHTER WITH A FAMILY OF HER OWN ASK ME WHERE HER BOOK WAS THAT SHE READ OVER AND OVER AS A CHILD. SHE WANTED TO SHARE IT WITH HER DAUGHTER. BOOKS IN OUR HOME ARE CONSIDERED TREASURES THAT YOU HOLD IN YOUR HANDS, RUN YOUR FINGERS OVER THE PICTURES AND TRAVEL SOMEWHERE AND LIVE IN A DIFFERENT TIME FOR A WHILE. COMPUTERS ARE GREAT GATES INTO MEDIA, BUT THERE MUST ALWAYS BE THOSE TREASURES THAT ARE KEPT NEAR. WE ARE SLOWLY LOOSING A REAL CONNECTION WITH OUR CHILDREN IN THE ELECTRONIC WORLD. I HOPE THAT THE ELECTRONIC WORLD WILL LET ME KEEP THE ONE T!
REASURE OF FAMILY CONNECTION WITH REAL HAND HELD BOOKS AND GIVE THE COMPUTER A MUCH NEEDED REST!

Comments for section 126-35-3 Implementation

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, November 08, 2010 1:53 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-08 13:52:43)

Categories: Neutral

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Tammi Stotler
Organization: Middle School Teacher
Email: tstotler@access.k12.wv.us
Title: Teacher
Address1: 271 Warm Springs Way
Address2:
City/State/Zip: Berkeley Springs, WV 25411
Role: Teacher
Posted: 2010-11-08 13:52:43
Posted from IP: 168.216.239.231

Comments for section 126-35-1 General

Shouldn't this be done gradually??? How are you going to train teachers?
What about the parents?

Comments for section 126-35-3 Implementation

Shouldn't this be done gradually??? How are you going to train teachers?
What about the parents?

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, November 08, 2010 1:54 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-08 13:53:39)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Wendy Adams
Organization: Sandy River Middle-McDowell Co.
Email: wadams@access.k12.wv.us
Title: Classroom Teacher
Address1:
Address2:
City/State/Zip: Avondale, WV 24811
Role: Teacher
Posted: 2010-11-08 13:53:39
Posted from IP: 168.216.16.50

Comments for section 126-35-1 General

I am in favor of using both the suggested textbook and the didgital CD-rom included with the text. The idea of an "all digital" scenario sounds intiguing, but in reality, not all students have access outside of the school for the required material and this will cause a drop in student participation and student success in the classroom. Students need both the book and the other resources to be successful at this time for several reasons. One reason is that not all schools will have adequate technology to support the all digital implementation. Ideally, even in the best scenario, there will arise situations where the material isn't as easily accessible and cause probelms. Thank you for your consideration in this matter.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, November 08, 2010 1:57 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-08 13:56:54)

Categories: Not Accepted

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name:
Organization: WSMS
Email:
Title:
Address1: 271 Warm Springs Way
Address2:
City/State/Zip: Berkeley Springs, WV 25411
Role: Teacher
Posted: 2010-11-08 13:56:54
Posted from IP: 168.216.207.182

Comments for section 126-35-1 General

Text books do show wear and tear but technology cannot replace the scenes that a physical book can stimulate. It involves the student and stimulates the skill of reading that a monitor cannot substitute. Please consider the whole brain health of our students by keeping text books in our schools.

Comments for section 126-35-3 Implementation

Please keep physical text books in our schools so students can fall asleep trying to memorize theories safely.

Comments for section Appendix A

Text books do show wear and tear but technology cannot replace the scenes that a physical book can stimulate. It involves the student and stimulates the skill of reading that a monitor cannot substitute. Please consider the whole brain health of our students by keeping text books in our schools. Please keep physical text books in our schools so students can fall asleep trying to memorize theories or develop hypothesis. Perhaps they might get soiled and wore but they are safe to safely.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, November 08, 2010 1:59 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-08 13:58:57)

Categories: Not Accepted

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

Name: LINDA DAUGHERTY
Organization:
Email: LDPLUMDAUGHERTY@GMAIL.COM
Title:
Address1: RT 1 BOX 278 A-1
Address2:
City/State/Zip: LOST CREEK, WV 26385
Role: Parent-Family
Posted: 2010-11-08 13:58:57
Posted from IP: 216.30.245.195

Comments for section 126-35-1 General

AS A CONCERNED INDIVIDUAL OF WEST VIRGINIA, I AM VERY MUCH AGAINST
THE IDEA OF SOLELY ELECTRONIC TEACHING OF OUR CHILDREN. I LOVE TO READ
AND ALWAYS HAVE A BOOK OF SOMEKIND ON HAND.
KIDS NEED THE PERSONAL TOUCH OF THEIR OWN BOOKS.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, November 08, 2010 2:33 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-08 14:33:04)

Categories: Neutral

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Bonnie Allman
Organization: Doddridge County
Email: ballman@access.k12.wv.us
Title: Child Nutrition Coordinator
Address1: Rt 2 Box 35C
Address2:
City/State/Zip: West Union, WV 26456
Role: Professional Support
Posted: 2010-11-08 14:33:04
Posted from IP: 168.216.189.77

Comments for section 126-35-1 General

As an educator I am concern about these changes and how they affect children. I am not certain that this will help the children achieve more academically. Our teachers have not totally grasped the 21st Century Skills. If they're not ready why move ahead. Like a foundation of a house if it is not solid the walls and roof will tumble.

Do I even have room on your site to speak about infrastructure, not of the schools but in the communities especially in the most rural areas such as mine. Many of our children will only have access to educational materials at school. And while we are on this subject who will be responsible for the electronic devices and their security. Will child molesters have even more access to our children? (May be off subject but a concern).

Please slow down and help the schools, parents and public know about these changes and the effect it will have on our children.

Comments for section 126-35-3 Implementation

It is not stated in the policy but is in the SB 613, that the RESAs will have committees to select books to be placed on the adoption list. This will take control from the local counties especially those that are small and surrounded by larger counties. What about the research that show small

schools are better and parents need to be more involved. None of this is helping in my opinion.

Comments for section Appendix A

This measure will have no impact on costs and revenues of state government. This statement is in your policy. This is a powerful statement. What will be the cost to counties, schools and taxpayers?
I have been taught to doubt that which is too good to be true. Nothing in life is free or even just the cost of two years of textbooks.

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, November 08, 2010 3:04 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-08 15:04:16)

Categories: Positive

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Scott Lykins
Organization: Warm Springs Middle School
Email: slykins@access.k12.wv.us
Title: 8th Grade Science
Address1: 119 Walther Court
Address2:
City/State/Zip: Berkeley Springs , WV 25411
Role: Teacher
Posted: 2010-11-08 15:04:16
Posted from IP: 168.216.243.107

Comments for section 126-35-1 General

I am in favor of replacing formal textbooks with online versions and investing more in technology.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, November 08, 2010 3:21 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-08 15:20:53)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Sharon McDonald
Organization: Teacher of Social Studies at Washington Irving Middle School
Email: ssmcdona@access.ki1.wv.us
Title:
Address1: WIMS
Address2:
City/State/Zip: Clarksburg, WV 26385
Role: Teacher
Posted: 2010-11-08 15:20:53
Posted from IP: 168.216.194.234

Comments for section 126-35-1 General

I am not sure if this is the correct box, but hopefully it is. I can not go another year or two or longer with the textbooks I have. They are worn out. I have had 50-60 rebound and the backs are worse than the originals. Going to completely digital or online is totally impractical. Online is an excellent resource and supplement, but can not and should not completely replace textbooks. Also, this could not be implemented in any reasonable time frame. We need textbooks and online sources. I hope logic and reason will prevail.

Comments for section 126-35-3 Implementation

Comments for section Appendix A

Veronica Barron

From: Nobody <nobody@wvde.state.wv.us>
Sent: Monday, November 08, 2010 3:56 PM
To: fibanez@wvde.state.wv.us; awsimpso@access.k12.wv.us
Subject: Comment Received for Policy 2445.40 (2010-11-08 15:56:12)

Categories: Negative

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=d6ea255bc3206c93f9e4c6a7eaa89c9a>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2445.40

#

Name: Phyllis Dunlevy
Organization: Next Steps Consulting
Email: pad@nscwv.com
Title: Owner
Address1: 220 Broadview Ave
Address2:
City/State/Zip: Fairmont, WV 26554
Role: Business-Industry
Posted: 2010-11-08 15:56:12
Posted from IP: 216.30.245.195

Comments for section 126-35-1 General

I am a computer consultant who has taught in the public schools as well as at the college level. I use the computer every day for both earning my living and for leisure. With that in mind, I think you would be doing our students a great disservice if you spend their textbook money on computers, network infrastructure, and electronic programs. I think there are many issues unaccounted for in the implementation which I will discuss below. But, from the standpoint of a student, I think that using the computer as the primary access to educational information is assuming that all students learn the same way. I personally can not read from a computer screen and retain the information beyond an individual fact or two. I think that every student is different and taking the textbook away is a mistake of gigantic proportions. I began giving my nieces and nephews books by the time they were age 2. They number among them now a doctor, an architect, a chemist, a biologist and seven!

ral school teachers. Several more are in college. Only 1 of the 35 has not gone on to college. Please do not make education a plan for learning the facts that are needed to pass standardized exams. Computers have their place as a tool but should not be used as the expense of the textbook where reading and learning is a continuous experience.

Comments for section 126-35-3 Implementation

As a professional in the computer industry, I know that buying the hardware is only the beginning when it comes to computer expenses. You will need technicians to maintain, troubleshoot problems with, and update the equipment. You will also need network administrators to maintain, troubleshoot problems with, and administer security for the networks. Where will the money for this come from after the second year? Second, if you intend to move our students to electronic programs available only through the school network or the internet, how will you ensure that students have the hardware and internet availability at home. My sister has 5 children. All 5 of them were in the public schools at one time. I know they can not now and could not then have been able to provide all 5 of them with computer access to to their homework. I know the State Department of Education claims that availability of educational materials 24 hours a day 7 days a week is an advantage to their proposal. But that presupposes that all students have the equipment and internet access available to them at home.

Another very important consideration. What will you do if this plan does not have the success that is hoped for? What will be the fall back plan if you can not maintain the infrastructure to the level needed to provide the students with reliable access to the materials? If you have never even had a pilot program of this nature, how do you know how much it will cost in the future? Is there some kind of reasonable estimate of PC failure rates, cost of maintenance and/or replacements, personnel costs, etc. What will you do if there are schools who do not have high speed internet access available by the time this plan is fully implemented?

As a consultant who is paid to think ahead when designing and implementing computer systems, I feel that simply using textbook money to start building infrastructure in the schools while betting that the rest of the pieces for an electronic educational system will be ready in two years is foolhardy. And, you are assuming that all parents will be ready, willing, and able to provide their children with the necessities for home study at the same time.

Comments for section Appendix A

Veronica Barron

From: Carla Williamson <cljwilli@access.k12.wv.us>
Sent: Wednesday, October 27, 2010 4:32 PM
To: Alma Simpson
Subject: FW: Bravo

Use this comment from the editorial below

Carla

Carla Williamson
Executive Director
Office of Instruction

West Virginia Department of
EDUCATION

Building 6, Room 608
1900 Kanawha Boulevard East
Charleston, WV 25305-0330
304.558-5325 P
304.558.1834 F
E-mail cljwilli@access.k12.wv.us
wvde.state.wv.us

GLOBAL

From: Robert Hull [mailto:rhull@access.k12.wv.us]
Sent: Wednesday, October 27, 2010 4:20 PM
To: 'Carla Williamson'
Subject: Bravo

<http://www.dailymail.com/Opinion/Editorials/201010261229>

I assume you saw this editorial. Good job!

Robert E. Hull
Assistant State Superintendent
Division of Curriculum and Instruction

West Virginia Department of
EDUCATION

Building 6, Room 603
1900 Kanawha Boulevard East
Charleston, WV 25305-0330
304.558.8098 P
304.558.1834 F
E-mail: rhull@access.k12.wv.us
wvde.state.wv.us

Veronica Barron

From: Carla Williamson <cljwilli@access.k12.wv.us>
Sent: Wednesday, October 27, 2010 12:07 AM
To: Alma Simpson
Subject: FW: I appreciate it

Add this comment to the log for instructional materials comments. It is an official comment made during the comment period. Thank you.

Carla

Carla Williamson
Executive Director
Office of Instruction

West Virginia Department of
EDUCATION

Building 6, Room 608
1900 Kanawha Boulevard East
Charleston, WV 25305-0330
304.558-5325 P
304.558.1834 F
E-mail cljwilli@access.k12.wv.us
wvde.state.wv.us

GLOBAL

From: Rob Wolford [mailto:jrwolford@frontiernet.net]
Sent: Tuesday, October 26, 2010 5:13 PM
To: cljwilli@access.k12.wv.us
Subject: I appreciate it

Ma'am:

I just read the article in the [Charleston Daily Mail](#) regarding WVDE not adopting substandard social studies textbooks.

This is ironic. Just yesterday I received a book from Clairmont Press asking me to review their new textbook for West Virginia Studies. The book came with a CD and a letter asking me to please comment on the need for text books in the classroom.

I was frankly stunned by this request.

When we adopted the current Clairmont book in 2004 (I think) I reviewed it and found many mistakes. I informed the publishers of this and sent them copies of the pages that contained the errors putting "sticky notes" with corrections on the pages. Because they had to re-issue the books because of binding problems they assured me that the mistakes would be corrected.

The mistakes were not corrected. My time spent, the opportunity to rectify, the justness of doing right by the students was all lost.

This evening I was going to compose a comment to submit to the Department of Education suggesting that they save their money and not adopt the Clairmont WV Studies book this year.

I see now that you are way ahead of me.

It is refreshing to see this kind of vigilance; I appreciate it.

Thank you.

Rob Wolford
Romney Middle School

Veronica Barron

From: Carla Williamson <cljwilli@access.k12.wv.us>
Sent: Monday, November 01, 2010 9:37 AM
To: Alma Simpson
Subject: FW: Technology for Social Studies

Importance: High

Another comment for the policy. Drop the last two sentences.



Carla Williamson
Executive Director
Office of Instruction

West Virginia Department of
EDUCATION

Building 6, Room 608
1900 Kanawha Boulevard East
Charleston, WV 25305-0330
304.558-5325 P
304.558.1834 F
E-mail cljwilli@access.k12.wv.us
wvde.state.wv.us

GLOBAL
WORLDWIDE EDUCATION

From: karen taylor [mailto:karenedwardstaylor@hotmail.com]
Sent: Friday, October 29, 2010 11:13 AM
To: cljwilli@access.k12.wv.us
Subject: Technology for Social Studies
Importance: High

I knew if anyone had the guts to do this you would. I have said for years that textbooks are a crutch for teachers K-12 and should not be used as the main source of the classroom curriculum. You know me as a librarian but my major was social studies and when I taught I never used a text with students we did theme study using every piece of reference I could gleam for instruction. I was so glad to see you stand up to the textbook deal. This has been a waste of money for too long. Do you think you might need any consultant people to get this off the ground.